

Principal #11

1 T: Good afternoon. I'm here with P11, I just want to remind you that the nature of this
2 study is just to explore principals as facilitators of professional development with
3 teachers as adult learners. What I would like for you to do is to just look at the informed
4 consent do you remember signing the informed consent.

5
6 P11: I do.

7
8 T: Okay. So, what I would like to do is to just start with a very broad question. What
9 has been your experience with school based professional development?

10
11 P11: I'm going to back up a little bit. I participated in quite a bit of development of
12 teachers when I was still a teacher. I like professional development in writing,
13 particularly, and also in MAP strategies when I was still a teacher. I was also an
14 instructional specialist. When I left the classrooms, I worked as an instructional
15 specialist primarily in the literacy area, and then as a principal. Are you asking what my
16 experience is and what kinds of professional development I've offered or?

17
18 T: Just in general. Your experience, your feelings, your thoughts as one who has
19 attended and facilitated professional development.

20
21 P11: Okay. I love professional development. I think that's really the heart of what I'm
22 supposed to do. I don't necessarily think of it in terms of workshops. The way I think
23 about it is we're developing ourselves all the time and it might be in a very formal setting
24 where we actually are doing the workshop. We're doing the building orientation at the
25 beginning of the school year, but it also might be something that is a little bit more
26 informal. It might be just going to a grade level meeting and there's a question that
27 comes up that you really need to address and you start really trying to delve into what
28 kinds of resources we're going to need to answer that question. What additional data
29 pieces we're going to need to be able to answer the question. It also might come up as
30 part of an evaluation, as an observation of a teacher and there's that piece that we really
31 need to start talking about in terms of maybe some individualized professional
32 development for that staff member. When I have formal presentations I spend many,
33 many hours getting ready for them. I try to involve the teachers as much as I can. This
34 summer, I actually have two leadership teams currently. I have a PBIS leadership team
35 and I have a PLC leadership team. In both cases we've gone through training together. I
36 took a team to the PBIS training last summer and we've been working together for a full
37 year. The beginning of this summer I took a team of teachers to the PLC training in St.
38 Charles. We've been planning this summer for how we're going to turn what we've been
39 doing in terms of collaborations into a more formal structure. I have a grade level teacher
40 for most grades. I actually have an instruction coach who is going to work with two
41 grades that don't have teachers who were able to go to training. So, we'll continue to
42 work as a leadership team throughout the year to plan for what is going to be happening
43 at the smaller collaboration meetings.

44

T: Okay. Having said that, what dimensions, incidents and people intimately connected to school based professional development stand out for you?

P11: You'll have to repeat the question. I'm not sure what you're asking.

T: Okay. What dimensions and different facets of professional development, incidents, experiences you've had, and people intimately connected with school based staff development stand out for you?

P11: Are you talking about things that I've presented, places, I've gone?

T: Any of that if it's had an impact on how you facilitate professional development is acceptable.

P11: I would say that I've, you know, I try to, learn from everyone that I watch, so there are things that I've picked up from workshops and places I've gone where the principals I've worked with, and some of those things are things you always want to make sure you do in every workshop and there are things that you see that you never want to do at the workshop. So, I think you learn something from everybody. I would say that in general I try to make sure that everyone is active and participating and some of that active participation comes from some pre-planning. You know, what is going to be very useful for you during this time. That's kind of why we started with leadership teams versus just going in and doing a PBIS presentation. So, we're spending a lot of time trying to figure out what teachers already know, what they need to know, kind of trying to think through how best to present the information to them and in what size and chunks. I think that sometimes that's a bigger issue than anything else. We don't want to just throw tons of information at people and not give them a chance to process, so we're actually getting ready to go into, kind of revisit PBIS, which we will do on August 10th and then we're going to be doing a preview of PLCs on August 12th. In both cases, at the end of about every 10 minutes the teachers will be doing something. They will be talking to each other. They will be doing some individual reflection. They may be moving around the room, trying to process the information that we actually give them.

T: Okay. You mentioned PBIS a couple times, I'm a little bit familiar with it, but can you give me more information about it?

P11: Sure. It's Positive Behavior Intervention and Supports. It's supposed to be called PBS and some refer to it as PBS instead of PBIS. It is a nationwide program. I'm sorry. It's a nationwide philosophy. It really isn't a program. It really, you can combine it with anything else you're already doing. What it is, is it's a philosophy that says that kids need to learn behaviors. That their not necessarily going to come to us as we expect, so the process for us has been to very clearly establish what our expectations are. We put those under four main categories. We also have the students, we teach respectful learners and then underneath those broad categories we ask the teachers to teach, to define what they mean by those, but also define what they mean with a variety of areas with the school, so we have a matrix that shows what we are expecting as a building in terms of kindness in

the hallway, kindness in the cafeteria, kindness on the playground. We have a matrix that shows safety in all those places. After we determine what we really expect our goal is to teach it to the students and to then recognize students who have done a really good job. If students don't get it the first time the idea is to re-teach not to have a consequence, not to discipline, so that's kind of the basic philosophy of PBIS. It's a huge undertaking because you have to become very explicit yourself before you can be explicit with the kids. So, I would say two years ago before we really started down the PBIS route, we already had some expectations in mind. I would say we were not doing a good job explicitly teaching those expectations and we were definitely not doing a good job of recognizing students who were making good choices. That's what I think we've made the biggest strides in last year. Our next piece is to make sure that all students are getting it. The idea is that generally about 80% of your kids from that initial teaching will pick it up and start to pretty consistently follow those rules and expectations. There's another about 15% that probably you're re-teaching. It's the group at the top that's going to need some pretty serious intervention, and I would say we are definitely at the point where we have 80% of our students, at least 80% of our students, that are consistently following the rules. So, our next goal is to start looking at those kids who need the re-teaching and also that area of students who need some pretty serious interventions.

T: Okay. So, you've spent a lot of professional development time working through this process and developing it.

P11: And can I tell you some of that time was with the leadership team and then the leadership team would go back to the teachers.

T: Okay. Now, with PBIS how is it connected to the curriculum?

P11: You know, I would say that it probably isn't except it can be connected to anything. It's, because it's a philosophy, not a program. I would say, I was trying to think. Last year, you know, when we started to go into what we call the testing season, what we did is we kind of intensified our focus on the last parameter which is to be learners, and we did lots and lots of things, we did lots and lots of recognition of kids who were doing well, who were demonstrating positive behavior. It doesn't mean that we were ignoring the other things. Our focus for that time period was on PBS. So, I would say that it's, well it's not tied into any of the other curriculum necessarily. We've had teachers who have done writing about PBIS kinds of issues. Sometimes in the community, the lower grades, their social studies curriculum deals with the community and jobs and so sometimes that comes into play there, but it's not totally related.

T: So, from the professional developments that you have facilitated what methods did you use to really get the information across to teachers?

P11: Well, there's probably a lot of different things. We've done some sit and get where we've actually talked about these are the things that we want to try to do. We've done some small group work where we've asked teacher to do some defining of selves and to bring them back to the group to talk about how they're really interpreting more of the

137 parameters. Generally, we use some kind of visual aid. I might do a power point, but I
 138 might not. Sometimes we use kind of big, what am I trying to say.

139
 140 T: Like the smart boards?

141
 142 P11: Well, we have used the smart boards. We have used the smart board. That's all I
 143 was thinking. Kind of the big sticky paper and you have people come up and share
 144 information.

145
 146 T: The post-it...

147
 148 P11: So that we can have people indicate some agreements. So, sometimes we use
 149 consensus building model, particularly the PBS planning I'd say we've done the
 150 consensus building because we want to make sure that we're not just imposing this is
 151 what I think, you know, being safe in the hallway is, so we've done a lot of those kinds of
 152 things.

153
 154 T: Well, outside of PBIS, have you facilitated any other like curriculum based training?

155
 156 P11: I did quite a bit of curriculum based training especially in middle school because
 157 that was my background and then when I moved into administration I got pulled into the
 158 district wide curriculum, it's an interest that I had. I would, so you know, throughout the
 159 last few years we've had a number of things we've done professional development on.
 160 We've gone over. For instance, there are policies and procedures we go over ever year.
 161 There are very specific strategies, learning strategies that we've worked on. One
 162 example is the idea of supporting detail. So, we actually did that through our
 163 collaboration meetings last year. That was not a formal presentation. That was, we had a
 164 monthly meeting time for teachers and it's about an hour and a half. We were looking at
 165 student's work. We were talking about realizing the student's needs and then we were
 166 talking about instructional strategies. So, again, I would not suggest the sit and get. That
 167 is, I've got some strategies. What do you use, what have you found most effective with
 168 this type of child. So, I would say that that was certainly the best professional
 169 development we did last year was share and that doesn't fall into the traditional
 170 professional development.

171
 172 T: I guess my next question would be up to you. You talked about students' needs and
 173 really considering them heavily when you're looking at content. Is there ever a time when
 174 the teachers' needs are paramount?

175
 176 P11: There is, but that's based on conversation I would say. We have done some need
 177 surveys. I don't normally find them very effective. I think that when you do a needs
 178 survey often what you do is you kind of stack the deck. It's just in the way you create the
 179 questions, but it's been more in, you know, day to day conversations or conversations
 180 that have come up during a faculty meeting, something that people clearly don't
 181 understand, we try to make sure that we do some divisions. Just an example, the PBIS
 182 looks a little different in the primary grades and the intermediate grades, so when you're

actually kind of laying things out with all staff, actually talk about issues that are specific. I would say that the thing that we are worst about is providing really strong professional development for our specialists, for PE, for art, for music, for our gifted and talented teachers, for our counselors, for our social worker because what ends up happening a lot of times is they end up getting kind of subsumed into some team and it's not very meaningful for them. One thing that we're trying to do as a district this year is to give them more time to work with people who have similar curriculums. Now, when we do PBIS, everybody in the building needs to be on board with that. That's one thing, when you start talking about writing strategies or a MAP concept you're trying to get across, that's not really going to apply every place. So, then we've got to make sure we're providing different opportunities for those teachers.

T: So, if you were facilitating a professional development, how would it be implemented from beginning to end? If you could just kind of paint a visual for me.

P11: I can kind of take you back through kind of just what we have been doing. This thing that we're doing right now, the PLC, we started really trying to figure out what comfort level the teachers had in collaboration at the very beginning. Last year we spent every month in a collaboration setting, but we didn't have a formal model we set up. We did set up some protocols and procedures for all of those collaborations so that we could be effective, but as the year went on it became very clear that there were pieces that were missing. Pieces that were missing from teacher's understanding, pieces that were missing in terms of our focus, so we were not as bad adrift as I thought. So, as a result of that I gathered this leadership team that I talked about and we all agreed that we wanted to go to this PLC conference together and it's a three day conference. It's held yearly usually in St. Charles. All the gurus of the PLC meeting are there. It's better, because they're there. We took every day as though there were a number of big group presentations and they also had some breakout sessions and then at the end of everyday we gathered back together to talk about what are our next steps. What do we do next? How do we make this coherent for the teachers who will bring this back? So, we met at the end of each day and then what we did was we went away for about a week. We each agreed to take one piece to kind of think about in terms of how we wanted to present it to the other teachers, came back together at my house. We spent about four hours hashing out some ideas. I actually had a template of a power point and kind of started hashing out ideas of who was going to talk about different topics. When were we going to be in whole group, when were we going to be in small groups, what kinds of activities we might want the teachers work through themselves because we had that opportunity to do that. With that meeting, and I've been continuing to hash it out, I've got pretty much the plan for the day already. I would tell you though that I'm a little bit, even though it sounds like I'm very planful, I'm also willing to fly by the seat of my pants. So, if we get into the middle of this and we find out that it's, you know, not clicking we'll take another direction and we've had to do that sometimes and that's okay, and the teachers that I have on this team, they're prepared for that. They know that it's possible that if people are starting to feel very overwhelmed, if people are starting to, if it becomes clear that we're not really communicating messages to teachers then we'll take a step back. We also have a plan. This is our, this is all we're doing this year in terms of professional development, so the

PLC will really drive all of the learning that we do this year and that will become very individual for the teachers. We'll start by doing, narrowing the curriculum, really trying to decide what's essential, and our literacy. We're not going to try to do literacy in there this year. We will then next do smart goals based on what student data you already have. The teachers will be developing formal of assessments, we'll be collecting data from those formal assessments and coming back through and trying to see what all we still need to do. So, it's a recursive process, it's a long process. We're going to give the teachers as much time as they need to get through each one of those steps. I've actually laid out a timeline. With the help of my teachers we'll see. I think it's an ambitious timeline. We may have to bump it a little bit, but I think it will get us off to a good start.

T: Now, as it relates to accountability, how do you assess teacher's knowledge acquisition? What would that look like?

P11: I think that's one of the biggest differences with the PLC. It's not one to be about a survey of the teachers afterwards. It really isn't going to be about teacher observation. It's not going to be about evaluation. It's going to be about student achievement, so whether or not this is working it's going to be determined by whether or not we see gains in student achievement.

T: In the past when you've facilitated professional development, how did you assess teacher's knowledge?

P11: I would say that was more informal. I occasionally did, well I take that back. There's always the informal piece where you're standing there and you're talking and you can tell which people are getting it and which people are not. There's also, and this is a district wide thing, we have at the end of every professional development there's a survey that teacher's are asked to complete. It's on Survey Monkey and it's usually pretty short. I don't particularly like it. I think the questions are too general. They're not questions I've developed. These are questions that are kind of general about professional development. There is an area for comments and sometimes I get a lot more out of the comment section than from the other part. I kind of think when I've gone to myself to workshops I feel like at the end the give you the workshop thing, you know, and there is nothing really I can say that was really terribly good or terribly bad about a presentation, but I can actually talk about things that I maybe would have liked to have known more about in the comments that it's not going to come out at all in those with those generic questions. So, I use them. I occasionally send out my own forms and begged my teachers to complete them because they're required to do the ones for the district, so I hate to ask them to do another one, but sometimes I want to know, you know, how confident are you feeling right now about your use of specific details. How confident are you and what more do you need to know? Those are the questions that I think are more helpful to me and those don't come out of the survey.

T: So, are your teachers ever reluctant to just tell you what areas they really need assistance with?

P11: Depending on the teacher, sure, but we ask you to send the surveys out anonymous, but I think, you know, that they're very, I shouldn't say very, some teachers are reluctant to say I don't understand this. Some are. Some feel confident enough in everything else they're doing and I think that they're willing to say that, you know, I don't get this, I need more help in this area. I've had new teachers who have been very willing to say, you know, I need more help, I can't do this. I've had new teachers who are not and who are not open to the fact that there might be something that is not perfect in their own teaching and then I would say the same thing with experienced teachers. You would think that there would be a level of confidence, a level of comfort, but there isn't always.

T: What methods or strategies do you use to communicate to teachers that you are there to assist them?

P11: I don't know that there is a method. I mean I think it's about building relationships. You know, I don't know if that's a method, but it's about, you know, consistency, when we sit down and have conversations whether it's been from an observation in the classroom or if it's been after one of our collaboration meetings, you know, I always try to talk about the fact that I'm continuing to learn myself. I want to make sure that what we're doing is really helpful to you and to your students. I kind of see you're struggling. What can I do to help, but, you know, it's about the relationship. I could have, if I don't do all the other relationship building pieces, that one meeting isn't going to do it.

T: In your opinion how do professional development and adult learning fit together?

P11: I think probably we are all a little guilty, I'm certainly a little guilty of not taking the learner engagement piece into account as much as I expect my teachers to take the learning engagement piece into account with their students and I think it's a mistake. You know, we just finished a book study ourselves on working on the work this last year and we were looking at all those parameters that will increase student engagement. I kept reflecting and thinking but that would also put all those parameters in place for adults and teachers. That would also increase their engagement. So, I think that's a piece that again I will be trying to make sure that I'm aware of.

T: What specifically caught your attention?

P11: Leadership. Well, and it's really that at the end of the book there is just some checklist kinds of things where it talks about ways that you can increase student engagement and when I start thinking about this it has some questions. Questions like, you know, I regularly assess the skills that students have in this area. I make a serious effort to cause the students to use what they are learning, to analyze problems, issues and matters of concern to them. I could put the word teacher in almost any one of these categories, and I think if you're asking those questions to yourself you're professional development is going to get better.

T: Thank you. Okay. If you had the opportunity to mentor another principal, what words of wisdom would you give that principal regarding facilitation of professional development?

P11: I would say start with relationships. Build the relationships first and worry about all the other things later. I would say certainly you want to try to figure out what it is the teachers need to know more about and there are variety of ways you can do that. You can make sure to look at student data. You can look at your teacher observations that you did in classrooms, but to try to ascertain really what is the teacher's need, and then I would say just be very organized and with that organization be willing to be flexible because I've been in too many sessions where I've gotten in the middle of it and realized I'm on the wrong track and at that point you just stop and kind of refocus on what it is that the teachers need.

T: What kind of feedback do you, as a facilitator of professional development, get from your teachers?

P11: Well, we have the surveys that we do and as I said we have the district surveys and sometimes I will send an additional survey and then there is the informal feedback of just looking across the room and you know your people and you know your faces and you can tell when you've lost them, when they're with you, and I have one teacher who is absolutely on it. I can tell when she's, if she is starting to go down that path we are done. We've got to stop because she is so consistently looking for more learning, and if she is starting to look confused or she is starting to look bored or she is starting look all around, I know we're done. We need to stop. She's just awesome. So.

T: In planning for this coming year, which is to happen soon, what area of emphasis outside of PBIS and PLCs do you plan to focus on relating to curriculum?

P11: The PLC is literacy and that is going to be our main focus this year. PBIS is going to be updates and it's going to be trying to get to that next kind of level of dealing with the re-teaching. It is not our major focus this year. It is the literacy and it's literacy through the PLC. So, there is no other and it's going to be, it's actually nice. They've given us half days every month, so it's an early release time every month and we are doing weekly grade level meetings and we're taking at least two of the four faculty meetings each month where the teachers are actually going to be able to meet with their collaboration team and continue to work through those pieces and I'm going to. This is the part that is going to be really challenging. I'm going to be scheduling myself so that I am available every Thursday for those collaboration meetings. Then I am going to be floating on Mondays. On our half days, as issues are coming that way it is clear that the teachers need more knowledge we're going to be setting some time aside and hopefully we'll be able to do more than one at a time. I'll give you one example. I really thought, probably because of my own experience, that the difference between a formative and summative assessment was very clear. It is not. Then I realized that. That was when I actually took my team to this conference. I picked the cream of the crop and I had people coming out saying well I thought that when, you gave an assessment and gave a

grade on it that meant it was a formative assessment. So, we've really got some work to do in that area, because if I pulled the cream of the crop and there's not a great understanding of what formative assessment is, we've got some work to do there.

T: So, they don't relate it to the formatives and the summative that they to administer in the classroom?

P11: No. It was interesting.

T: I'm sure.

P11: You know, and I, I actually had a somewhat unique experience when I started teaching. I was working at Pattonville and before I ever went to the classroom because I couldn't get into my classroom for months and months and months, I went to work in a week long workshop run by Mike Fulton who is now a superintendent there. It was performance based assessments. It was working and creating assessments. I started there, you know, and I was a writing teacher, so a lot of the pieces that I did were big over arching questions and projects that kids might work on for weeks. I just had a completely different frame of reference. So, I worked in the middle school for many years where I taught reading and writing exclusively. I didn't teach anything else. I had a lot of time to focus on those areas and we did lots and lots of open ended response and lots of inquiry and lots of, and that was my background and formative assessment is, I mean in my mind everything was formative, you know. I really didn't know it wasn't formative until they left me on the last day of school. I guess, you know, the MAP test is not formative, but everything else we did it was just to guide what we were going to do next. So, given that that was my background there's an assumption then that other people have that same background. Well, they didn't and so I think that was the piece that I, I had made some assumptions all last year that people have an understanding and it finally became clear that they really didn't. So, that's okay. It's a place to start.

T: Okay. Well, my last and final question is, in a professional development situation, in which you are facilitating professional development, what structures do you use to govern interactions with the teachers?

P11: We use some consensus building things. We do fist of 5. We've done the thumbs up for agree and disagree. We've done some pieces where I have the teachers do some personal reflection and being able to actually share with a small group versus with a large group and the large group shares out. Sometimes we do where they can actually post some comments anonymously, so we can still kind of get those questions and comments out. I always use a parking lot. I learned that pretty early on in my career that it's good to have a place to put issues that you don't want to get sidetracked on, but want to and it's respectful and it's to say I understand you have a question. I don't want to get sidetracked today. I will come back to this. That's why we're putting it on the parking lot. So, I do use that pretty consistently. I'm trying to think what else. Can you repeat the question one more time?

411 T: What structures do you use to govern?
412

413 P11: I have usually an outline for myself and/or a power point. Now I use a power point.
414 I normally give the teachers something that they can look at visually, but I try to flexible.
415 Even though I set that up, but there are times I realize we need to go off the reservation a
416 little bit and there is a question that comes up or there's a concern that comes up that we
417 really do need to deal with and so then we kind of veer off of that path. So, I'm actually
418 pretty organized. I'm a little compulsive, but I find that the more I've thought through an
419 issue that it actually makes it easier for me if we have to go off because I don't feel like
420 I'm getting lost. I know there is going to be a place that we can come back to where we
421 need to be. The more I know about something, the more I've thought through what
422 message will we be getting through, the more comfortable I am and don't end up needing
423 to take a break for that and come back. So, it's my own way of dealing with my own
424 anxiety. So.
425

426 T: Well, do you have any questions for me or do you have any last words about
427 professional development?
428

429 P11: No. I guess I don't.
430

431 T: Okay. Well, thank you so much and I look forward to observing one of your
432 professional developments. I'm actually excited about that.
433

434 P11: Good. That sounds great.

Principal #12

1 T: Good morning P#12. We are going to start by just reviewing the purpose of this
2 interview, which is just to explore the principle of the facilitator of professional
3 development with teachers as learners. I would like to start by asking you to look at the
4 informed consent form. Do you remember signing stating that you've given me
5 permission to conduct this interview and use the information that you give in my study.
6

7 P12: Yes.
8

9 T: Okay. So, I'm going to keep a copy, I will let you keep those and you can make a
10 copy for yourself at the end of the interview. We're going to start off with a very broad
11 question. What has been your experience with professional development?
12

13 P12: Professional development basically, the experience from my center in particular,
14 has to be wide and broad enough to cover my special education staff. As for my general
15 education teachers, most likely it is a general subject. Our latest venue or area we are
16 exploring is behavior intervention support. So of course when you're setting parameters
17 for learning for children and thinking of their social/emotional growth that is a subject
18 that is applicable to all of the teachers and the staff in the building. So, basically
19 professional development certainly has to be broad enough to encompass every person
20 involved.
21

22 T: Okay. So, with your experience in mind, how would you define professional
23 development?
24

25 P12: Professional development really is looking at a subject from a collegial standpoint.
26 So, that each participant can bring their contributions to the table, as well as broaden their
27 understanding. Then hopefully develop some type of initiative for improving their
28 instruction.
29

30 T: Okay. And what do you view to be your role in this whole process?
31

32 P12: My role in the process is to keep everybody focused on the children and the
33 families, particularly the growth of the child, the entire developmental picture, which
34 follows each of the domains. It's the mental growth, it's the social growth, it's the motor
35 growth, its' the language in particular. So, my focus as an instructional leader is to
36 always keep the child at the center of everything that we do, and to make sure that all of
37 our practices align with the growth of that child and what's best for the family.
38

39 T: Okay. What are some techniques that you use to make sure their focus stays there?
40

41 P12: Basically, one of the techniques that I use is role playing. I found that when I'm
42 role playing with an agenda, when I have a clear presentation: complete a lot of times
43 with power points, just the entire presentation. If it's very clear cut, if they really know
44 what you're expecting them to do, I've always found that doing my presentations if I

project whatever I want them to look at it keeps them from flipping through handouts, but I think also studying parameters of the meeting as well is huge because then you don't have to stop interrupt and say, you know, does anybody have anything to share for the benefit of the whole group or, because you get the murmurs, you get the side conversations and I think the structure of the meeting is key because it has to be conducive to everybody. It's almost like a dinner table, so it has to be a gathering where everybody around is going to get a little piece of something and hopefully put a little piece of something back on the plate as well and if it's not, if everybody is sectioned off then it's more detrimental to the process. So, I think just having the organization there, the presentation intact, and keeping everybody as a participant and we do that in a number of ways.

T: So, taking into consideration those participants, and dimensions, intimately connected with professional development, which really stand out for you?

P12: Well, I think, I'm going to try to phrase this very carefully. I have kind of a multi-generation staff. I have seasoned, but I also have brand new teachers, so they've only been in this building for a short time. Then I also have some that have been in a number of other places, so if you've taught somewhere else then you can bring a perspective from the other places. You can bring the experiences from how things were done in a different way. If you're brand new, you can bring the most recent collegiate experience to the table. A lot of times we will put ideas out into the room and for some of us that have been in education for awhile it's that oh here we go again, now they're calling it this, and that in itself also has some value. People bring some type of humor to it. Recently ,differentiated instructions that's what we do. We're working with children. You are constantly changing, constantly adapting because of the young age of the child. So, when I think of individuals that stand out one of the things that I do, sometimes they don't stand out, so I have to make my connection or my knowledge of that teacher meaningful enough to bring it into the room, into topic of conversation without becoming overly personal or feeling like I'm doing something against that individual. Does that make sense?

T: That makes sense. That makes sense. So, when you take into consideration the people involved in the professional development process, what connection do you see between professional development and adult education?

P12: I have to think on that one, and the reason that I'm saying that is a lot of times we as adults act in manners that we don't want our children to act, you know, because of the presentation. It's almost, as adults, we want to know what is professional development going to be? I mean we get ready. We get hyped and we start forming our opinions because we know a day is coming on the calendar. We just want to know what we're doing. So, it's that anticipation, but depending on the experience with professional development and what was covered in the past and particularly if anything came out of their professional development experience it is going to impact the adult learner's willingness. I call it wantingism and trust, participation or even, just overall attitude as to whether they're going to decide to be an adult learner. Now, the way you kind of go

around that is of course you do your survey. You ask them what their needs are and then you frame what you're doing to that. One of the things that I do, I involve my adult learners more if I say as you might recall we as a team have decided or when we did this particular survey one of the things that kept coming out of it was that we needed to do more study or training in this particular area. So, I tie it back into making sure that they know we're doing this because we as adults said this is what our needs are. So, saying that you want to make an educational experience relevant to a child's needs, if you make the professional development relevant to the adult learners needs, then they will unite. They will be close. Otherwise, they're not going to connect because as an adult learner if I don't have any need at all to learn about, I'll say to pick up geometry again, okay, then I have no connection with that particularly if I see no relevance or I never had the experience of using it. So, overall no matter what area of professional development experience it has to tie into the needs of the adult learner and definitely have some application with what they're going to do even if that application means I'm increasing my awareness of what you're experience might be about.

T: So, where does curriculum fit in all of that?

P12: Curriculum is the key particularly, and I keep going back to our level. When we look at our early learning standards that are set by the state it is closely tied into our project construct curriculum, so curriculum really is the substance of the core subject, the core skills that children need to know and more than just gaining the knowledge it's why they need to know it. It's the application of what will help that child be able to do in the long run. It impacts the socialization and everything, so the curriculum piece and the professional development have to be very closely tied because how else do you get to the curriculum. If you don't do the training and you don't say hey, this is what you need to know about your children, this is what you need to know about the families, this is what you need to know about teaching and this is what you need to teach them the foundation they will be missing. It might look like this on this scale, but as the child moves up the educational ladder, look at the base level which is where we are, it's just going to compound and it's going to expand. So, you hit that curriculum and you tie into everything now so you are able to build on it. Otherwise, if you take out chunks of the curriculum you'll have those missing blocks that later show up in your testing and just overall child performance.

T: Okay. You mentioned that you use surveys to determine the emphasis of your professional development. What methods or techniques do you need or do you use to meet the individual needs or the unique needs of the adult learners that you facilitate professional development for?

P12: Well, one of the things we did this year, which was more comprehensive than general surveys, particularly with our PBIS, we had to find a program. This is the other thing about professional development, because of our level, we're dealing with young children, three, four, and five year old, mostly your professional development is geared K-12, so there is very seldom something that has a spoken sequence with it that would go pre K. So, as a staff we've had to, as an instructional leader I've had to adjust downward

and then say this is the focus of the district and this is what it looks like for us. After a while it's uncomfortable unless you can get the staff to kind of help you say this is what it looks like at this level, which you have to keep carrying through and implement it and expecting that it's being used. What was the question?

T: About making accommodations for their unique or individual needs.

P12: Okay. Aside from that, getting back to the social inventory, it is more comprehensive. For instance, when I'm talking about the surveys, they'll tell me upfront what the needs are, but once after you've had the experience those to me aren't as valuable because depending how long the day was, those can skew the results, but when we did the social inventory and it broke it down in different facets, so like you might have had a topic and then like five areas up under that topic may have been broken down. So, whereas you may not have needed the umbrella view of the professional development, one teacher might have needed a little bit more A and another needed a little bit more B and, you know, so what we would do is work backwards so that we would hit the most individual needs first and then touch on the others, but aside from that in a large group setting, many times when I'm working with professional development as far as performance based teacher evaluations, we will work together and say okay let's start up front with a self evaluation. What areas up front in the beginning of the year do you feel like you want to impact at the end of the year? What kind of resources do you need? I will often ask them what do you see as your strengths. What are the areas that you feel like you might need more support? Are there any areas that you feel comfortable with? Are there any areas that you wouldn't mind mentoring? You know, something to that effect and you get different results depending on the comfort level, but you address those individual strengths usually in a back way because if you can do it in a more intimate way without the threat of a job target, again, going strength based, well what areas do you need help in, then you can address those needs. Another thing is when working with a staff member who just seems to, can't get over a hurdle, then I just have a verbal discussion. I'll say what is it you're trying to get accomplished? How do you know you "got it" or how do you need help and then I'll say well tell me everything good about the job. I mean, sometimes there's a disconnect between the verbal and the written and so what I'm thinking is in particular when I get into a specific. I had a teacher that I consistently, picked up a disconnect, but the more I would meet with her and talk with her and engage with her, she knew it. I had to find another way that she was really succeeding and I had to keep saying you got it, you got it. Now, how do we get you to transfer over to prove that you got it and it took a while, but it kept coming back to that and then all of a sudden she hit the ground running and all of us went wow. She did it. It wasn't me because she worked on it for a long time. That light came on and she "did it."

T: Okay. Well, consider a professional development situation where you facilitated a professional development regarding a curriculum issue or a newly adopted curriculum or something like that, how do you assess your staff's acquisition of knowledge?

P12: That's a hard one because we don't test them, but I think what you do is you develop some type of it's a number of things. I said you don't test them, but there are a

couple of instruments. During observations you can, I'm still old fashioned. I still like to script everything. I know that's really old, but I think in scripting what the teacher said, what the child said, what the teacher did, you know, type of thing that when I look at it later on then I'm not being judgmental because I'm looking at straight facts. So, I think the good old fashioned observation is one way. I think another way is developing monitoring, like a monitoring form. Like we all use MSIP forms. We were trained how to use the MSIP forms. This is what the MSIP form observation checklist looks like at the early childhood development. Anything that comes out of professional development that we agree on, we can use that, and then just check off. One thing I do, I do an observation checklist. I haven't been as faithful to it as I was initially and I have to admit that but at the time it was, this is what I expect to see. Well, I can word that the way I want. I might want to see class meetings taking place, an exchange of ideas between teachers and children, literacy rich environment, a privileged environment etc. or something like that you can go through and you can check off if you are doing it, but also if we're speaking in terms of the language that you develop, particularly like let's take PBIS again. If we're saying we're going to frame everything as to what we want children to do and take all the negativity out of our speech, their acquisition is they will start to speak the way we said we're going to start speaking with the children and they will start responding to the children that way. So, if some of that, like I said it's purely observation. It's able to be documented, so in that way you can tell whether or not they've acquired what they've needed to do. Some of the other, and it's a little different here, I think too you'll see it in your observation. If they required to do it I think you'll see some success of the children if they've acquired it and applied it. So, I can require everything, but if I don't apply it I'm not going to get any results.

T: Will you paint a picture of just, of what professional development might look like if I observed you? From beginning to end explain how you'd introduce it and work through a professional development situation.

P12: Now that we've gone through this process, professional development is going to be stellar because you really heightened my awareness of how important it is. First of all, if you were to watch me now I would clearly, when I paint the picture of professional development I would make it a team effort. I would tie in the results of the surveys recently that we've done of the needs. Most importantly, I would tie in the results of our most recent MSIP review and the key component that is really driving the district as to which areas we have to improve in. You know, there's some have tos. There's some need tos and sometimes want to, but the needs to and the have to ties into our state performance over the paramount. So, I would bring everybody, everything into that picture. I would also, when I talk about the needs surveys and the results, I would bring in all the components of that. There are certain things that happen at the building level, but we also have representatives from our building who are at the district level who communicate, so I think what I would have to do is show the scaffolding of the need and the fairness of the communication and the collaboration as to show where we're going because when you do those surveys you have to show that this is an ongoing part of a district effort. It can't be P12's agenda. It can't be Clinton's agenda. It has to be a community, the stakeholders had determined that this was important for the education of

the children. So, I think that would be the first thing. Some other key things would be norms of the meeting, you know, the expectations of the meeting. Now, I have to share with you because of what we've been going through as an instructional leadership team, a lot of this is really fresh to me, so what I do is, what you'll see me do is what has been shown to me. So, if it's been presented to me from the masters, like a classroom instruction as I'm out of their professional development piece because they're presenting to the key administrators of the building. So, therefore, again I can take all those good strategies, the notes from the meetings, the organization of the meetings, the significant handouts, the activities as you go so that there is some application, there's some work actually being done so it's not set and get. So, those type of things and then building in the brakes. This is all fresh because we just went through a whole series of things and then we have to come back and we have to implement it in our building. So even down to staff meetings their going to be professional meetings. We started a little bit of that last year. I had more teachers doing it because they had the knowledge. For instance, if you worked in the conference you had all the power because you got all of the stuff and you got to come back. So when you do that you give up some of your reign or power to being the leader, but by the time you step back in they're like oh it's her. You know, so I think if you were to watch me at least you'll get a feel that they're used to me presenting, which will be as it is this year, but I hope that I painted that you would sort of see something that would mirror from building to building in a district collectively because of the instruction that we've been given, the direction that we've been given in professional development.

T: So you pretty much take the district focus and you collaborate with your teachers to determine what you're building level focus will be?

P12: Mmhm. Actually just seeing where we can start. But, make no mistake that there are some particular issues here that have to be dealt with, that have to be focused on, which sets us apart. You know, as much as we are apart of, there's a lot that sets us apart. So, what I'm saying is your framework would be similar to what you would see somewhere else, but the content and maybe some of the implementation would be different. I think you probably have a whole lot more discussion here of perspectives, views, and you have to let that air out and then you have to tie it back, you know, in order to gain perspective. Then get back to this.

T: Well, we've explored all of the key points that I wanted to hit on that relates to professional development and your experience as a facilitator. Do you have any words of wisdom or ahas that you want to share as it relates to professional development that may to help further the research?

P12: Some of the ahas that I would have, and they're common sense. As an administrator, I feel like I'm a building manager, an excellent building manager, but as an instructional leader, I have to each day embrace that. That's what I am and each day I come in and make sure that I allot the time that an instructional leader should promote the views of an instructional leader and an understanding that we're here to develop young minds and bodies. That is the overall theme of what we do as well as providing our

services to families. With that being said, I can't have days where we just don't feel like adhering to that. You know, it has to be communicated and it has to be modeled, and with that I have to always acknowledge the importance of adult learning as well. So, I have to model that I'm learning. They have to see me reading. They have to see me on the ball to keep on in that particular way. Then I have to respect it and notice when they're doing it. I have to acknowledge that. I think when you do that you kind of build people up and make them want to participate. In a sense you kind of reel them in because you don't get everybody, but you have to run with the ones you get. But, I think this interchange with you has really made me see how important it in support of the district and with demands of the district now, we have recently gone to our MSIP review, they shed a light. I think the state now by narrowing the focus and giving us feedback is making it a little bit easier for us to achieve some things. So, I feel excited about that. I guess my a'ha moment is things should never be so unmanageable that they cloud productivity, you know. So, with that being said I've gradually watched over the course of time the big school improvement plans get a little smaller, so they're easier to implement. So, as an instruction coordinator I think you will appreciate that.

T: Well, okay. The last question I have relates to the observation that I'm hoping to see at the beginning of the year that will be the last step in this process. I will come in and actually observe you facilitating professional development. So, have you determined what your emphasis is going to?

P12: Well, in the past our outside sources would be some things that we would need particular to the age group. Like we would need CPR training etc., so then of course I would have outside presentation. I've had a consultant working with us over the course of the year. She was working with us with literacy. That fit very well when we were doing reading. This year, though each building has to have a leadership team what we're going to be doing is, we already know basically this is what the children need to cover or this is what we need to cover with the children, what the expectations are and the standards are etc., but the key piece to this is that the PBIS team meets every week. I'm on that. I'm leading that. The leadership team made up of teachers will meet every week. We have an accountability team, which is our larger scope, will meet monthly. They're going to be looking at early childhood reform or where we want to go as far as early childhood several times over the course of the year, because of feedback that we received through in the community engagement piece. So, with that being said, a lot of the presentation will be in house. I think also we may be putting a little bit more observational field time in. The staff has expressed a desire for that. Okay, we're doing PBIS and we kind of jumped on the bandwagon with that one, went outside the district, got out resources, but we really want to go somewhere that is really doing it well. So, we all want to go and view Kirkwood's Early Childhood Center and see what it looks like over there, which is always good to get another perspective. So, I think that when you come in and observe you may see me presenting or you may see one of our teachers or you might see a number of things, but one thing I will say, when we were talking about the ahas or whatever, one thing I learned the hard way is you have to model, model, model. I allow my teachers to have meetings without me for expected being instructional leaders and I was so frustrated because sometimes it was like well I don't know, this is something that

you can incorporate if you like. This is what I do and I said so that's my presentation and these were excellent teachers and later on I was sharing this with, she is now our assistant superintendent and I'm just fascinated by what her model was. She said, "Did you teach them how to at the meeting," and I said no and she said, "That's why they didn't do it." But, the key thing is I'm not sure if I know how to do a meeting, which gets back to you research. You know, I didn't have, it's hit or miss. You know, if you feel good about a topic you get up there and you can present it. It's like when you're doing your senior thesis or something because you're trained. Okay, this is my paper. I wrote this and I got to present this, so then you really look good, but then later you wonder why am I not coming across this way because you haven't had enough of that formal training to be that great implementer. So, one of my teachers said to me one time and I really appreciated this because she was a senior teacher and she has a lot of experience and she just is humble and just is sweet. One day she says, well she kept calling me. She says okay fearless leader, okay instructional leader, and periodically she would say that and it would just make me think, you know, and she says, you know, I really like it when you lead the staff meetings. Well, what that said to me was there is a need to see that principal as leading that building instructionally and with professional development and that's why when I light up about what I'm going through with the district I'm learning that because I'm watching and seeing how to do it. They are doing such a good job of inundating us, but by the time I get it, if I do nothing but mimic that process I can lead...

TALKING OVER ONE ANOTHER

P12: That's right.

T: All right. Well, I appreciate all of the information you passed on to me and I know that if I need to call you to...

P12: I'm here. I'm here.

T: Thank you.

Principal #13

1 T: Good afternoon P13. As you know the topic of this interview is principles as
2 facilitators of professional development with teachers as adult learners. I want you to
3 take a look at these two documents. It's just the informed consent or copy of the
4 informed consent that you signed. Do you agree that you signed giving me the
5 permission to use the information that you give me in my study?
6

7 P13: Sure.
8

9 T: Okay. We're going to start off with a very broad question related to professional
10 development. What has been your experience with professional development?
11

12 P13: I have had a good experience with professional development. It's all about how
13 it's done, implemented. Finding a common thread with professional development in
14 terms of the curriculum what you bring to the table as the educator and how you
15 implement it.
16

17 T: What dimensions, incidents and people intimately connected with school based
18 professional development stand out to you?
19

20 P13: Well I've been at this game for 30 years and so I've seen it all in one shape or
21 another. I like to use analogies so I'll use this analogy. Henry Ford invented a car,
22 right. Do you know that the car still basically uses the pistons, the engine is driven by
23 the pistons. Some cars have luxury seats and all that, but the basic components is
24 done. It needs the pistons to operate the engine. They haven't been improved yet.
25 So I use that to say this, we've gone in various directions and the basics are still the
26 same whole language at one point. Then we separated reading and writing and
27 spelling. We did it that way, so now the move is to bring it all back together. So,
28 we've tried various ways to enhance learning, but it the best approach is to have a
29 little of this and a little of that - whatever you find that works is what you do. There's
30 a program called Step Up To Writing and Step Up To Writing uses color codes.
31 There's a code for letting a student know when he needs to use more verbiage in his
32 piece that he's writing. It might say, and I can't remember all the codes and colors. If
33 I say pink it up, that means you need to use more adjectives to describe what you're
34 doing. So, what I'm saying to you is, and this is an old man talking. What I'm saying
35 to you is we packaged, and I know we're talking about professional development. We
36 package it in different ways, but it's still basically the same. Also, you asked me
37 about dimensions of professional development and I was thinking about that, but I
38 went off on a little tangent there. I think the thing that is most important in terms of
39 dimension of professional development, now I hope I understood you, I hope I heard
40 what you said correctly. The dimensions that are most important are those that
41 facilitate learning for children. It's not done for improvement of learning for children
42 and it's not done for monetary reasons, and that's why I started talking about Step Up
43 To Writing. That's a gimmicky thing to me. Teachers already do that. They gave it a
44 name. So, professional development is a business. It's a very big business. I was in

the city of St. Louis and they used, they were doing, what is that program called. It was a program that was scripted. I can't remember what it is called. I think they spent a lot of money for it and they took the creativity out of teaching, or reading and writing. I can't remember what the program was called, but...It was a form of Corrective Reading, but it had a name. I can't remember what it was called, but anyway they took the creativity from the teacher and they just read a script and the children responded to the script, and so you had to have professional development in order to do the script. So, to me that was not a very program and they no longer used it.

T: How were the teacher professional development needs met during the implementation of the program.

P13: They received professional development and had all these people come in and teach these teachers how to do this program and it only lasted for a year. I also received professional development to evaluate teachers. We received this really beautiful kit and the program was really involved. They were talking about making teachers have a larger part in their own evaluation or having these meetings with the teachers and letting them know exactly what you want to look at, which you already do that. You already do that, so they spent, we got a certificate at the end of the professional development that said we are now certified to use this program and they spent all that money on that program and guess what, they never used it. So, I think the key to professional development is bringing that professional development back to the classroom and being able to use it. If you go out and get professional development and you never use it what good is it. So, making professional development useful to teachers, something that they can enrich what they already do or giving them some strategies that give them another way of reaching children.

T: How do you do that? How do you make it useful?

P13: First of all you have to understand the people who are in charge. To do that would involve the department of curriculum and instruction, they're in charge of professional development with the district. Now the principal who is in the building with the teachers who is evaluating the teachers, see what they need professional development in. Therefore, he has a very good gauge on what he needs to get the star teachers to come in and help the teacher with. For example, classroom management, give her some ideas about how she could better manage her class if a teacher needs help with balance literacy. Let's get someone who can help her with balance literacy. Right now in our district, we just went through a mock MSIP. We share what was said to us and we kind of held a discussion with them. They shared that the teachers were teaching at a level 1 and a level 2. This doesn't mean that they never teach at level 3, but when they were observed they were teaching level 1 and 2. So, with that in mind I went around and found that indeed they are most of the time because they are very comfortable. Now, as a principal of the school knowing that the MSIP and the MAP, forget the MSIP, but the MAP, they have some level 1 questions and level 2 questions, but most questions are level 3, so it's known that if teachers are not

teaching at level 3, they're not preparing the students properly for the MAP test. So, it's up to me to find a way to get them to teach at level 3 and what I have determined is that most don't understand. They don't understand so therefore they can't sustain teaching at level 3. They are comfortable. They don't want to go outside of their comfort zone. So anyway, back to professional development. You have to know what's needed. You have to be able to come up with a tool that indicates to you what you need to do with building or with seeing that instrument in order to have pertinent professional development. I'm not rambling here am I?

T: No. I understand exactly what you're saying. You said you have to be able to assess the needs. What tool or tools do you find yourself using more often to gauge?

P13: Classroom observations. I do what I call status conferences and that's just a way of saying, just like you and I are engaged in dialogue, I call my teachers in and we have dialogue and I have a list of questions. I give it to them previously and then they fill the sheet out and when they come in to sit down and talk to me I read how they responded to the various questions. If they haven't responded properly then that's my opportunity to say, it's interesting. I never tell them you don't know this. I'm not being negative like that, but it's an interesting response. Can you elaborate on that and then they elaborate on what the response is and I have the opportunity, that's a teachable moment like the classroom. I have an opportunity to say well, that's very interesting. I would perceive whatever answer is needed to be given and I interject like that. I talk to every teacher in the building and while I'm talking to them I'm taking notes too. I'm taking these notes and at the end of all my status conferences I go back to my notes. If there's an overlapping problem of understanding then I know who needs professional development in these areas, so we need to move with that.

T: That's a good way to do that. So, you mentioned star teachers and I know that they often facilitate professional development as their job. Do you ever facilitate professional development?

P13: Sure I do. Sure I do. I've been at this for a while. When I first came, you know, everyone wants to say that they are grades that informs the instruction, but both, well of course you have that data, but there are other data too. The pre-assessment data, post-assessment, you know, not just grades, attendance data, all kinds of data you can use. So, what I did was I gave a presentation and this happened to be on MAP. I gave a presentation on MAP data, taking a MAP test and breaking the MAP test down to points, okay. There are various points you get, so I broke it down and gave them the charts. This question is worth two points, this question is worth one, this question is worth a point. It was successful, so I broke it down and I gave them a chart. We went through each, there is a sheet the Individualized assessment or the MAP test and we went through each one of those and we tallied the points that each student got and from there we came up with a list of the types of questions that the students failed on. For example, literary elements. It's a very, very, very hard piece for students to get literary elements, fiction and non-fiction is very hard for the students at this level to understand and grasp. Okay. So, since we know this, now we come up with a list,

that's one of the things that's on the list, we call it "must see" skills. We focus on those must see skills as they relate to the MAP test and as they relate to curriculum as well and we work and work and work and work. We have improved greatly since I've been here using that measure. Now, the other thing that came on the list is the individualized academic plan. I always use it, so individualized academic planning. It's kind of like...

T: The IEP.

P13: Yes and that's where we got the idea from, so every child has an individualized plan.

T: That's something like the 504 plan.

P13: And you also come up with an intervention for those folks who are on the bottom tier. Now, let's be realistic. They say in 2014 everybody is supposed to be proficient, but being realistic we know not everybody is going to be proficient, but we have tools in place, we have strategies in place and an intervention plan that we bring, we bring in now. When they progress they give you credit for moving those students whereas they didn't do it before. So, you have an intervention plan in place. This kid is in third grade, but they're reading at a first grade level and you bring them up to second grade. You've done a great job, you know, but that needs to continue. So, we have portfolios and in those portfolios, and I have to do professional development on portfolios too and how to use them, so the portfolios pass from one grade level to the next to see what strategies the teachers put in place to help this child grow. So, not to get off topic here because I want to start talking about this professional development. So these are all new. When I came in they did not use them, any of these things. They had not been implemented because before me they had some success as well, but we've had more success by me implementing what I did when I came here and that is the portfolios, using portfolios, individualized academic plans, intervention plans and showing them actually how to be done in terms of the MAP testing, in terms of any data in the classrooms and the district is moving towards, moving back to it. It is common knowledge as a teacher you give a pre-assessment. You come up with instructional strategies. You give a post-assessment. You look at the data and decide whether you need to go back and teach or whether this person has mastered it and you move on with them. So then you start talking about the classroom instruction and that's group instruction to individual. So, that's just another example of data. My school has a better grasp on it.

T: Okay. So, bearing in mind the district emphasis, what will be your emphasis since you've practically been doing this all along anyway, how will you determine what your focus will be?

P13: The only thing we have to do now is, whereas before they were doing it and we didn't have to any artifacts, now you have to have artifacts. You're going to have to have a chart. You're going to have to, we have collaboration. That's another thing

we're moving towards doing, becoming more cohesive in terms of professional learning. So, now you need artifacts. You can't tell what you did, you have to show it and when we sit down and you sit down with your team, you're going to have to have those artifacts about the lesson that went on. What GLE are you going to teach or what must need skill are you going to teach together. Well, not together, but at the same time. What strategies did you use? How successful were you? Were there other people on your team? Then we come back together and saying well, I had success doing this. Well, I didn't do so well with this. Well, let's all try this, so now you're have to have artifacts. You're going to have to have minutes from the meeting talking about what you did and what you didn't do. That's the only thing we really have to do here is we need to have the artifacts to show what we've done.

T: Okay. And I can imagine as a teacher you're thinking oh goodness as soon as the principal says there is more work to do. So, how will you appeal to those adult learners that you're responsible for?

P13: What I always said to them, and it's true, when I talked to you earlier about individualized academic plans, you already do that in your head. When you assess a child, a pre-test, you give a child a pre-test and say Johnny needs more subtraction. He's not getting that, you just came up with that individualized academic plan. Now, all you got to do is put it on paper. No, you're writing it down instead of having it in your head and knowing that you, everybody knows you're doing it because here it is right here in his portfolio and if something should happen to you or you're absent look, Johnny needs some more subtraction, let's help Johnny with subtraction or Johnny doesn't understand literary elements, you know, and so on and so forth. So my thing that I do is I try to find a way to let them know if you're not doing it you've done it before because I go back to that whole thing. There is nothing new under the sun. When I was in school, which was, you know, when Heckter was a puppy, we had cooperative learning group. They didn't call it corporative learning groups, but we learned in groups. Now, they refined it and said you're the leader and you all get a grade for it and all that, so it's nothing that you haven't don't already. Think about it. You've done this before, but now we can bring it to a point where, take it to a level where it's more effective and it's more cohesive, as you said, as a group to work with.

T: Now, so you have your approach. Once you start facilitating those professional developments you mentioned cooperative groups as it relates to students, what methods do you typically use in a professional development situation to make sure the teachers are grasping the content?

P13: The teachers have to give a presentation. They do book studies. They have to give a presentation on the chapter they read or some chapter they've read. They have to give a lesson. They teach the lesson to the rest of the staff. I assess the lesson and the teachers are excited to do it for their peers and just wonderful, wonderful lesson and it's better than me standing there going well I know it all and let me give you some of this that I know and you need to be doing this, you need to be doing this. Look at this slide presentation for you. You know, that's good sometimes, but it

works better when they are more involved in giving the professional development and that gets back too. That's the learning community again. That's what we're supposed to be about.

T: Now, you gave an extreme example of what it might look like if you were the center of attention all the time and you had to facilitate it and you took control. Can you paint me a picture, allow me to use my imagination here, of what professional development would look like if you were facilitating it?

P13: It would be engaging. It would be interesting. It would be what they need. You know, I would be honest with them. Doing my observations, classroom observations, I've noticed that the majority of people don't, as we talked about before, don't understand level 3 questions, so you know what we're going to do today and there is nothing wrong with not understanding. But, I don't think I should use that language. I wouldn't tell them you don't understand it.

T: I understand. There's a sidebar.

P13: Yeah, a sidebar, but I would say you know what I'm noticing, level 3 is not present in your instructions, it's not being sustained. You're not sustaining it. We need to sustain level 3. So I want to use these examples of level 3 teaching and so as we talked before, and I thought about that, we can take level 1 and then we can build to level 2 and then we can build to level 3 using the same process we had before that was working and then by expanding that gives them a better understanding of what they're doing. So, it would be interactive. I would have vote volunteering. You know, well this week, and one thing I learned about professional development, the more movement you have the better off they are because how long is the adult attention span.

T: One minute per year.

P13: So, it has to be engaging and there has to be movement and you want to change groups and you want them to be able to report out and you want them to have time together in the group to elaborate, to contemplate, to strategize. You want them working together as a group and they have to feel comfortable and I think my staff is very comfortable. They don't feel threatened. They know I'm serious about what we talked about, but they don't feel threatened. You can't be afraid to make mistakes, so I try to give them the freedom to know it's okay to make a mistake. We all learn, we all get better and that's why we're all about this. That's why we're all in this professional development to get better. I'm learning just like you're learning and so I learn how to present it better next time. What I got across and what I didn't get across. How do you feel about it today? What do you understand? What do you understand at the end of this that you didn't understand when we started? I guess I painted it for you. I hope I did.

T: Yeah. You did. So, you use groups a lot. How do you feel about lecturing?

P13: Lecturing is just like the classroom. Who wants to hear lecturing? Nobody wants to hear lecturing. I think asking questions and having people respond to questions and then answering them is a better way of doing it than staying with lecturing because you put folks to sleep. I've been in professional developments where, you know, I'm sitting there going oh lord, how long is he going to talk. You know, and something else, I don't know if I said this, you have to build in breaks. I always say you talk no longer than 15 minutes at a time and you build in a 5 minute break and you talk 15 minutes more after you give them the 5 minute break. If you're going to go longer, you got to give them a longer break, you know, because the more breaks they have they can, you know, because you can get overloaded. You know, there are a lot of times you get overloaded with all the information they're giving you and it's confusing and all that. So, I would say build in breaks and make it fun. You have to make it fun for them. Even if it's serious, you know, all of it is serious, but you want to make it fun and interesting. Just like the classroom. Do you know the teachers are a lot like the kids in the classroom.

T: Oh yeah.

P13: So, when you teach this class...

T: You can see all them the similarities and differences.

P13: Right. And you teach, the way, the way I approach being an administrator, a principal is this one big classroom, but I have teachers in my classroom, I have children in my classroom and I treat the teachers and the children pretty close to the same. There is a difference, but it's pretty close to the same. Teachers are going to be struggling too. Mrs. J, you didn't a wonderful job. I really appreciate that. Thank you. That's part of her job, so I'm saying that to say when I taught in the classroom I'm the same way as I am as a principal. I was not a lecturer. I taught social studies. We did projects. We talked about the discovery of, let me just use a part of what goes on in 7th grade social studies. We talked about the discovery of the Americas and North America in particular. We talked about how it was colonized. We talked about the Indians who lived here, and we needed to do a project. Let's do a project. You can do a project on the Spanish, do one on the English. You can do one on the French. Whoever you want to do it on, a particular person that you find interesting and you can do a project, you can do a report or a project and it's worth more, and what I found was the kids really wanted to get involved. So, point being, you want to make it interesting and by whatever means you make it interesting for them because that's important.

T: Well, you talked about reading and you gave me some examples of social studies that you've used in your classroom. What is the connection between curriculum and professional development in your view?

P13: Professional development enables you to execute the curriculum. If you don't understand what the curriculum is and become comfortable with it then professional development is ineffective. It helps you execute it.

T: And so curriculum is a big deal as it relates to professional development and professional development is used to teach us how to manipulate and use the curriculum. So what is the connection between professional development and adult learning?

P13: The connection between professional development and, I'm trying to make sure I heard you right. The connection between professional development and adult learning. Is that what you asked me?

T: yes.

P13: How can you teach something when you don't understand it yourself? Professional development is finding a better way to get what you're trying to get across to your students. If I know that I am not clear on whatever area it may be and well I'm stagnant. I have a certain way that I do this and I don't know any other way to do it then I go through professional development and I discover a new way. It's a light bulb moment. I can use this method in my classroom. I can use this strategy in my classroom to better the life of my kids, to help them learn, to help them develop, let me use this thing. It's like sports. I used to play ball and I use myself as an example a lot. I used to play ball and what I found is that the people that I played with they were better than me and I used that. I picked up things from them. I picked up, I might approach a shot or a scenario or situation differently than this guy did, but I found out he approached it this way and it worked. So, then the next time that situation came up that I was in, I thought about what I saw him do and then I tried it and it worked. So, it's the same thing. It's all about teaching adult learners and it's a continuous thing. This learning thing is continuous. Teaching adult learners that they are continuous learners and the more they learn the more proficient they become in that field. Did I answer your question?

T: Yeah, you did. Well, how do you accommodate for the different learning styles of the staff that you have?

P13: I think I do pretty well because there are those who learn from, like myself, I learn from listening. I love to hear things that are narrated. At home I sit with the History Channel and they narrate. I'm listening. I got it. So, there's an aspect of that that goes on here at school and then there are those who are hands on. So, by letting them present, doing research, doing work, they're learning that way and then those who are sitting there listening to them are learning as well and I try very hard, as we talked about earlier, not to lecture, but there are those who learn that way. The last time you said, for example, when you and I talked before we talked about there are verbs that are used with the depth of knowledge and just because you're using the verb someone is recalling, they're recalling a level 1 and not a level 3, okay. So, I go

to that example because about three years ago I had some star teachers here and the depth of knowledge was, it was not new, but it wasn't old and they were talking about we can't rely on the verb, but people didn't understand that they were saying what you and I just said. They say you can't rely on the verb. What does that mean now because in the past that was a big thing. You used the verb. If you are having them describe and you are having them analyze and you're having them synthesize then, you know, they're at the level. Well, that's not true, but you need to be clear on what you're saying and my point about all that is when you're lecturing you need to make sure you're clear on what you're explaining to the teachers and you need to ask questions. Can you give me an example of synthesizing or analyzing and make it at the appropriate level.

T: Okay. Well, I think that our interview has come to a close. That was pretty quick. You gave me a lot of information, but what I want to ask you is do you have any final words about professional development, words of wisdom, as it relates to you being a facilitator of professional development and that master teacher?

P13: Words of wisdom about professional development. It's a must. There is no way of getting around it. It's a must. In order to keep teachers abreast of what's, what and the twist they put on things, you have to have professional development. It keeps them sharp. Do you realize that some teachers only have bachelor degrees? They have never gone to a university to take any other courses for anything. There are some teachers like that. What are you going to do for those teachers when they're not going to a university taking the courses they should take? The only other option is some form of professional development and you know those teachers who are not successful in their classrooms. Before you can guide them or before you can steer them out of this fear. You have to try to help them and that's the way of helping, professional development. That entails getting peers to go help them. That entails having special development for them where the whole staff is involved. It entails finding articles for them to read. It entails getting materials for them. So, without professional development we might as well just give up because we have become, and I understand now doctors have to go back to school all time because new things come out and they have to become proficient in those things and as teachers we're just like doctors, but our patients are the students and it's up to us to make sure that they get the right diagnosis so that we can help them learn and so we can fix what it is they don't know.

T: Okay. Well thank you P13 and that concludes our interview.

Principal #14

1 T: Good morning P14, I just wanted to review with you the consent form that you signed
2 stating that I have your permission to use the information that you give in this interview
3 in my dissertation. This is a copy of that informed consent. Do you agree that you
4 signed this form giving me permission?

5
6 P14: Correct.

7
8 T: Okay. The purpose of this interview is to gain knowledge about the principle as a
9 facilitator of professional development with teachers as learners. I would like to start off
10 with a very broad question to give you the opportunity to express how you feel about
11 professional development. What has been your experience with professional
12 development?

13
14 P14: We've had greater success in different areas throughout the years and trying, I'm
15 trying to think of the best way to put it. We've been able to identify an area of weakness
16 or deficiency and stay on that with professional development for some duration and have
17 greater success than from just jumping from one topic to another. Teachers sometimes
18 think when you start trying to address an area or do something that they can just wait it
19 out long enough till it will pass or move onto something else.

20
21 T: Okay. And as the facilitator of professional development, what are your personal
22 feelings regarding professional development?

23
24 P14: From my point of view it certainly is kind of a large responsibility. The school
25 district itself has the responsibility and duty to provide professional development for all
26 the schools and then within the building kind of mirco in a sense. The professional
27 development, that best meets and is tailored to our needs and I guess, I forget what you
28 asked me about, say that again.

29
30 T: What are your feelings about professional development as a facilitator?

31
32 P14: I think that, I've been around awhile. Some I've seen, that I've listened to and I
33 thought okay that's great and then when it's time to come back in my building I've done
34 what we've needed to accomplish in order to address our area of weaknesses. So, it's
35 been a mix. I think that it can be obviously great when you have the right things in place
36 and you have people who are on board toward a common goal, but I'm also seeing some
37 other things that had had no real rhyme or reason and it just floundered, has to have
38 support from the administrators and from the staff as well. Sometimes we see things that
39 come in, somebody is able to present an idea or concept and everybody wants to jump on
40 it without thinking it through as to how it's going to best meet our needs.

41
42 T: As the principal, how do you determine what needs to be met in a professional
43 development situation?
44

P14: Obviously, there's a couple ways. I think that as the building principle I know exactly where we stand in the sense of academic performance and just seeing a tone and tenor for the requirement of the building itself and in my mind I know the direction I want it to go. I share with the staff and we're all kind of on the same page of what we want to accomplish, but I also then, so I'll implement certain things. If I say this is a scenario that we're going to need to work on then we'll do that, but I also come back and I ask the staff what areas that they see because I don't see the same things that they always see and they have different thoughts and ideas and I value and respect their opinions and suggestions and whatever ideas that they have and I'll say well what do you guys want to do, what do you feel you need help in and what are your areas of strengths and weaknesses and then we address those needs as well whether that's in house or bringing in resources and I'll just give you a quick example. One of the things we're behind in is technology and that's an area that we've been trying to incorporate and implement. We've had some professional development in that area.

T: Okay. What changes do you associate with the professional development that you facilitated or arranged this past year?

P14: I've seen improvement in the implementation and effectively using technology and also just some basic things. This is going back a little bit. Teachers were having difficulty with implementing guided reading, really weren't cohesive, wasn't calibrated among grade level to grade level or even teacher to teacher in the same grade level, so one of the things that we did was that we had professional development on a regular monthly basis and resources to come in and work with the teachers for the day in the building, in the classroom, and that was something that the staff wanted rather than having a three day shot at the beginning of the year or the middle of the year, so it was an ongoing process and as a result of that we've seen improvement in teachers confidence in implementing guided reading and guided writing. We've also seen improvement in children's performance as a result of that.

T: Have you yourself ever facilitated training related to guided reading or any other area of reading curriculum?

P14: I have not facilitated other than arranged. I did not come in and teach that. That I did not do.

T: How did you arranged those professional development exactly?

P14: I spoke with the teachers as to just what they were having difficulty with and wanted, I didn't want somebody to just say look I understand how to do it and then have them be confused because I wanted them to be honest because I wanted them to be honest because I can't provide support, they don't have to be afraid to tell me that they're not sure how to do something because if they're not sure then I can see to it that we get the necessary help and resources and so conversations with them, they just really basically told me what it was that they needed in order to feel more secure or more confident in delivering the instruction. So, we tailored professional development around those needs.

That was also with the help and input from our lead reading teacher as well. I think my end of it really was to find out, just through probing and conversation what is, what will be helpful for them and the elementary or the lower elementary were a little different than the upper grades. So, they wanted kind of different things so I made the necessary arrangements to bring in the resources and just provide an opportunity for it to happen.

T: After professional development what are some techniques that you use to support teachers?

P14: I think, I think it goes back really, a strategy or a technique other than just having a good relationship with the staff. I want them to feel as if they can come and share with me whatever it is that they need. I had the, in my perspective at least had a relationship that if they have difficulty in an area and they want to get better in something that they can ask me without me viewing them as, I don't have the attitude like what, you don't know how to do that, why do I have you here then, that's the whole point. I don't have that type of a relationship. I understand and I share with them that I'm a teacher who happens to be a principle, but I understand. There has been a whole bunch of things and I deal with many decisions each hour and, you know, students, they're all over the place and now with differentiated instruction being a big part of these things I understand that they have great difficulty. The last thing I want them to do is have to worry about telling me as a principle that they need help in something. My real, you know, my position is being able to help teachers hone their craft better so that translates into better education for the children.

T: Now, you gave the example of the reading curriculum and how teachers needed more instruction in direct reading. Outside of that, how do you view curriculum in connection to professional development?

P14: Some of these things I think, these questions I'm having difficulty on. I'm trying to think about it. We do things, they all kind of blend together. We know, and again I think it comes back. Everything we do here is this purpose for or there is a reason to do it and we have a clear direction in which we're going based on, I think we've done quite a bit on looking at our achievement levels and we always know exactly where our students are in line with achieving and we look for patterns that have been strong, we look for patterns that haven't been so strong and from there that kind of guides what we're going to be doing as far as professional development. So, I guess, you know, by having the ability to answer a short question and a good way to get there is that it's not really how I view it, it's just what we do. It's not a, it just blends into what we do. It's not like a separate entity. We don't all of a sudden say okay we've got professional development this year. It kind of melds together fluently as to what we're doing the whole time.

T: You mentioned several people who are key to professional development. You mentioned the reading specialist, the teachers, you also mentioned bringing in trainers. What dimensions, incident and people, inclusive of those that you mentioned previously, do you view as intimately connected with school based professional development?

P14: Every staff member. Every staff member's voice is important. Every person that needs some extra assistance or some support, I'm open to seeing that they receive the support and help, but collectively there are areas as a school in its entirety that we see that we need more help and more support and that is full front and focus, but there are some people that need, there are some people that are very knowledgeable in technology and they're already kind of sharing and doing something with other staff, but we might have a whole other class that is at square one and I'll provide support to them or see to it that they get the support as needed where other staff members don't need it. I don't want to waste, I want to maximize our time. I don't want to waste people's time, so if there are some people that are very secure in an area, they might not have to, there is no point in them participating unless they want to. So, even though we have professional development we might not have to hit every single staff member.

T: Okay.

P14: We try to target the needs, but we do go to the masses. We also have a leader in any given area, and that could be anybody in the building. But, it also has to go back, our professional development, it has to be aligned with our SIP, our school improvement plan or we're not getting the training in the fields or areas that don't pertain to what we're doing and basically our heavy emphasis is we want our children to be able to read. We want our children to be able to perform confidently in mathematics. So, those are kind of our two big areas. The one area that has always been here that always is more of a struggle is our reading and writing. That's where we've put a lot of emphasis in training.

T: Okay. Now, since you've been here have you facilitated any professional development?

P14: I have and I guess, they've been in different areas on just different lessons on designing lessons on backward design on what that lesson looks like, presenting actual lessons. I've done many. I'm just trying to think and I can't think off the top of my head. I can share with you what I'm working right now on; I'm going to do some work on brain research. Why we think, or how we think the importance that has, memory impact on performance in school, so I'm in the process of putting together a workshop, if you will, for my staff with that and I'm also going to put in a dose of effectively using assessments in order to improve testing.

T: All right. You told me about your feelings about professional development and the purpose of professional development and some of the methods that you use to reach your teachers and make them feel comfortable. What is your view of the connection between adult education and professional development?

P14: I think it needs to be continuous. It needs to be continuous. You realize things that you didn't know before or it also, continuing education reaffirms things that you have been doing. Those two things are key and important. So, even if it's something you already know, but reaffirms, that's a positive, or you might learn things you didn't know before and it's another positive, but teachers have to continuously be thinking about the

work that they're doing and they have to continuously be thinking as to how they can improve or what they would do differently or what they'll continue to do the same. It's a, it's not a one time, I've got my degree, I'm done and it doesn't matter whether you've been teaching 25 years, you still don't know because you could have been teaching it the same way for 25 years straight, which makes you a first year teacher because you've been doing the same thing, so everybody's voice and everybody's, I don't care if they're in the building and they've only been teaching for six months, they might have an idea and it's important that they share and kind of going back to professional development, we have meetings where periodically we'll set time where teachers just share their best practices as to what they've been doing in the classroom and talk about and show examples and demonstrate and have some type of artifacts because that's important for the other staff members to be able to see and to be able to hear from their peers and colleagues.

T: That's true.

P14: And I also try to combine, and I guess this is part of professional development is for our teachers in our building to get out and see what other teachers are doing because they're often just in their own room and they don't have any idea as to what is taking place in the grades beneath or above them, so I try to make a point for them to go visit grades beneath them and grades above them and have conversations about what they see and observation without a value judgment - not trying to find somebody doing something wrong, trying to help people to see different ways to doing things and just because somebody has one style doesn't mean it's going to work for somebody else.

T: That leads into my next question. As principal, what's your role in professional development?

P14: I want to make sure that teachers are receiving help and support in areas that they have identified that they need the support and help, but again it has to go back to, it has to be the mission of our school. I see my role as an instructional leader in the building that I should be able to walk in any classroom, and I've done it and I don't care if it's kindergarten or fifth grade, I should be able to go in there and take over and teach a lesson and do a good job at teaching the lesson. I want them to see that I can teach and not just tell them that I can teach. I don't go back and say well, when I was teaching this is what I did. I won't do that because I didn't like that as a teacher, but I'll go in and I'll demonstrate and I'll teach classes somewhat regularly throughout the school year, not only so they can see, but so I can see if I can still do it and so that the kids can see, but my job is to really make sure that, as far as professional development, that the things that we're doing has value and has a positive impact. If there's no value or it's not having a positive impact then we don't need to do something just for the sake of saying that we're doing it. We don't, a program is only as good as implementing it. It doesn't matter what names are attached to it. It has to be effective, so I'll measure whether these are being effective or not based on certain parameters. If it's talking about professional development and the building of school wide discipline, I'll work, I'll work with the numbers of referrals. If it's talking about, if we're doing something mathematically professional development wise then I look at the assessments from our students and each

thing that we implement we want to measure to see if it's effective. So, that's my role as far as professional development I think is to make sure teachers are receiving the support and help and also myself staying abreast of the latest in education and being a filter for things that are good and things that really just aren't that good. A lot of things flash by. They come and they go and you don't want to get caught up in that, but I want to share with the teachers those things that I feel are going to be beneficial for our overall mission.

T: What process do you follow to ensure that information presented in PD is being implemented?

P14: I guess as far as monitoring, I'm in classrooms everyday, so I can see what is taking place in the classroom. I can also have conversations with the students and I know what's taking place in the classroom and just some of the most productive time is just having informal conversations walking down the hallway with the teacher as to what's taking place in the classroom. Getting a lot of insight that way, but again being visible and being in the classroom as a principle I know what is happening and what's not happening and teachers like students are always at different levels. We're not a cookie cutter. Not every teacher is comfortable. Not every teacher is excited about doing things as others are in the building and so to answer the question, sure, there have been teachers that have not at times implemented something right away and I'll have a conversation and say tell me about it, this is what I noticed. Is there a reason why and they might say oh, I just haven't gotten to it or blah, blah, blah and then it comes back to well, this what we want, it's not negotiable, what can I do to help you to make sure it happens and we go on from there, and then I've had other people that have come to me and said oh, this is wonderful, what suggestions do you have. We'll stay after school, sit down and we'll work on putting a plan or two together. And everything is continued progress, it's just making incremental gains and that's all I ask of my teachers as well. I don't expect them, I don't expect, just like I don't expect students to be introduced to a concept and then have it mastered that year. You can't introduce something brand new to the students and have it all mastered that year. It takes a little bit of time and same way with the teachers. I just want them moving in the right direction.

T: That makes sense.

P14: And if somebody does a really good job of hiring and then those things are happening quicker.

T: You mentioned that your area of emphasis in the past has been reading. For this coming year, where does the emphasis lie in regards to professional development?

P14: It really running, district wise with professional learning community and we've been doing that within our building. We haven't had the formal title and I know that PLC's have a particular way of doing things. I don't know that we fall directly into doing things exactly like they have, but, and this is a big portion, a big emphasis this year district wise and we're going to make sure we do it this year in the building as well as try to make sure that we're not working in isolation. That we do have time for conversations because it is

important that teachers share their thoughts, ideas, and what they see is the best way to make improvement with the students, so that will be one big emphasis of professional development and that will come from out central office and it will also come from within a leadership team in our building and again reading will also be an emphasis. A lot of our students have transferred in and out and a lot of our students, it's not uncommon a child in fourth grade to have already been in two or three schools and so they don't always seem to get a good footing on reading and that's crucial. That is just crucial especially when get in that fourth grade slump where they're no longer learning to read, but they're reading to learn.

T: That is a good analogy. As it relates to professional development, which do you take into greater consideration, the adult learner, which is the teacher, or the concept?

P14: I kind of look at the content as to what, as to what it is we're going to be implementing. I don't want to implement some area that isn't going to be helpful to our students and everything that we do here is what the vision is to how is it going to benefit the children. If we don't see a benefit to the children then there is no point in really doing it. As far as adult learners, it's like a good teacher, it doesn't matter if a teacher is a good teacher whether they're teaching it or not. First grade or whether they're teaching college. All you do is adjust the style for the students, so you can take a concept, an idea, you can cater it for whichever grade level or age level you're going to be presenting it to. So, it's not so much the audience or whether you're delivering it to adults, it's looking at the content.

T: So, when do you really take into consideration your audience?

P14: Do I take that into consideration? I don't know if I really give it much thought. Well, I would say I'm working on that now. I'm putting together, as I said, on writing research and what we can gain and what's important for us to note from that the best help that we can give our students, so I think that's a topic, the content is important and all day yesterday and the remainder of today I'm going to work on, I'm going to teach this unit, if you will, to adults and I'm kind of planning it as if I was teaching it to a class and I know my audience. I know I'm going to have to hit because they're going to be a group that you want to hit or kind of draw them in, they're going to tune you out and so I also know I've got to follow-up up because I'm going to anticipate some people having certain questions and I want to be able to have the information and I want to be able to come up with the best possible lesson I can so that they can have some meat to it and effectively use it.

T: So, what's your plan for drawing the adults learners in?

P14: Oh, I just think my charming personality alone will do that. I think, for good or for bad I think people learn based on the relationship they have with their teacher. That to me is something that I've seen throughout the years. I think I have a good relationship with the teachers and if I'm knowledgeable, which I have to be about what I'm going to deliver and I'm well organized in how I present it they'll learn something from it. If I

don't have, I'll give an example and I used it at an elementary as a classroom teacher and if you have a teacher that the kids perceive to be real mean and not caring and so the teacher is well organized and the teacher is very knowledgeable in the content, children might not learn an awful lot. You might have a teacher that is extremely well liked or the students may think the teacher is a fun teacher and really cares about them and the teacher might not be that knowledgeable and not that well organized, the students still aren't going to get that much, so you have to find that balance of where the teacher is, where the students know that teacher cares about them and that the teacher is well organized and prepared and delivers the instruction, the children will learn. I don't think it's any different as an administrator going in and working with staff. It's no different and I'll just share that anecdote my first year was staff meetings were almost that if one teacher spoke you could see a lot of the teachers thinking oh, here is the same person talking again, what are they going to talk about, and it's comparable to the one child in the class that always raises his hand and answers a question and he or she is perceived as the know it all by all the other students in the class, but those teachers like that student. They appreciate it, but yet you have to point it out to them when they're acting that way. The behaviors aren't that different from an adult to children. Sometimes when you're a teacher and you're in a staff meeting, is you have some that are going to be off task and some you might have to get, as a teacher you wait for somebody to stop talking or do, just do some of those strategies you would in a classroom and I point that out to the teachers. So, I don't know if that's, and I'll just all of a sudden expect that they're, sometimes the teachers might be the ones in a meeting that their children were behaving the way would be behaving at a meeting they would be all up in arms. So, I don't think it's, I think that you just prepare the best that you can prepare, but you have to have, it's, and again I think working with teachers it's the relationship and having the ability to be knowledgeable and organized. You have to have those components to increase your odds of having success.

T: This coming year when you're planning for your presentation of brain research and your professional development for that, you've taken into consideration your relationship with the teachers and staff that you have to have that real organized to get their attention. What activities are you planning to use to engage them and ensure that they're going to grasp what it is you're teaching them?

P14: I like the question you're asking because it comes to one of the things in education that I always hear and it kind of goes to the back door. When you say activities to engage them, I shared with the staff when I first arrived, I didn't care what their style was. We don't have to have a set style. Everybody is going to teach to what they're comfortable with and I don't want them to be afraid of lecture and that's like a taboo. It's like the kiss of death. Nobody wants to hear lecture. In reality the reason why people don't want anybody to lecture is because few people are good at it. If you have somebody that is good at lecturing, you'll have students sitting on the edge of their seat wanting to get more and more. It's really, I think one common trait among good, good teachers is that they have the ability to tell stories well. They're good storytellers and if you could hear Bobby Norfolk tell stories all day and so I'll tell some stories which will be kind of, sometimes kind of the hook, so not that they always have to break out and go do

367 something, but there will be some activities where they're going to have to sit and think
368 and produce based on concepts I'm trying to get across to them, but you can take
369 material, you can take and design a lesson and weave those components into a story and
370 that's all television shows do. They're just telling a story and they have a way about it,
371 the writers do to create something that students are going to remember. Lots of times
372 students can remember almost everything from a TV show yet they can sit in a classroom
373 and walk out with not knowing anything and you have to think about why is that. I think
374 some of it comes back to the ability to tell a story.

375
376 T: So, what is your plan to measure what they've learned?

377
378 P14: I'll be able to, I'll be able to measure based on informal and formal on conversations
379 that I've had with them after having done so. I'll be able to see if things have been
380 implemented and this is new, so if I can get a few people to think about these things, then
381 I'll be successful in them or have them consider some of these things when they go back
382 to their classroom and so it's just really introducing them and I'll follow up throughout
383 the year on this topic.

384
385 T: Okay. Well, we've come to the end of our discussion, the interview. Do you have any
386 final words regarding professional development?

387
388 P14: No real parting words or thoughts. I think that...

389
390 T: Nothing profound?

391
392 P14: No. I never, never say anything profound. I just want to make it through it. I'm
393 excited about this coming year. I'm excited about the things that we're going to
394 implement the professional learning community and hopefully we'll have another
395 successful year.

396
397 T: Okay. And when exactly are you having the professional development with the brain
398 research?

399
400 P14: August 11.

401
402 T: August 11. Well, thank you very much P14.

403
404 P14: Okay. Thank you.

Teacher #007

T: Good morning T007, I thank you for allowing me to interview you regarding professional development. I just want to verify that you completed the consent form and you give me permission to record and transcribe your feedback.

T007: Yes I did do that.

T: The first thing I want you to do is to just tell me the first thing that comes to your mind about Professional development.

T007: Professional development is for the teacher, to make them a more affective teacher, to improve their abilities to help the children. And over the years it has been different types of professional development, sometimes it's focused on the practice of the teacher other times it is focused on the outcomes of the students. Professional development at times has been focused on individual subjects other times it's been focused on something that will impact the teacher overall such as discipline or classroom confinement, things like that. In our district initially, professional development, twenty years ago, was basically up to the teacher to provide but then as the state became more regular, since requirements the district got into it and assigned this duty to the district development committee and they basically decide on the focus for the district.

T: In your opinion what is the purpose of professional development?

T007: I think it should make you a better teacher. By that, I mean it should make you give and facilitate the learning of your students in the classroom, it should all be geared towards that. That could include your knowledge of the subject, how to motivate and direct children for a optimal learning. It could also be understanding data. So my opinion of professional development should be that it should focus on making the teacher a better teacher. Now sometimes that's career wide, sometimes its grade wide, it just depends.

T: So, am I correct in saying that you believe that professional development can be just about anything as long as it is geared toward increasing student achievement. Is that what you are saying?

T007: That's exactly what I am saying.

T: So, what do you perceive to be the connection between professional development and curriculum?

T007: Every three years we evaluate our curriculum, math, communication arts, or social studies. And generally when we adopted the curriculum we do get professional development to help us implement that curriculum. So, there can be a direct correlation between professional development and implementing the curriculum and doing it correctly. Over the year's things like

34 mathematics, writing, reading they have all changed in the way we teach it. Professional
35 development helps provide the teachers with the tools to implement the new philosophies.

36 T: What do you see as the teacher and adult learner, how do you fit into that scheme of things
37 with professional development and curriculum being the basis for professional development?

38 T007: It's really up to the teacher to make sure that they are committed to being able to look
39 back on the practice and when new curriculum comes in not to be so skeptical about it. To look
40 at what you can do using that curriculum to improve your teaching. Even if you are an
41 experienced teacher sometimes what happens with teachers over the years they figure out one
42 way to do something and then sometimes they are skeptical about the new curriculum that
43 comes in so teacher should be committed to taking professional development seriously, and not
44 just go through the motions but actually be committed to mastering the topics that are presented
45 during professional development.

46 T: We touched a little bit on the dimensions and the people involved in professional
47 development, but specifically what dimensions, incidents and people intimately connected with
48 school based professional development stand out for you.

49 T007: The principal generally is the leader of the school and can set the tone for professional
50 development. They have power to direct teachers to go to professional development if they feel
51 that they need to improve in any area of the practice. The principal is a very important person.
52 Evaluating how effective you were the year before with your students, so the students become
53 important too, they are the focus of who you want to learn. So, looking back and reflecting on
54 how well you have done with students the year before can help you decide what you need to do
55 with your professional development. The data you get from testing can help inform the people
56 who run the data. We have the curriculum person in our district that is important who gives us
57 feedback on data collection. Sometimes parents can help you maybe direct your curriculum or
58 your professional development, but I think basically the students, principal, your colleagues who
59 can help you, your peer groups, those are all important people that might help you decide which
60 way to go with professional development.

61 T: Considering those dimensions, incidents and people, how do they affect you the teacher?

62 T007: Well the principal can direct, set the topics of meetings and also asks you to go into
63 committees that might be something that has to do with professional development within the area
64 of MAP. As a MAP technical person, you would go to meetings and things like that. So the
65 principal can affect what students do, like if the principal or teachers look at their data and there
66 is a deficit in one of the skill areas that would help to direct you as to which way to go in the
67 professional development.

68 T: What changes do you associate with those dimensions, incidents and people related to
69 professional development?

T007: Now everything is directed towards the state testing or map testing and that is the main focus within the district. If you are found to have some deficits in some way you are mandated by school improvement, plan to do a certain amount of professional development and to come up with a plan that tell, how you will reach these goals. Instead of the state dictating thru test scores what the school should be doing, how it should be performing does really have an affect on professional development.

T: You touched on the assessment; you talked about the importance of it so, would you explain how the focus of professional development for a disability generally pen-pointed?

T007: Well we have a committee, that's the school improvement committee, since our school has been in school in school improvement for four years and they have to work on a big plan that they are going to use for this year and they pen-point different areas of needs, we look at map test scores, we look at something called Thompson, which is a monthly assessment given to the kids, and we look at the yearly scores. From that they can come up with things, like this year we did not do very well in math and communication arts for African American and Asian kids so we might have a teacher focus, just one part-time teacher focus on that. Our professional development might be geared towards bring in people that would be able to help us teach kids that are from lower social economic groups and maybe increase our techniques that way. And then there is a committee that determines at the end of the year exactly how we are going to get from one point to another. Professional development is a big key to that.

T: You mentioned the professional development committee and the important role that it plays in professional development, devising a plan for professional development for teachers, but what role does the building level principal play in that process?

T007: They give an outline of an objective what they need to do in professional development and it is up to the principal. He or she would find ways to implement that. For example, last year we had a teacher, that was full time, she had a baby so she comes in part time. The kids that were struggling we identified and sent to her further remediation for math and also for reading. Then she decided that we should have collaborations, grade level collaborations that we had never had before with the principal and the special teacher. We talked about the kids and did writing samples and diagnostic assessments. She devised all that. So, she devises strategies to meet the goals of professional development.

T: Was that strategy connected to professional development around curriculum?

T007: Yes, it was all curriculum. It did not have anything to do with impacting behaviors of students, because maybe that got in the way of his academic achievement. We did not know at first but that's something else, it was not a part of traditional professional development. We do have PBIS, which is dealing with behaviors of children and motivating them. Last year we worked on the academics which were done in the collaboration meetings we had.

106 T: What do you think your focus would be for this year?

107 T007: Continuing with a format similar to the collaborations except we are not going to have the
108 same format. The teachers will have the work basically within their own grade levels with one
109 person facilitating different segments the way we going to be doing diagnostic testing. It was
110 just introduced to us this week, but basically it's going to be that way. You are going to have
111 one person on each grade level serving in the leadership role and we are going to look at the data
112 and decide exactly what we do. And we are going to be creating diagnostic tests and we are
113 going to focus on three main categories of communication arts that we think will help the kids do
114 better. So that's how we are going to do it this year.

115 T: For teachers who are deficient in those areas, who will help to get them up to speed?

116 T007: It depends on what level you are. If you are a new teacher, or if you are an experienced
117 teacher, tenured teacher, the principal does evaluations. I only get evaluated every three years
118 because I've been here twenty years. I'm tenured so we have to fill out a plan with our strengths
119 and weaknesses and the principal does the same thing. They have to discuss it. If there is an
120 area that he/she feels is a deficient area then there has to be strategies that the principal and
121 teacher agree upon. This might mean, generally it means individualized professional
122 development for that teacher so that they improve in the area that's evaluated at the end of the
123 year. That's how they will meet an individual teacher's deficiencies. We support each other as
124 grade level people but we wouldn't be in a position to say here is your deficiency. This support
125 is given on an equal level. The way that the system is setup, the teachers do not really evaluate
126 each other and say you have to improve here. If someone asks for help I help them. It's not like
127 you evaluate your peers and say this is where you should work.

128
129 T: So that's a system that's put in place for you to partnership with your colleague. So can you
130 help me visualize what professional development looks like when your principal facilitates
131 professional development around curriculum, from beginning to end, what would that look like?

132 T007: First of all she looks at the data, and looks at the curriculum that we need to work on, we
133 use map testing, we use Thompson, which is that monthly communication assessment that we
134 talked about earlier. She decides what areas we work on, the skills in third grade, the cause and
135 effect or authors purpose. Whatever, it may be. Then she just talks to that grade level. Initially
136 this year we had staff do professional development on a worksheet and we were going to change
137 how we are meeting collaborating. So, first of all she explained the structure we are going to
138 use, that being professional development theme. It outlines the words of the teachers. Also we
139 have new forms we were being required to use to make lessons plans and things like that. So the
140 nuts and bolts of how to implement it were talked about. That was the initial professional
141 development. Then this month we will have another meeting with other teachers. We'll have a
142 professional development day where the students are off and the teachers come. Among the

143 other aspects of how she wants us to collaborate will be brought up, it could be in diagnostic test,
144 how she wants that formed and then the next month it would be another aspect of it, whatever the
145 aspect is she wants us to work on, call a variety meeting, collaborative groups and looking at
146 individual students writing samples things like that to determine what we need to work on what
147 areas are we deficit in and deficient in and that goes on throughout the whole year, we will have
148 about eight meetings learning this new professional development and how it should be
149 implemented. In school based professional development, she provides the structure, she
150 provides the days, the focus for those days, she also analyzes the data to see what we should be
151 doing in professional development and that is basically how she does it.

152 T: Think about teaching a lesson from beginning to end I want you to kind of use that same
153 concept when describing to me what one of those eight professional developments might look
154 like when your principal is facilitating.

155 T007: She usually has a focusing activity which is held by the compensatory staff. Teachers are
156 generally very talkative and social so she might do it by putting a video clip on the overhead, it
157 might be something amusing that would focus everybody on that or she might have an ice
158 breaker to have people do something, like the other day at professional development we all had
159 to find people that had completed similar activities during the summer vacation, so once that's
160 done then she gets the slide overview and passes out materials, depending on what it may be,
161 she uses some examples of what she wants us to work on and she uses the over head projector
162 not the overhead projected. She uses the computer to explain exactly what we are going to do
163 that day, she sets the schedule up and that's part of power point and then she'll has power point
164 slides sort of outlining each one of the things covered that day. With something brand new she
165 generally, I would say she just generally gives more of a lecture, not something I would
166 recommend for kids in elementary school but it is basically a lecture and power point
167 presentation, going step by step, I think as we go along through this professional development.
168 We have data and material instead of doing the work collaboratively, teachers work in groups;
169 also the other day she gave us an example of what she thought a math lesson should look like
170 and a few of the teachers went through that as if they were students, it was simply multiplying,
171 dividing fractions which a lot of the teachers could not do. Anyway sometimes she gives
172 examples like that and we work together In groups, a lot of it is just basic information lecturing.
173 A lot of the times I'll be forced to copy power point through the email so that I can have it on
174 file, which I think would be good for teachers to have to review.

175 T: So are there any other methods outside of power point, the small groups that she kinds of
176 defuse in to professional development activity.

177 T007: She uses small groups, and she uses the lectures with power point, occasionally she has
178 people that are experts in one area in that in which we are learning and that person sort of does it
179 instead of her. Lets say we were talking about diagnostic assessments, the person that's the

180 expert might lead a conversation instead of her. Occasionally she assigns readings like
181 something from a book or an article that is appropriate.

182 T: As the facilitator of professional development what attributes do you feel that she process?

183 T007: I think her positive attributes are that she really does analyze the data. She also is
184 knowledgeable about the data, the structure of new activities; she is usually very well versed in
185 that, like whatever new program she wants to introduce she is very understanding. The problem
186 is that a lot of the principals do not really use the teachers, they don't get the teachers involved
187 soon enough, it's more like this is the way it's going to be and here is how it's going to be and
188 they don't want feedback. Another thing is if you're going to give lectures for three hours you
189 are not going to keep the attention of people. As a third grade teacher with kids I could never do
190 anything like that, they would be off the walls and even I'm sort of like that myself, my attention
191 span is not that good. After a while you have a tendency to lose focus. They should be finding
192 things more incorporated as the teacher is doing activities instead of just listening; just passively
193 listening is not always the best way to learn things.

194 T: Do you think she noted the people were starting to lose focus?

195 T007: It takes a long time.

196 T: What does she do when she see that occur?

197 T007: Usually she can tell because people start to have side conversations and then she'll say
198 lets focus back on this. That's almost like a redirection I guess you would call if you were a
199 teacher, redirecting the students to the teacher.

200 T: Our interview is coming to a close; do you have any final thoughts about professional
201 development, past, present and future?

202 T007: Well in past it was more like a shock gun style professional development where teachers
203 basically decided, hey I'd like to learn more about an area of their choosing such as social studies
204 and how they are interrelated and basically what career to do that in. They also want it to serve
205 as an individual activity. As time has progressed, you have district wide professional
206 development to meet the needs of the whole district and school wide professional developments.
207 So it's much more focused on the group instead of the individual. Professional development
208 now focuses not just on the curriculum, the nuts and bolts of what you teaching or your
209 knowledge, but on how to motivate the children to be better learners, and how to teach so that
210 you are reaching all of the children. So I think that's what's happening basically all of the time.

211 T: Something you said struck a cord with me with the focus being on the group. How
212 comfortable do you feel an individual that is not quit getting it, would be going to the principal
213 and saying hey, I'm not getting it, I need some assistance.

214 T007: I don't know. I think that is not one of her strongest suites. I hate to say that, but she
215 might seem like she already knows it, people might be a little bit put off by new, experienced
216 people. I think most people go to their peer group and they talk it out there first. They rely on
217 their peers to get the support they need if they are lost. They would talk to their peers first.
218 Also, there are some grade levels that get along better than others, they all more on the same
219 page about things and they've got more of a support system than like if you are on a grade level
220 group and most of them are on individual things. And you're kind of lost and feel intimidated.
221 It happens to all sorts of different grade level groupings. If you ask the principal point blank to
222 do this she would, but I don't know if she would anticipate it or if a teacher would feel that
223 he/she could always go to the principal and speak to them. We have had principals in the past
224 that were more open to that. It's probable the personality of the person, how they were raised
225 and how they did things going through their educational system.

226 T: What if it is just discovered that the person is not getting it, how is that handled? Rather, how
227 is it handled the teacher feels that she is just not getting it?

228 T007: I am speculating in a sense because I don't know of any personal experiences like that. I
229 would guess she would probably go to someone else in the grade level first and try to have them
230 work with the person so that you won't have the boss employee type of relationship there. It is
231 also a lot of new people who have been assigned peers to work with the older experienced
232 teachers. So she might go to one of those experienced teachers and ask them to help with them.
233 That's what has happened in the past. I'm not familiar with anything that's going on. Principals
234 come here like every two or three years, there has been about six or seven since I've been here.

235 T: I did appreciate all the information that you have given me. Do you have any final thoughts?

236 T007: The final thought that I have on professional development is that I think it is more
237 effective than it has been in the past. I think it is more focused on data and on doing well on
238 state assessment, the map test and that could be good or bad. Certain subjects like social studies
239 and science which are not we don't do as much professional development in those areas, and
240 think it is basically because we are so keyed in on the state assessment.

241 T: Did you all make ??? this year?

242 T007: No. The district didn't, we didn't. We have a couple of school that made it, like
243 Nathaniel Hawthorne and Pershing Elementary. The High school did not and the middle school
244 did not. If you look at the data it is actually an improvement. You can look at the map index
245 scores and they are going up, but that's not enough, because every year they increase the score
246 and the kids have to be at a certain level. It's pretty hard. Once you fall back or out of it it's
247 really hard to get back in.

248 T: So as a team will you all focus on those indicators that the school failed?

249 T007: How would they do it? I would hope that they would identify the kids that were
250 struggling. I don't know. Maybe if we try to look at each student that did not do well, and
251 taking them and working with the teacher one-on-one. But, it did not seem to do enough to get
252 us over the hump. I don't know what we are going to do from this point on. I'm sure that there
253 should be some focus on reaching these kids. Identifying the kid is important, but when you
254 have school with transits kids coming in and out, it'll be difficult. You'll have a count for kids
255 that come basically after October on. If you have a student coming in your school in October
256 and that person is irresponsible even, if it's their first year here, we have a lot of student already
257 far behind. We need to have some way to identify those kids and work with them immediately.
258 A lot of times it takes two or three months to identify what they need to learn. The whole school
259 year is gone by them. So, hopefully this new program we have will help too in doing grade level
260 collaborations and doing pre and post diagnostic testing. It's going to be a hard thing, like I say
261 each year, the percentage of kids that have be proficient or above increases.

262 T: Thank you very much and you have a terrific rest of the day.

Teacher #008

1 T: Okay. Good morning. Could you say for me your name into the recorder?

2
3 T008: T008 states first and last name.

4
5 T: Okay. T008, I don't know if you remember receiving one of these at the beginning of
6 the year, well last year at the staff meeting, and so I'm just going to have you complete
7 the informed consent just stating that I can use the information that you give me in my
8 dissertation and record it. I will send the transcript back for you to approve prior to using
9 the information just in case you misspoke and you want to change something or whatever
10 the case may be. Thank you very much T008. I am going to start with a very broad
11 request. Tell me the first thing that comes to your mind and relates to your professional
12 development learning experience.

13
14 T008: Improving as the years go on. I think it still needs to be more teacher driven and
15 more instructionally based towards the lines of our curriculum and with our School
16 Improvement Plan.

17
18 T: Can you tell me more as it relates to teacher participants and adult learners, in the
19 professional development process, what has that experience been like for you personally?

20
21 T008: Sometimes it's been very frustrating. Personally as a teacher I feel that some of
22 the things we are asked or told to do from our administrators really has no relevance or
23 has very little relevance when you look at the big picture of education and what we need
24 to do as a district and as an individual school is take our students where they need to be
25 academically.

26
27 T: So, with you saying that, what do you feel is the purpose of professional development?

28
29 T008: I feel the purpose of professional development is to teach the educators or give
30 them suggestions on best practices and current practices that we can actually take back to
31 our classroom that week, the next day, really give us more support in our classes without
32 actually having them in our classrooms. I think that should be the goal to make teachers
33 feel supported and to be able to ask questions and get, I guess, clear and effective
34 feedback from I guess our leaders whether that be our administrators or the educators that
35 are leading our PD's for the year. Pretty big goal I know, but I feel like we, it's very
36 attainable, but it's not happening on a consistent basis.

37
38 T: Okay. Specifically in this building who normally facilitates professional development?

39
40 T008: With our building we're actually going through a transition phase. Last year we
41 just started grade level collaborations, which was great. We just met within our building
42 with our principle, and with the rest of team and also with another instructional coach in
43 the district, so that, last year was actually really beneficial as a fifth grade team last year
44 because we actually got to look at student work and come up with different practices and

things that we could do to get our kids to where they need to be and it doesn't matter if there's low ones, medium ones, you know, I guess medium proficiency or above proficiency. We look at all those subgroups and have plans and implement those practices. This year is going to be a little bit different. We're not having team collaborations. We're actually going through this new program called Professional Learning Communities and there's a handful of faculty went to this big workshop this summer for a week and it sounds, I guess with my definition of PD, it sounds more in line with that definition. It's going to be very teacher run and the focus is going to be on what we need as a building and also what we need as a team, so fifth and sixth grade goals are going to be very different compared to first and second grade goals, which I think is very appropriate. So, it should be an exciting year.

T: So, in the whole scheme of things and with different types of professional development you've experienced and just explain what has been and what will be the principles role in all of that?

T008: I believe the principle's role for now is facilitating to get the PLC team started, but I think once our PLC team feels comfortable then it's really going to be the PLC and the grade level that will really kind of guide the way in. I think the principle is just kind of starting the team up and facilitating, you know, like here's questions that you might want to think about. So I think she's the facilitator and then I'm thinking, assuming, maybe I'm incorrect, that she'll slowly, you know, step out of that role and then actually the team will be facilitating. Of course we'll be open for suggestions from her.

T: Okay. Aside from the PLC's, how will you all determine what your professional development focus as a building will be?

T008: That is, I think for each, for that year, for this year it's going to be based on what our district says we need to focus on. We usually have a big theme for the year and from there based on MAP scores, our AYP, and district scores and all the data we've gathered, I think that's the driving force behind professional development.

T: Did it work the same way last year?

T008: I think in theory it's supposed, but when it came down to the actual PD meetings outside of our building I don't think it happened as well as it should have been.

T: When you reflect back on last year, what facilitated the majority of the professional developments that were geared towards curriculum?

T008: It was mainly from our curriculum instruction office and they actually sent a representative from their office to say here is what we need to talk about, what do you think and just kind of recorded our conversations within the grade levels in our district, but from there it was the teachers that when we started discussing then we started opening the dialogue and said what are you doing to increase your students with identifying text features or understanding main ideas or details. So, I guess it did come

91 from curriculum instruction and they were there to just kind of be there. I don't think
92 that's effective way of using that person especially for note-taking.

93
94 T: So, what did you all end up deciding to focus on, what aspect of curriculum?

95
96 T008: Communication arts. We just got new curriculum in the middle of the school year
97 last year and we actually got two different curriculums and we didn't know were we
98 supposed to start this right away, do we have a year, are we getting training from the
99 publishers or from other districts that have used this program, so we were just kind of
100 thrown this curriculum and so we just kind of, those communication offices really decide
101 program and curriculum.

102
103 T: How did the principle handle that with a new program just being tossed at you?

104
105 T008: She tried to get answers for us. Unfortunately, we weren't given a lot of I guess
106 answers that we felt we should have heard from curriculum and instruction. Some of the
107 answers we got in the beginning were well we're not sure yet, we need to make sure
108 everyone has the materials because some only have a part of it, some have none of it and
109 we just ended up with six boxes in every single classroom in the middle of the year and
110 what's with these, what do we do with them, when do we start, do we start, so I think the
111 faculty here, we had a lot of questions and concerns about why curriculum gave it to us in
112 the middle of the year and what does our district expect us to do with these boxes.

113
114 T: Okay. So, when you think about a time when your principle facilitated professional
115 development, no matter the content, reading, writing or whatever, what are some of the
116 techniques that she used? And, will you paint a visual for me of that professional
117 development from start to finish that illustrates how she approaches and follows through
118 with professional development?

119
120 T008: Usually with our PD's that our principle does is she gives us an agenda, which is
121 very helpful, and she usually has the focus that we're going be, I guess a big idea. What
122 are we focusing on, why are we meeting, what do we need to get done and what is the
123 purpose of all this and how does it affect us as a building, which I think is really
124 important for our teachers to know. Then from there we actually, depending on I guess
125 what our topic is, one year it was, last year it was on differentiating instruction and we
126 broke down into team levels and we got together as a grade level and discussed what are
127 some things that you are doing to implement differentiation instruction in your
128 classroom, what do you think DI is, what do you think it looks like, and from that
129 discussion we came up, I think for fifth and sixth grade levels - last year with that PD, we
130 actually came up with pros, cons, what we need and what kind of support we need to
131 even further our DI and structure our classrooms and what we think we need help on. We
132 kind of organized it that way. I think some other groups did it differently, but jotted some
133 information down and we came back as a whole building and we shared our discussion.
134 So, I guess after we got together with the teams and discussed, our principle dropped in
135 on all the groups conversations and asked questions and wanted to know more
136 information about certain things that were brought up and I guess after we talked, I think

it was like 45 minutes, we just talked just about that one topic and we came back as a whole building and discussed our findings, made a big chart on successes, what we need help, and questions that we just don't know yet, or answers to those questions and then from there nothing really happened from that PD unless you as individual teacher sought out additional support and unfortunately I feel like that is kind of the trend that our district does. We have such a great start and then there is really no follow through for whatever reason unless you go out and get training yourself and that's the individual PD. It's such a great topic and it was such a needed discussion and I felt like we did all this work and came up with some great things as a team and our function as a district or as a building won't really help.

T: Have you ever been able to communicate that and is there ever a needs assessment or just feedback given?

T008: There is a formal feedback sheet that where fill out what did you learn at our building level, but I think our principle always has an open door policy of hey if you have any questions or comments or just thinking out loud just come in.

T: Okay. Is everyone pretty comfortable with doing that?

T008: I think so. I think so.

T: So, if a teacher went through that particular PD and new information was introduced and then they got to the classroom and they really didn't quite have a handle on how to implement it, would it be okay for that teacher to go and ask the principal for assistance?

T008: I think before going, I guess personally because actually when I did that differentiating instruction, a couple years ago, the same thing happened, you know, and I was kind of like how do I actually do this, you know, it sounds way too difficult for my kids, where do I start, do I do it everyday, so I had so many more questions. So, I actually went to a colleague of mine here and she really walked me through and gave me a lot of good resources, books to read, I got to see her in action in her classroom and it was all supported by our principle because, you know, I said I really need to see what this looks like in the classroom in upper grades and so our principle was able to get someone to cover my classroom while I did that and I observed, took notes, asked questions, and it was, I mean I think all this was very open and very supported with our principle as long as she knows that you need help. Of course I'm not one to be afraid to ask for help.

T: We touched on the different dimensions of professional development to some degree and different people who are involved, but when you take time to really think about the dimensions and the incidents and the people involved intimately connected to professional development, what stands out for you?

T008: Would you mind repeating that question? Sorry.

T: When you think about professional development, what dimensions, incidents and people intimately connected with school based professional development stands out for you?

T008: I think, I'm very optimistic about our new PD format here at the district and within our building with the PLC's. So far there are great things about it, so I'm keeping an open mind and my expectations are high and I'm hoping that our CNI office will support our principles when needed, but it's really going to be our principle and our PLC team that will meet our PD from now on, which actually that is what the plan because we already have our PD set for the year and it's all in building. It's more valuable than going and meeting with the district and just kind of going through the motions. I'm very excited about our PLC's because I know other grade school districts in St. Louis that use the PLC model and most of the teachers I've talked with are very, very excited and they see such great changes within their building and the district. I'm looking forward to it.

T: It sounds like you all are doing a lot of exercising of a lot of the components of PLC's already with being able to work in a community, going and working with your colleagues to assist you with facilitating certain programs that you're not quite comfortable with and that's what it's about, community building.

T008: Yeah.

T: My last and final question, well not last and final, I have a couple more, but what changes do you associate in your teaching style or anything that you experience in a classroom with those professional developments that you've participated in up to this point?

T008: To be quite honest, from last year's PD my instructions really did not change very much. I guess the information that we were given, it was things that I've already done or things that I've tried and they were successful and unsuccessful, so really my teaching practices have not changed really because of our PD within the last year building wise. Excuse me, district wise because of our instructional support that we have here and one from our district have really changed my teaching practices. They have really given me the support that I really need within my classroom to help teach at different levels. You know, how do you synthesize this information, what does that mean, what does it look like, how do you identify quality versus how you identify main ideas and details, how do you write a really well written paragraph because I think it was because of those two that my teaching has really evolved.

T: Okay. Well, do you have any final thoughts about the past, present, future of professional development, site based professional development and facilitated by the principle.

T008: I'm just, again, I'm really excited about the PLC model and I'm looking forward to a really great year and within the next three to five years I know that's where we should

228 be seeing a lot of change, where it's really visible according to the PLC model, so I'm
229 looking forward to that. Change is a good thing and I think our district is finally going in
230 the right direction with PD school ____.

231

232 T: Well thank you T008.

233

234 T008: You're welcome.

235

236 T: You have a good day and enjoy the little bit of down time you have before the students
237 come.

Teacher #031

1 T: Good afternoon T31. This interview is related to principals' as facilitators of professional
2 development with teachers as learners, but before we began I would like for you to say verbally
3 that you give me permission to do this interview and use information gained in my study.

4 T31: I give you permission to record and use information from this interview.

5 T: Let's start with something very broad, tell me the first that comes to your mind about your
6 professional development.

7 T31: A lot of it is lecturing, I've had very little few that are hands on, I've done a few things that
8 we did PBIS work and it was hands on and I gained so much more from that. So most of the
9 time I think professional development I think of chairs, tables and lectures.

10 T: So what do you think the purpose of professional development is?

11 T31: To increase your knowledge about any subject area, something that maybe I need help
12 with, or something that the school district is working on like a certain goal, its there to better me.

13 T: When you think about your professional development experiences what has been the
14 facilitators' primary focus.

15 T31: I've had a few that was more the content than anything. I just recently went to one for
16 Project Construct and it was more adult center because it was a lot to take in for the very first
17 session. What they did a lot where, we moved in and worked in groups and then we explained
18 what we thought she was talking about.

19 T: What dimension, incidents and people intimately connected with professional development
20 stands out for you?

21 T31: Some of the people that stand out to me would be ones that; like I went to a conference that
22 was directly aligned with early childhood center so it meant a little bit more to me than when I
23 go to something that is not on our level. When we go to those Missouri State Standard are kind
24 of hard to connect them to our standards, so when I go to something of early childhood I'm like a
25 little bit more into it than I am if it was not connected to it.

26 T: What about at the school or site based level?

27 T31: A lot of our professional development was here, which I liked, because it was with my
28 peers, my coworkers, our principles reads stuff, we also have a teacher who reads things on
29 PBIS. If I go to a conference I come back and share something about what I've learned from the
30 conference, so everybody takes charge of some part of professional development even if you are
31 new you get a chance to do a little bit of hands on activity with everybody.

32 T: How does that affect you?

33 T31: It means a lot because I'm still a new teacher and it just seems to stick with me more when
34 it comes to people I work with and I know they are going through the same thing. It's a little
35 hard to disconnect yourself, even in the district but out of your building you become like a family
36 to people in here so it's a lot easier to take than from anybody else.

37 T: From year to year how do you (the staff) determine what your professional development
38 focus will be as a building?

39 T31: We look at our surveys a lot, our principle look at the surveys and look at the things we say
40 we need as far as professional development if we need more in management, which has been
41 lately, looking at the curriculum that we use, which we needed more help on that, so then she
42 basis that off our surveys and sometimes parents do surveys too in what they see in teachers and
43 questions they have so we do professional development based on those things.

44 T: I heard you mention curriculum, what is the relationship that you see between professional
45 development and curriculum?

46 T31: I see it kind of intertwining a lot so even if we do something that is not based on what we
47 are teaching in our math area at that particular time behavior management is still part of our
48 project construct curriculum of how we redirect children something like that so our professional
49 development is like a huge part the curriculum so it is pretty much like you do in professional
50 development when you are able to take it back to the classroom and actually use it right away,
51 they connect pretty big here.

52 T: When you think about those two areas professional development and curriculum, how does
53 adult education fit into that?

54 T31: I think it's almost as important for us to get some form of education outside of what we get
55 here, like the little professional development just to take a little quick class to value something to
56 pick up on, it's kind of important to have that because you can get here that, but you still need a
57 little more indebt because we only have so many days where we do professional development,
58 you get half a day, so sometimes you need something that is a little more indebt, like I got a little
59 taste of Project Construct on a half day but I had to go to a conference on two half days to
60 actually understand the whole first part of it, so that was more just for my adult education part of
61 it.

62 T: And when you think about the people who are responsible for facilitating professional
63 development especially here at the sight based level that comes to mind?

64 T31: S comes to mind, she has done stuff before I'm trying to think of everybody, because at
65 some point in time everybody takes charge of something that takes precedence to everybody.

66 T: When you think specifically about your principal being a facilitator of that whole
67 professional development piece, what kind of strategies and techniques does she typically use?

68 T31: Typically it would be like a power-point presentation for us, she tries to make us do work,
69 like go up and write something, she tries to include us movement because she knows that she
70 might use us every now and then but she presents a lot of things that they present to her from the
71 board and tries to make it fit what we are use to. She uses power-point, she does a lot of
72 conversations, breaking us up into groups and tried to do things like that.

73 T: I want you to think back on one particular professional development presented related to
74 curriculum, reading curriculum, math or even PBIS or something like that. Describe to me what
75 that looked like.

76 T31: With our PBIS one, the first thing when we came in we had scenarios given to us and one
77 person was the teacher and one person played that child that had whatever issue that was going
78 on in the room, so we went around in the room discussing how we would handled it and then we
79 went on to do the core part of the curriculum of the PBI with the slide show that came with the
80 program. We went through it and we stopped and referred back and assessed on how we handled
81 it and was that like what was on the PBIS level, how would we handle that now that we knowing
82 that we know some of the strategies of the PBIS. So went the whole triangle of the PBIS and all
83 the strategies and then towards the end was when we had a chance to make, like solution cards
84 for the kids, pictures of the kids showing the kids sharing toys, we talked about this turtle called
85 Tucker; Tucker taking turns, Tucker the Turtle Puppets, it was a chance to talk about where you
86 were going to use this in the room; how would you use it. We were given the materials but it
87 was not in parts telling you exactly where to put them and how you would use them.

88 T: Did the principal facilitate that particular professional development?

89 T31: She was there for the beginning but she wasn't there to facilitate the whole top part of it.

90 T: Describe one that your principal facilitated.

91 T31: I can remember one like right at the end of the year. We started off because it was early
92 morning and she knew that nobody would be ready for lecture right away, she had us do a
93 movement activity, where we actually got up and did like the cha-cha slide together and then
94 after that we discussed the DIAL data and we looked at how we wanted to increase literacy, and
95 so we looked at power-point presentations about how other school districts, I think it was
96 Richmond Heights and they do play plans so we looked at how they do play plans or how they
97 do daily messages and we talked about if they would fit in with how we ran our programs or was
98 it something we would be interested in and after we did that we ended up breaking up into
99 groups talking about what kinds of things do you do in your classroom to increase literacy that
100 maybe somebody else could use, so it was like team working, taking somebody else ideas and
101 kind of using it in our own.

102 T: Do you know what the focus of professional development will be this year?

103 T31: This year I believe we are focusing on taking what we have now and trying to make the
104 children think a little bit further than what we do like they are using different levels of
105 questioning and we are trying to get to the highest level of questioning to get past using the open
106 ending but making the way for children to get a little more past the norm will be our biggest
107 focus this year and keep increasing the MAP scores because some of the MAP scores went up
108 but we are trying to push our kids a little bit more to see what we can get out of them so they will
109 be ready.

110 T: Is there any accountability after receiving professional development?

111 T31: I think a lot of it relies on us, and when we use it and how we choose to use it because you
112 given the supplies, but it was not like she was directing it. You have to go in and get those
113 solutions there. We were given examples of how people use them but a lot of us went our own
114 way with how we decided to use the solution. Like I decided to keep them around my neck, I
115 have a big pal of them in the classroom and around the board, but then I also decided to make a
116 Tucker spot in my classroom whenever a child felt they needed to go and get in a shell so I put a
117 bean bag in there so the could use that as a shell or I made my very own Tucker spot so but
118 everybody did not have to do that so I felt like the accountability was on me

119 T: So typically just with any professional development is it monitored along the way?

120 T31: Yes, we fill out the paperwork before and you have to explain how we are going to come
121 back and present it. We can either do like a special, like a staff meeting, take the first half of the
122 meeting and present it to our peers, our coworkers, also when you are filling out the paperwork it
123 asks you several questions about how you are going to present it and then how you are going to
124 use it in your classroom, so we have to pretty much explain why we want to go there before they
125 even approve professional development but they still keep track of how much PD you do, if you
126 are really using it. Once a month our principal comes up and looks and go ah okay I remember
127 you said that and that you said you were going to use that. She comes and checks to see if you
128 are still using it.

129 T: So what if you have a teacher who really does not like the new program and is really not
130 trying to implement it, what method as the principal usually adopt in addressing that teacher.

131 T31: She would usually talk about at staff meetings but talk about it in a way where its not
132 singling out that person, like oh I went by Ms, X's room today and I saw she put a Tucker spot in
133 her room, tell us about the Tucker spot, is the Tucker spot working, what's not working about it
134 and like what are you doing in your room. So she kinda of makes you go around. So it might
135 not be what she sees all the time but that person could explain out that I don't have a visual in
136 my room but this is what I do verbally with a child. So she is not singling you out per-say but

137 wants to figure out way, okay I'm not seeing it so maybe you can tell me what you are doing
138 without making them feel like they're singled out.

139 T: Ok and what if the teachers are not catching on to it, do you feel they would feel comfortable
140 going to her saying ha, I'm not getting it.

141 T31: I would hope that they would, I feel comfortable, if I'm not just getting something, I feel
142 comfortable just knocking on the door saying, I'm having trouble with this, I'm trying
143 professional development, I'm trying all these strategies with this child but it's not working, I
144 feel comfortable enough to go.

145 T: As teachers, we use certain strategies to reel students in. So, we know that there is a art and
146 science to educating children, but there is also an art and science to educating adults. Do you see
147 your principal using any methods that would be appealing to an adult versus a child?

148 T31: I think she uses the same strategies usually that we use with our children because she
149 knows how we think and it's hard for all of us to sit through stuff like that. So I see her using a
150 lot of the same strategies except for the fact that it is a little bit more intellectual and it's a little
151 more lengthy at times but she still tries to use the movement and hands on activities and things
152 like eye catching things to pull us in like candy and coffee, donuts, whatever, she's trying to get
153 us in there. Some of the strategies are pretty much the same that we would use with our students
154 except for the concepts and context is a little more complex than normal.

155 T: And in the professional development situation if your should happen to look around and
156 everybody is just drifting off or they're okay lets just hurry up and get this over with, what's her
157 approach to that?

158 T31: She'll go do you need a break or let's take a break, why don't you just take a break or
159 she'll start asking more open-ended questions and so it takes it off her and you're like not forced
160 to but then you are like more into the whole thing, and its not just her giving us the professional
161 development its us giving professional development with each other.

162 T: Since participating in professional development at this site in particular for the past couple of
163 years, have your teaching style changed in any way?

164 T31: I say mine has changed a little bit, being that it is only my second year it's a lot of what we
165 took in PD, like our PD classes and everything that has affected my teaching style because you
166 think you know what are going to do in the classroom and it totally changes so having things on
167 like PBIS and having things on Project Construct which I was a little familiar with but not sure
168 how that curriculum flowed. It changed the way I that I approached my lesson plans, it changed
169 the way I approached my behavior management, it change the way I set my environment up, my
170 centers, the way I wanted my room to flow so I would say it changed quite a bit because you
171 don't really get that experience until you finally get your own room. It changed mine a lot.

172 T: So we have come to the end of our interview. Do you have any final thoughts about
173 professional development at the site base level.

174 T31: I think it is very enjoyable the more you get the coworkers involved and the people who
175 are going to actually implement it in the classroom. It is a lot more enjoyable if you get them
176 involved or having them leading them, sometimes its even better to see your coworkers lead you,
177 but sometimes when you have your principal, you have a question in the back of your mind but
178 you are like, no I'm not going to ask that question, that's the principal, they're the boss. It's nice
179 to have that chance that the principal let's us lead something or at anytime when we are like lost
180 or like wondering off she'll stop and say, "you need a break?" or what do you think or how
181 would you present this, because she gets stuff from the school board whereas it really lengthy
182 and long and she's looking like I know you guys do not want to sit through all of that. But if the
183 principal takes that part to delegate sometimes or include the staff it makes professional
184 development so much better.

185 T: Well thank you T031, you have given me a lot of information I can use.

Teacher #35

1 T: Good morning T35. We're going to start off with a very broad topic. Just tell me the
2 first thing that comes to your mind when you think about your professional development
3 experience.

4
5 T35: Well, when I think about my professional development experience is I think about
6 learning that's on-going. I think about learning new research, new ideas to teach children,
7 new methods, theories.

8
9 T: Okay. And in your opinion, what is the purpose of professional development?

10
11 T35: Oh, to keep me abreast of what's going on, new trends in education, new things,
12 new techniques to try with the children.

13
14 T: Okay. So, when you think about professional development, what dimensions, incidents
15 and people intimately connected with like school based professional development stick
16 out to you in your mind?

17
18 T35: Well, collaborating with my peers, different schools, professional development,
19 collaborating with people that design the curriculum, coaches, collaborating with
20 coaches.

21
22 T: And where does the building level principle fit in with that?

23
24 T35: Well with the principal, it's ongoing with professional development. His
25 leadership, being able to talk to him, him being able to observe us to see what we need
26 for our professional development.

27
28 T: Now, you mentioned leadership. Tell me more about his leadership as it relates to
29 professional development?

30
31 T35: Well, P13 is the type of principal that likes input from the staff. So we pretty much,
32 he let us say what we need, so we can be proactive.

33
34 T: Okay. And how does he really determine what his focus is going to be in student based
35 professional development?

36
37 T35: Well, he looks at the data and we have an executive committee. So, he looks at the
38 data and based it on that and the trends and the research that he has. That's how he can
39 determine what his staff needs.

40
41 T: Okay. And thinking back on last year, what was the focus of professional
42 development?

43
44 T35: Last year it was differentiated instruction. It was backwards design and discipline.

45
46 T: Now, have you all determined what the focus will be this year?
47

48 T35: It's going to be ongoing, continuing what we were working with, and also we were
49 working with comprehensive literacy, like a balanced literacy, so we will still be on that
50 same wavelength.
51

52 T: Okay. Now, as teachers we have a format that we use when we're introducing a new
53 concept or whatever. When you reflect back on a professional development about
54 curriculum, which was facilitated by P13, how did he implement that from beginning to
55 end? What did that look like?
56

57 T35: Well, first he introduced it to the executive committee. He gives each person in the
58 executive committee a part to play to make sure that within our grade level, his vision,
59 we're making sure that his vision is seen by other teachers. Also, then he'll introduce it to
60 the whole staff during a staff meeting or professional development day. His
61 presentations, slide shows, handouts, and just discussion.
62

63 T: Okay. Does he use any other kind of techniques to kind of pull the adult learner into
64 learning a new concept?
65

66 T35: Yes. We had a book study. So, he does book studies, and then after, he'll break it
67 up in chapters and we'll have a book study and each grade level, we will come and
68 present our chapter to the staff and also we will present activities that we would use in the
69 classroom.
70

71 T: Okay. I would like you to explain really how professional development and
72 curriculum are related to one another.
73

74 T35: Well basically, you need professional development so you can understand how to
75 implement the curriculum better in your classrooms and then you need to understand the
76 curriculum. So, when you have professional development it gives you a better
77 understanding of all your components of the curriculum.
78

79 T: And how does adult learning fit into that? What do you see as the relationship
80 between the three of them?
81

82 T35: Well, with adult learning you are able to put yourself in a child's place and you're
83 able to manipulate your material, you're able to get a chance to actually see how all the
84 components work before you start using them in a classroom. You don't walk into a
85 classroom with a new curriculum without any professional development because
86 sometimes the people that are designing the curriculum, they know exactly how those
87 components supposed to work with each other and if you don't have that professional
88 development you won't know that. You might miss a component. You might teach or
89 leave out a component and I think with the professional development it actually shows

90 you how important it is to follow the scope and sequence, to follow the guidelines and
91 you get a better understanding of the material.

92
93 T: So, then you have a new program, a new curriculum to use in your classroom, who
94 typically introduces that to you and takes you through the professional development?

95
96 T35: Whatever company provides that curriculum, they'll send someone out first to
97 introduce the staff to the professional development component, then after that we will
98 have, the district will set up PD days where the teachers in their teams or in their grade
99 level across the district will get together and discuss how we're using it and one of the
100 coaches or someone from curriculum and instruction, they will come to make sure we
101 have a very good knowledge that with, that we have knowledge of the components of
102 whatever curriculum we are using.

103
104 T: Okay. And when you get a new curriculum and you've been trained on the district
105 level and then they provide the coach for you, what role then does P13 play in seeing the
106 rest of the process through?

107
108 T35: P13 observes. He makes sure that we're using the components and also in our
109 professional development days here building wide, we take that same curriculum and we
110 do the same thing with our team and we build on that new curriculum as well.

111
112 T: Okay. So, does he give any feedback after he observes you, your use of the
113 curriculum?

114
115 T35: Yes. Mmhm.

116
117 T: Okay. And what kind?

118
119 T35: It depends. It could be formal, it's not informal, but he's always, he wants to make
120 sure, we have to give him, for example, a balanced literacy schedule making sure, since
121 we're comprehensive a balanced literacy school, we have to give him a schedule making
122 sure that we're teaching all those components and what particular time, so if he comes in
123 and this is my guided reading time, that's what he needs to be observing. That's what he
124 wants to make sure that I'm teaching guiding reading or shared reading.

125
126 T: Okay. And so, say there's a teacher who doesn't quite get it, what are some options
127 that that teacher has available to provide support?

128
129 T35: Okay. That's where the executive committee comes in and a team leader will go
130 with the teacher to try to provide support. Also we have a mentoring team here as well for
131 our new teachers and we make sure we're observing and they're observing us, and the
132 district has coaches and P13 makes sure that he implements, he uses the coaches very
133 well here to make sure that they're assisting us.

134

135 T: Okay. I would like you to tell me more about P13 attributes as a facilitator of
136 professional development.

137
138 T35: Well, his role?

139
140 T: His attributes, the characteristics of him as a facilitator of professional development.

141
142 T35: As a facilitator of professional development, P13 is, first of all he is very
143 knowledgeable of the content. Whenever he's presenting to us he is very knowledgeable
144 and also he's a good facilitator and a good leader because P13 knows how to find traits in
145 individuals, their strongest traits, and he knows how to use those people so they can get
146 across to the mass. For example, if he knows that he has a teacher that's strong in
147 understanding data, that particular teacher, he will use that trait so she can help the other
148 teachers understand the data and read it. So, I think he's a very good facilitator. He
149 knows how to motivate his staff to get us on board and he's able to share his vision where
150 we buy into it as well.

151
152 T: And what are some of the methods that he uses to assist you in buying in?

153
154 T35: Well, he makes you feel a part. He wants your opinion. He brings you into it, so it's
155 not just his vision. It's yours, so it's not like you bought into his vision. It's your vision
156 too, so I think he's a good listener and he listens to the staff and he, the type of leader P13
157 is is not this is what I'm going to do. This is my way. This is how I'm going to run my
158 school. He puts the, he has an executive committee, he brings us together, we discuss
159 issues that we feel are important in the school. He listens and then we meet with our team
160 and we see what they feel is important. So, we bring that back to P13, so whatever
161 decisions are made as a facilitator, it's from the staff because whatever I'm bringing from
162 my teammates, I'm bringing to him. So, we come to a consensus as a group, so even if
163 you are not a part of the executive committee whereas P13 makes a decision and you feel
164 like that was something that I want or that was something that I suggested, you realize
165 that he is listening to you, so that's a real good quality of the staff. That's why the staff
166 buys into his vision because everybody here feels like they're a part of this school and
167 they feel like their voice is important.

168
169 T: Okay. So we've gone through the different dimensions of professional development,
170 all the different components and the people who are involved or whatever. In your
171 opinion, what makes professional development work in this school?

172
173 T35: When you feel that whenever you're being trained on is useful. When you feel like
174 you're just not getting the same old soup warmed over, the same thing, when it's
175 something that you honestly feel that you can use in your classroom that can motivate not
176 only the students, but the teachers because sometimes I know as being a seasoned
177 teacher, I love teaching, but with my peers, we need to be motivated too just like the
178 children, so I think if professional development for the teachers they'll buy into it more,
179 but just giving them, because a lot of times the curriculum it repeats itself and in PD
180 sometimes you will hear a seasoned teacher say we did this before, this is the same old

thing, but even though it may be the same thing, if you do it with a different flavor, I think a lot of times when you just dictate to people that are educated you lose them. It should be more motivating, even with the kids. If the teachers are more motivated the children will be more motivated.

T: Now, you've been at this school for a while. In your prior experiences you've had with professional development, how has it caused you to change personally or professionally or both if at all?

T35: I change every year. Professional development via my education, everything that I listen to, everything that I'm a part of, I'm trying to find a way to be a better teacher and professional development, when I'm listening to someone and they give me an aha moment, when they give something that I know that I can bring back to my students and make them better, that's what professional development does for me and to give you an example, I'm taking a class and I, we were just watching a presenter. He was doing PD with the staff and he was saying some things about teaching and how we approach children with learning disabilities and it was so awesome. When I, this year, my whole mindset of how I'm going to deal with each individual child has changed just from that because he was motivating, he touched me. I think if you touch a person personally and let them know how they affect an individual personally, even if it's just with a curriculum like reading, a lot of times, to me when we have PD, it's more theory and that's fine, but children are real. So, bring in a theory, yes, but bringing the theory on a more personal level, that's how I feel.

T: When have you had an aha moment here in professional development?

T35: Well, we have a new curriculum, making means, and the district adopted Rigby maybe about seven years ago and when we first had balanced literacy we so were so used to using basics, so when we first had balanced literacy you had to pull all of these different components together to balance it and if you never did that you were pulling, you were spending all your time getting organized, so it was difficult at the beginning because you were trying to be organized. I'm a very organized individual, but making meaning is the curriculum they organized, so that was aha moment because I'm like we finally got it right. You gave, you asked me to do something and a lot of times they'll give you a curriculum, but not all the components and then they wonder why this is not working, you're not giving the teachers everything they need. If you give them everything they need they can work with it and now with making meaning, that particular, it was like the icing on the cake. It's still not the whole component, but with the balanced literacy it was like this is what we needed. Now I feel like I have a complete component to do what I need to do with balanced literacy and I can't wait to implement it. See, I'm excited, I can't wait to, you know, try this on my kids because I know they're going to love it and I'm going to like doing it. I like new curriculum. I like new things. I like new techniques.

T: And when has your principal been a facilitator of an aha moment for you?

227 T35: Well, my principal, all the time because his personality, his zest and his love for this
228 school always make you want to be better because he always pretty much, when he
229 presents something, his style, it's always like aha. I'm going to try that. I'm going to do
230 that.

231

232 T: Okay. Well, we've come to the end of our interview and as a seasoned teacher I would
233 like you to give some parting words that I can maybe include in my dissertation as it
234 relates to professional development advice.

235

236 T35: Well, as a seasoned teacher, some of the professional development that I have
237 attended have been very, I would say sometimes they're boring. They, and I'll take into
238 effect that teachers know things, they know a lot of things, and when you just sit and talk
239 and lecture to a person about the theory or new curriculum sometimes you lose them, and
240 now I think professional development should be more hands on. It should be more where
241 teachers are interacting actually using the curriculum, actually demonstrating what
242 they're going to do and also I think it should be more motivating. I think teachers more
243 than anybody, they need to be motivated because a lot of times, especially being a
244 seasoned teacher, if you don't have the zest and the love for education in teaching in you
245 all the time sometimes you can get a little complacent, but if I a part of your PD is always
246 telling you why you're here, if that's a part of PD, if when they start or when they end, if
247 they always remind teachers really why are you here and to always remind of how
248 important. I think a lot of times when I listen to my peers they just don't realize how
249 important we really are. So, I think if, a lot of times if we're just, we need those pats on
250 the back. We need to be motivated because as far as theory and knowing how to teach,
251 most teachers know that, but it's that other part that's lacking, the motivation, the letting
252 them know you are very much important.

253

254 T: Mhm. All right. Well, thank you T35.

255

256 T35: Thank you.

Teacher #043

1 T: Good afternoon T043. As you know the topic of this interview is principles as
2 facilitators of professional development with teachers as adult learners. I want you to
3 take a look at these two documents. It's just the informed consent or copy of the
4 informed consent that you signed. Do you agree that you signed giving me the
5 permission to use the information that you give me in my study?
6

7 T043: I do and yes, that's my signature.
8

9 T: Okay. We're going to start off with a very broad question related to professional
10 development. What has been your experience with professional development?
11

12 T043: It's been pretty good. At most professional developments that I've attended
13 I've learned new stuff. It's like going back to school. Teachers have the opportunity
14 to work with other teachers and get ideas and strategies from them to improve their
15 instruction and motivate students.
16

17 T: You emphasized the role of other teachers in the professional development
18 experience. What other people, dimensions, and incidents do you view as intimately
19 connected with school based professional development?
20

21 T043: The presenter because they use to be a teacher or may be a teacher.
22 Sometimes there is more than one presenter. They have motivational or funny slides
23 to wake us up before presenting professional development topics. The building
24 principal primarily makes you feel comfortable by being hospitable. They are more
25 responsible for the environment than anything else.
26

27 T: Is there anything else that you would like to add about the role that the principal
28 plays in professional development?
29

30 T043: He'll make sure you have materials and equipment and keep the flow of the
31 meeting. Redirecting teachers and providing motivation for them to participate and
32 be prompt.
33

34 T: How did people, dimensions, and incidents that you view as intimately connected
35 with school based professional development affect you personally?
36

37 T043: I felt comfortable and was eager to participate because there was no pressure.
38 The principal makes us feel needed and are just as important to the pd process as he
39 is.
40

41 T: What did he do to make you feel comfortable?
42

43 T043: He asked me if I had questions, understand does everyone understand before I
44 move on, there is no wrong answer, He made sure you were ok and made note of

what you said or had someone to write it down. My principal is a listener, teacher, and student. He was open to us teaching him things. He was sincere and open to what teachers had to say.

T: What are some of the other strategies that your principals use during professional development?

T043: He would break teachers into groups by grade level and come back and present as a group. He would also have teachers volunteer to teach a lesson. He would highlight a teacher's strengths and ask them to talk about how they do what they do.

T: Think about a time when he presented a curriculum related professional development topic from beginning to end. Describe what that looked like.

T043: He revisited a professional development that all of the teachers attended. He wanted to stress what we should really be focused on to get MAP scores up a level. He started off with a statistic related to a computer based communication art / math curriculum. The statistic told how to move a student from one grade to another. Then he went into more detail about the history of the program and how it helped other students. He opened the program up on the Smart Board and walked us through the features of the program that we were aware of. He wanted to be sure that we covered what we were trained to cover – to increase focus. After he talked about it, he had teachers practice a lesson as if we were a student. After that he addressed teacher updating and entering skill sets and assessments for students. I really liked the computer program and so did my students.

T: When you think about your professional development experience what do you see as the connection between professional development and curriculum?

T043: Both focus on how to improve teacher's instruction, and students' grades to move them up a grade level. Both are geared towards the state test, and getting students ready for the MAP. That's the main reason that we go to workshops.

T: When you think about your professional development experience what is the connection between professional development and adult learning?

T043: It's working with adults. Not putting adults on the spot. It's just like college you allow them freedom and to participate – not just listen. They are allowed to voice their opinion.

T: Does that describe professional development in your building?

T043: Yes it definitely describes pd in my building, because some professional developments that I've attended outside of my building is more focused on keeping time. They stick to the agenda.

T: what is the focus of professional development in your building?

T043: Getting students prepared for the MAP test. Communication Arts and Math because those were the areas that we were mostly tested on.

T: How was professional development topics identified and by whom?

T043: The principal determined the topic. He would go to a meeting then come back and share with us. Professional Development Committee members (from our staff) would go to the big Professional Development Committee meetings at central office and then come back and in-service us.

T: Did teachers share in the decision about professional development at all?

T043: Not by all teachers because it was established by grade level representatives and central office administrators.

T: How do you feel about that?

T043: I think its ok, because we discuss our ideas with the teacher representatives and they communicate it to central office. So we have a voice.

T: How does your principal accommodate different learning styles of the staff?

T043: He covers all of the different learning modalities. He demonstrated and has teachers try it out. So, professional development is very hands on.

T: Is professional development limited to one setting (with the entire staff)?

T043: It's mainly with the whole staff. Even specialty area teachers participate. Even Art and PE even though they have nothing to do with map. The Art teacher complained every time.

T: How did he differentiate professional development to meet the specialty area teachers' needs?

T043: Art and PE he would have the incorporate what we were doing. For example, in art explain / write about what's going on in this picture. In PE they would create problems based on the activities that they engaged in.

T: What techniques did your principal employ to develop others?

T043: He had them present and work within their comfort level when taking the lead. Showing what they know.

T: Are there any other observations that you would like to share relating to principal's facilitation of curriculum related be purposed to increase teachers understanding and utilization of curriculum?

T043: The principal in my building always visits each teacher after professional development for feedback. He wants to know that you understand his mission. He also wants to know that you got it. And, finally he wants teachers to give advice on how he can improve professional development for them personally.

T: Are teachers receptive to the information that he shares during professional development?

T043: Yes.

T: How do you know?

T043: They make statements like, I like this idea...I have done this in the past and it worked....they ask questions that shows interest.

T: Okay. Our interview has come to a close. You gave me a lot of information. Do you have any final thoughts or words of wisdom about professional development?

T043: Principals need to be more open to letting teachers share their ideas about professional development topics. They should also allow them to present and participate more instead of being a passive learner.

T: Okay. Well thank you T043 and that concludes our interview.

Teacher #50

T: Good morning T50 and thank you for allowing me to interview you for the purpose of my dissertation as it relates to professional development and principles as facilitators of professional development. I want to start with a broad statement. First of all, I just want to confirm that you signed the informed consent stating that it's okay for me to record this interview and use it in a dissertation.

T50: Yes it is.

T: Alright. First of all, I would like you to just tell me the first thing that comes to your mind about your professional development learning experiences over the years.

T50: Over the years. Some positive, some not so positive, but mostly since I've been doing this 10 years I would, generally speaking I would say that professional development, I'm hesitating because are you speaking that has been offered through the district or that I've had in conjunction with the district independently like attending conferences that I just signed up for or overall?

T: Just your overall experience with professional development.

T50: Overall it's been positive, meaningful, very helpful because you get a lot of information especially when it's something that you feel like you need to grow as a teacher with, advance. It is something that generally does afford you that opportunity.

T: Okay. At the building level, you stated you've been here for 10 years. At the building level what has been your experience with professional development?

T50: Building level, I've been under three administrators and I would say that most of those, all three of those principles have allowed for us in our building to have professional development geared towards things that our building specifically needs, our teachers specifically need, so it's been positive probably more so than what district has offered as professional development.

T: Okay. Based on your experience, what do you see the purpose of professional development being?

T50: Based on my experience, it seems as though professional development is to be something that affords you an opportunity, again, to enhance or advance in areas where there is weakness, but my understanding of what professional development is to do is to actually allow for you to examine areas where you can further grow or deviate from something that has been done to try to introduce something new or different to see if it works better or if it can, I guess it's still in the, maybe.

T: And here at the school based level, what are some things that have been done to help teachers develop?

47
48 T50: Can you be a little bit more specific with that question?
49

50 T: You mentioned that the purpose of it is to, you know, help you further develop or
51 whatever. What are some things that have been done here at this level to help you
52 develop?
53

54 T50: We have incorporated like peer teachers where you have a buddy teacher or a peer
55 teacher, somebody who is kind of like a coach or, what do you call it, not a counselor,
56 but...
57

58 T: Mentor.
59

60 T50: Mentor. That's the word I need. Thank you. A mentor who helps you to understand
61 what needs to be done, especially as a first year teacher I remember that having a mentor
62 was an asset because coming in even though I had what I felt was a really great
63 experience of student teaching because I was placed with some supervising teachers that
64 were really open and helpful having mentor teachers when I came in as a first year
65 teacher filled those gaps for things that weren't mentioned or weren't shared with me like
66 paperwork and how to get paperwork done or when you need information where to go to
67 get it because sometimes you don't even know stuff like that. We also have vertical
68 teaming, so, you know, we meet with other grade levels. The grade level above us, the
69 grade level below us, kind of focusing on a lot of aspects, but it also helps you because if
70 you know what a kid needs, where they're going or where they've been, it can help you
71 and if you've got teachers who are giving you information that can help field from what
72 you're doing, that's an advancement.
73

74 T: So, when you think about all of that, I want you to think about the principles role in
75 facilitation of professional development be it in your teams or on any level as long as it's
76 relating to professional development. What is your principles role?
77

78 T50: I think primarily it should be soliciting from the teachers what it is their looking to
79 have developed because if you're trying to develop professionally and you just throw
80 things out that might not be an area where a teacher is in need. Do you know what I
81 mean? It may be something that they feel like or that they've had evidence of already
82 having mastered or already been professional developed in, so I think the first thing is for
83 the principal is to actually inquire of the staff, of the teachers, what is it that you would
84 like for us to do as it relates to professional development, but then the next part of that is
85 for the principle be sure that they're receiving professional development that is sound,
86 that is effective that they can implement. If there is something that needs to be
87 implemented, it can be done, you know, easily, not just kind of okay, leave this up to me,
88 I'll do it all by myself and not, well I'll let you all handle that meaning the principal is
89 saying well I'm going to take care of professional development and we are going to have
90 professional development in the areas of balanced literacy and we're going to have
91 professional development on this topic and there's no opinion solicited from staff or
92 teachers and then the opposite of that, that shouldn't happen in my opinion is where the

93 teachers are left to just choose. I think there has to be collaboration between the two,
94 some suggestions, and then okay what is it that we really need to better suit our building
95 for the support and the growth of our kids so that at the end of the days that's what it's
96 about, being professional developed so that you can become the best teacher possible for
97 your kids.

98
99 T: Okay. Now, as a staff how do you all determine what the focal point of professional
100 development will be?

101
102 T50: Well, through the district, as I mentioned previously, through the district they do a
103 survey. We generally get it I know at the beginning of the year. We had one in our
104 mailboxes when we came in on Monday where we check off what we feel professional
105 development should be, what areas are we wanting to focus on and I'm assuming based
106 on how they've done it we have meetings throughout the year based on the survey. They
107 take the majority of what people want and they kind of use that with some other
108 information that they have with the district. In our building, just evidence of what's
109 going on from the principle seeing things or the teachers being concerned with areas that
110 we could be better with. I guess that's how it's, our focus is driven.

111
112 T: Okay. As a building, what do you all focus on? What aspects of professional
113 development and curriculum did you focus on last year?

114
115 T50: Last year we were working on making sure we're doing balanced literacy. We do
116 making meaning and becoming writers because reading and writing is a big focus for not
117 just our school, but our district. We're doing positive behavior intervention strategies
118 such as PBIS. It's a behavior, a management program that we're doing so that our kids
119 can have fewer infractions or fewer suspensions and it's something that now the whole
120 district has incorporated, so we were getting professional development on that. I know
121 those are, were the top two in my mind that I can recall.

122
123 T: Do you know what the focus is going to be this year?

124
125 T50: Based on our themes, we have accountability first and that means simply taking
126 whatever we're being charged to do, being the ones to say, okay, we're going to start the
127 ball rolling on this. We have differentiated instructions, that's been a big push. That was a
128 part of last year, but now I'm thinking part of last year as well. We have faculty meetings
129 where each team of teachers has to present an activity that would afford us to know what
130 differentiated instruction looks like and also that afforded for the MAP testing area so
131 that we can meet AYP, so we have to make sure that it's on higher levels of thinking so
132 our principal, has been making sure we know DOK, which is basically depths of
133 knowledge, it's levels of learning and that we're able to not only read to know what each
134 level means, but actually see activities and lessons that are being used on each grade level
135 that would allow for our kids to work at higher levels and in turn meeting those necessary
136 scores and making those points required for testing. So, our focus has been basically just
137 as a summative on differentiated instruction, using balanced literacy and PBIS which is

the positive behavior intervention I would say are our three main focus points for professional development going in.

T: Okay. And you mentioned that last year you all focused on differentiated instruction. If you can think back on one particular professional development where Mr. Buie facilitated that learning process, what did it look like from start to finish? As teachers we start with an anticipatory setting and we close out with some type of activity. How, walk me through how he usually does that.

T50: Now let me make sure I understood you. Now, you want that for differentiated instruction.

T: Or...

T50: Okay. We can use that one. I just wanted to make sure I heard you right. What he did initially was I recall starting at the beginning of the year after our opening day we had our first little meeting. He informed us which direction we would continue in because we started already just kind, we did it through balanced literacy, but he really wanted to focus on it just to make sure everybody was on the same page of music. Basically he gave us a power point presentation which allowed for us to really understand the different components, gave us a little background on it, and the differentiated component, and then introduced the book for our book study that we didn't do formally, but that we used, I guess it was formally. We used because each grade level in conjunction with presenting a lesson that showed differentiated instruction options, we actually gave a summative of the chapters in the book so that we could really understand what it was we were supposed to do and how we could implement it. After that, of course, he would come in to make sure that if we wanted to try a lesson or do a lesson, he would come in and do informal observation, you know, we could check in with him, so what did you think or he'll leave the informal observation form so that we could see what he felt was really good or strong or maybe a suggestion of what we could try if it wasn't so strong as it related to kids and engagement and things like that, the aspects of the instructions, and again he kind of came back to it this year, so from start to finish as a teachers perspective, he gave us something to look forward to because he started off with this amazing power point and I think what he did was he had this, it was like a one page story of a kid and being in a classroom and the teacher said you needed to do this and this is how you're going to get it done. You know how you get that little reader and then you're like huh, that was kind of weird. Why didn't she just allow for him to kind of _?_ and then he says, you know, today and tomorrow we're going to get into differentiated instruction and what it looks like, how you can implement it, materials that you're going to use, so because it's being backed by the district we have the resources and then here we are again, not yet closed out of it, but the evidence of teachers knowing how to do it because it's a part of our lesson plan, it's a part of our team meeting.

T: Okay. Now, you mentioned that P13 will come in after he's presented to the staff and do informal observation.

T50: Just after the staff has actually presented to each other because he doesn't do the lesson. He did the original power point to give us a background and then we each had, each team had a chapter or a component of differentiated instruction that we could present on how it looked at this grade level and then as he's coming in during his routine hey good morning or I just stopped in and wanted to see what the kids were working on, if you were working on something that could, you know, highlight oh that's a great example of differentiated or this probably, you could probably tweak that a little more to give the kids a broader option of, you know, that's what I meant by him coming in informally observing.

T: Well, when he does that is everyone pretty much open to him coming in and...

T50: Oh absolutely because he's in our classrooms all the time. He's throughout the building all the time. He does what's called walk throughs. That's where he just basically comes through. He can either, you know, stop in and be there in the morning and most mornings he usually, I know from my classrooms, he usually comes every morning. It's not always the same time of course. Sometimes he comes in and it's just the first of the morning. Sometimes he comes in and we're already into the first lesson of the morning, but he'll do his walk throughs and then he'll do his routine checks on those people that he has whatever going, like if you're on cycles where you're being observed, those are the formal assessments, but then if he just wants to check you out and see what's going on in your room he can and I think it's something that we all embrace because I don't care who you are, most people like to know that they're being held accountable and it's a positive thing or if you're being so held accountable, for those kinds of people it makes you stay on point. So, either way it's kind of a win/win.

T: Okay. And so when you think about your principle as a facilitator of professional development, especially as it relates to curriculum, what attributes would you say he looks at that either draws a person to him or an adult learner to him or further way, just attributes that he possesses?

T50: He's open number one. I think as an administrator that's a key thing because if you make executive decisions all time, you're the sole person that says this is going to be this way or that way, that kind of pushes people back from you, but he's open, he has an executive team where there's a lead teacher from every grade level that gives input from the teams so he can hear our voices. Autonomy is something that he is big on. He allows for us to share our ideas and our thoughts. I think for P13 those are the two biggest things that he's open and he listens. He does consistently. Even if it's something that is not so positive, he listens. Like P13, we think certain meetings the district offers for us are worthless, they're useless, it's a waste of our time, we could be doing because we've had those kinds of conversations. I was previously on executive committee because I was first grade last year. This year my teammate will be because she was already third grade, but we've had those kind of meetings and he listens. He's taken the information and then he's brought back well I talked to at the district level and they're suggesting that maybe we could try for the next year. So, yeah, openness and just allowing us to have a voice probably the biggest.

230

231 T: So we've talked about some dimensions of professional development, the people who
232 are intimately connected to and now I would like for you to tell me what changes you
233 associate to those or with those dimensions, incidents, and people related to professional
234 development. Your personal changes related to all of that.

235

236 T50: What changes have occurred?

237

238 T: Mmhm.

239

240 T50: Okay. I think first and foremost the type of principal that I have, the type of teachers
241 that I've been blessed to work with and the kind of professional development that goes on
242 in our building, but district wide too, have allowed for me to be a very effective teacher. I
243 mean hands down on it, I don't I would be as good as I am at this point, 10 years in, if I
244 hadn't been professional developed in the manner in which I have been through the
245 collaboration, through the being able to share, through the being able to be shared with. I
246 don't think I would have as much courage, as much ability to do this 10 years strong
247 when you have teachers suggesting out of the building that if a child has been transferred
248 from their building that they come to a specific teacher's classroom because they can do,
249 that doesn't just speak to the teacher, that speaks to, you know, what is the teacher doing
250 to be that way. Likewise with parents. If you have parents that say well I heard from
251 another parent who already had you that you are thorough with learning, teaching, and
252 kids that come from your classroom are very good learners and they have these kinds,
253 that doesn't always just come because I'm gifted to teach. You can have a gift, but if you
254 don't do anything with it it's going to go to waste, so the professional development
255 dimensions of it, those people connected to it, the kind that you get, I think it makes for
256 me to be able to be very excited and confident in what I'm doing is what I can do and it's
257 what I can do to the best of me because I've gotten so far the best of what I, you know, in
258 the _?_. You know, there's been some experiences where I have thought I put that on the
259 shelf because I probably won't use that right away, but it's not to stay discarded
260 completely because it may come up later.

261

262 T: Okay. So, as we look back over everything that we've discussed, what do you see as
263 the connection between professional development, curriculum, and adult learners with
264 you being the adult learner?

265

266 T50: What do I see as the connection?

267

268 T: Yeah.

269

270 T50: I see somebody, a principal, and I see people and I see meaningful professional
271 development opportunities because if you don't have somebody, again, and I don't mean
272 to just badger this, but if you don't have someone who is able to assist in you getting the
273 professional development as an adult learner that you feel you need or that they may
274 identify because we might not identify it, you know, something we need assistance with.
275 I don't really know how to answer that one. I have to pause a minute and think about it.

276

277 T: Do you feel they're all related to the development of the professional development
278 programs or?

279

280 T50: Oh absolutely. If one component is missing, you're not going to have that. Yeah,
281 they're definitely intertwined. You have to have a willing professional learner. You have
282 to have someone who can assist with making sure that the professional development that
283 they're seeking they can get and then there has to be the opportunity to have the
284 professional development, so the connection there has to be administration, it has to be
285 district level personnel who is in charge of allowing for funds to be allocated. You know,
286 there's a thread that runs through it and if something is missing then you won't have it.

287

288 T: This is true. Okay. Our interview is winding down, but I would like for you to just
289 briefly describe some of the teaching techniques that Mr. Buie uses.

290

291 T50: The teaching techniques?

292

293 T: Teaching techniques.

294

295 T50: That's a good one. First off, humorously. He knows how to move very close in
296 proximity to adult learners who may have gotten a little off focus, who may be a little off
297 focus, just being in their attentiveness or whatever we're doing. So, that's one good thing
298 because that's a management thing. Other teaching techniques he uses, he differentiates
299 instruction himself. He provides, you know, various kinds of means by which we as
300 adults can learn. He gives us a lot of information, so he himself has, you know, taken in a
301 lot, read a lot, processed a lot, investigated a lot, explored a lot. So, he gives us a lot of
302 information that we need, which a good teacher should provide background or provide
303 information to build on background I should say. What's that word that I'm looking for?
304 That's why I keep going in a circle right now because he's well knowledgeable. He himself
305 has acquired a lot of knowledge so that he can provide us with a vision as...

306

307 T: Well informed.

308

309 T50: Well informed. Totally informed. Other teaching techniques, a lot of what we do is
310 I guess because he'll go in the classroom and start teaching, you know, just like he's back
311 in a classroom instead of being a principal. He will. He will. I think he taught a social
312 studies lesson to the sixth graders because one of the teachers got detained in a traffic jam
313 upset his first year here which is four years ago and he was really excited, so much so he
314 shared it with the faculty in the meeting we had that followed it. I don't know. Teaching
315 techniques, he uses a lot of them.

316

317 T: Well, I have a question for you? Did you all make AYP this year?

318

319 T50: Absolutely.

320

321 T: You did?

322
 323 T50: In both 3 out of 3 and communication arts and in mathematics and this is our third
 324 year making AYP consistently under the same administrator because his other teaching
 325 technique is we have consistency with our children. Wednesdays and Thursdays we have
 326 focus days. We have must teach skills that we, our staff, developed based on previous
 327 data. That's the word I was looking for. He's data driven, therefore, he is well informed
 328 so that he can allow for us to get what we need for our kids and I tell you, like I said. I've
 329 been under three administrators in the same building in the last 10 years and it is not a
 330 comparison of the three and it's not a negative, you know, understatement towards any of
 331 them, but working with P13 and seeing him really get into a lot of what he asks us to get
 332 into, that makes all the difference in the world, and his mantra is if we believe it, we can
 333 achieve it, and that is why we have accountability first. I love it, totally love it.

334
 335 T: Well T50 you've given me a lot of information to work with.

336
 337 T50: I hope it's helpful.

338
 339 T: It's very. I just want you to make one final comment about professional development.
 340 Do you have any final thoughts?

341
 342 T50: The only buzz that I have in my head is one of the things I've desired to see
 343 happen, and again with that word more consistently, is for us to receive professional
 344 development that is actually beneficial to the teacher, as well as the children that we are
 345 meeting the needs of and I think as long as communication keeps flowing, you know, and
 346 it's open, autonomy is there between principles and teachers, we can have that, but the
 347 minute that that is breached then there is going to be an upset and people are going to
 348 receive information that they don't feel is professionally developing them in the area that
 349 is very crucial because education is going through, you know, some times and especially
 350 when everybody is trying to meet those scores and make AYP and make sure that they're
 351 building or their district is considered, you know, in the eyes family, their report card is
 352 impacted. I think that's critical and we have to as adult learners be willing to be
 353 professionally developed because just because I've been doing this 10 years it doesn't
 354 mean that I have it and I'm done. I'm good and that's not a boasting because I don't take
 355 credit for it. I know I'm good because of again, what's been assisted with and what's
 356 been put in...

357
 358 T: So professional development can move you from good to great.

359
 360 T50: And I was just about to say that. Exactly. I was just about to say, but I can be the
 361 greatest of what's in me as long as I am open and willing to be professionally developed.
 362 That's it. Thank you very much.

363
 364 T: Thank you.

365

Teacher # 058

1 T: Hello T058, before we begin this interview I'd like to ask if you recall completing this form
2 giving me permission to record and include your comments in my dissertation study.

3 T058: Correct.

4 T: Tell me the first thing that comes to your mind about your Professional Development
5 Learning Experiences, anything at all.

6 T058: Professional development is a way of enhancing what you are doing, in the classroom.

7 T: I heard you say that it is a way of enhancing what you are already doing but what do you see
8 as the overall purpose of professional development.

9 T058: The overall purpose could be for your whole staff to get the same information if it is
10 required by your school district. You could always go to your own professional development,
11 get a little bit here, a little bit there, but if you'll are doing it as a school and as s staff you kind
12 of need the same information . As staff, you should be getting other people's intake on how they
13 use it. That's professional development, keeping you current .

14 T: What dimensions, incidents and people, connected with school based PD or professional
15 development stands out for you?

16 T058: Meaning what?

17 T: When you think about the different dimensions, different aspects or components of
18 professional development who and what is key.

19 T058: In the past few years professional development is more built on the same topic, the same
20 developmental areas or the same skill, whereas before when I started teaching we did
21 professional development here and there. Whatever happened, happened. Now it builds from
22 one thing to the next so that in each professional development you are not going in there learning
23 one thing here and another there. You are building on one thing and taking it further instead of
24 just doing one day professional development.

25 T: So that addresses kind of how you've seen professional development evolve. What about
26 the people involved? Which people stand out?

27 T058: Well as far as people are concerned, we have people from local colleges and universities
28 come in, these are the people who know early childhood development. They give us examples
29 and information lease desirable is someone coming in at a higher level and trying to bring it
30 down to us sometimes this happens.

31 T: When you think of our school based professional development from the standpoint of the
32 individuals you work with who are some key people involved in that whole process?

33

34 T058: The special education teacher is really involved. She does workshops, when she first
35 came aboard she presented to us, she does professional development committees, a lot of stuff on
36 her own, when presenting her information she is very thorough about it, puts it in a good way.
37 She does a really good job bringing the concept to the development, and just going with it.

38 T: What role do you see the principal playing in this whole professional development piece?

39 Lori: Maybe her giving the direction toward a topic being presented or what needs to be
40 presented or asking us what we need. There are certain times where she has to give directions
41 about what needs to be done in professional development. She knows what needs to be
42 presented to get the right people in here to give us direction.

43 T: How does the staff typically determine what the focus of professional development is?

44 T058: Determining the focus of professional development can be done by questionnaire, we
45 do a survey to evaluate, sometimes just telling her what we need to get us going in the right
46 direction.

47 T: Based on the professional development training that you received from Anita and the
48 direction from the principal. Have you noticed any changes in you and/or your colleagues
49 instructional practices?

50 T058: It changed the way in which we talked to the children, being more positive. We also use
51 the same language, just being consistent throughout the building, trying to follow along with
52 what everyone else is doing. I think that is the biggest change, just being more positive.

53 T: We are focused on professional development, of course, what is the relationship that you
54 noticed between professional development and curriculum?

55 T058: Depending on what the topic is. If there is follow through, from professional
56 development to the classroom. You see changes in implementation of the curriculum. As far as
57 seeing positive behaviors and so forth, you see that throughout the day as you are going through
58 the classrooms. For instance, if we are doing an assessment, how you use the data. All depends
59 on what you do in your classroom. It impacts which direction you go in, how you teach the kids
60 and how you take their interests into consideration, what you get done in the classroom, and what
61 area that you need to focus on, you need to follow through and it needs to be implemented in a
62 way that helps you in the classroom. It is different in early childhood, you know, we have a
63 curriculum that don't show on state testing or it does not show up on other things but you know
64 it is definitely important. You can see the difference in the kids reactions and what he knows.

65 Everything at this age group affects the curriculum because it is child centered, child based, so
66 what you put into it affects the whole child.

67 T: You mentioned that curriculum is child centered and child based, when you think of the
68 curriculum for professional development what is the connection you see between it and adult
69 learning or adult education?

70 T058: As an adult, I do things that I'm interested in and learn better if my interest are taken into
71 consideration. If I take it from there and apply it to children when they're learning new things
72 we have to feed into their interests. Our professional developments are more productive when
73 this information is taken into consideration along with the curriculum.

74 T: What role does the principal, from your perspective, play?

75 T058: The principal's role would be the presenter of that information. He or she would also
76 encourage teachers to use that information. It would be helpful for that individual to encourage
77 the teachers to use it how they need to not just how we learned in professional development.

78 T: When you think back on professional development that has been sight based. Particularly,
79 one that your principal has facilitated around curriculum, what are some techniques and
80 strategies that were used to teach the adult learners in your building?

81 T058: We've done power-point, we get into groups and do things, we give examples of what we
82 do in the classrooms that shows the kids what we are talking about. Sometimes we've gone to
83 other people's rooms to look at activities or lessons, we talk about what we could do differently.

84 T: I would like you to think back on a time when your principal facilitated a professional
85 development around a specific aspect of curriculum, do you remember what that was?

86 T058: It was last spring when we did the positive behavior support model.

87 T: Can you walk me through what that experience was like from beginning to end?

88 T058: There was the power-point, I know we saw within the power-point little videos. So we
89 would comment on what the video is or what really happened. There was a lot of discussions
90 going on, besides what do you do in the classroom, personal experiences and getting ideas from
91 others staff members. We talked about how to deal with behaviors, and then we did a list of
92 things that we did in the classroom on that particular topic.

93 T: So was there something that she was expecting you all to put in place in the classroom.

94 T058: It was part of the professional development model that we were using in the classroom.

95 T: So how did she typically monitor how much you've learned as a result of professional
96 development.

97 T058: There are certain things that teachers have to do and she goes in and does some
98 observations.

99 T: When you think about the principal as the facilitator of professional development and the
100 teachers as the adult learner, particularly at this site, what are some of the attributes that your
101 principal possess.

102 T058: She brings in the activities or things that are relevant to what we are doing. She wants us
103 to get involved in the discussion and give her ideas of what works and goes on in the classroom.

104 T: So if I observed, which I will come to a professional development just to see how it goes,
105 what can I expect to see as a third party?

106 T058: It depends on what she is presenting, and how much time she has put into planning
107 beforehand. Sometimes she comes around to the staff members and share with them the day
108 before what she plans to do, how she plans to present or she may have her own idea. It just
109 depends on what is being presented. So you could come and she may go through a power-point,
110 answer questions, gives feedback from time to time. She tries to get us to respond or share just
111 what we are doing. So it depends on how much she prepares or others help her to prepare.

112 T: So when it gets to a point as you mentioned that no-one is participating when it gets that way
113 what does she typically do, how does she respond to that?

114 T058: She calls on somebody, puts you on the spot, nobody volunteering, then she would say
115 so-in-so what are you doing in your classroom?

116 T: As a summarizing point, kind of, what have you learned about your principal as the facilitator
117 of professional development?

118 T058: I feel that if it's something she has really prepared for and comes in with an idea or
119 activity that's relevant then it goes well, but if its something she did in that week or its
120 something on her mind, then its going to be a long day.

121 T: Would you like to add to your final thoughts about professional development, past, present,
122 future?

123 T058: I just think professional development is much better now from the past because now our
124 professional development days are related to our school improvement plan. It's not one thing
125 this day, then another. You know what direction you are going into. So, yes it's gotten better
126 over the years.

127 T: I would like to thank you for your time and all of the information that you have given me.

Teacher #063

T: Good morning T063. Thank you for consenting to this interview. Before we begin, I want to confirm that you signed the informed consent stating that it's okay for me to record this interview and use it in a dissertation.

T063: Yes it is.

T: Tell me the first thing that comes to your mind about your professional development learning experiences.

T063: As a kindergarten teacher, I think a lot of the professional developments are not applicable to all grades k-6. Only some of it applies to kindergarten.

T: In your opinion what's the purpose of professional development?

T063: To increase our skills according to the GLES and what test scores have shown that our students at our schools need to become better at.

T: You mentioned the GLES and then you mentioned tests scores. Please explain the relationship between the two - as you see it.

T063: Pretty much all our professional development is based on the GLES. Where the State says the children should be by the end of each grade level. GLES are pretty much always touched upon in our professional development.

T: As the teacher and adult learner, what do you see as the relationship between professional development content and educating adult learners?

T063: Professional development content is usually stuff that you know, but as an educator it's good to have a refresher. I think it is helps keep key information at the forefront of your brain for the school year.

T: Who typically facilitates professional develop at your school that's related to curriculum. When I say curriculum, I mean reading, writing and all of those core subject areas.

T063: The principal of course. We have had guest speakers, we have reading instructors, one Title I Teacher, but she will bring things back to us and share with us and we do a lot of grade level collaboration. We also have district wide professional development.

T: What are some of the methods that your principal typically uses to promote adult learning?

T063: We have had book studies, guest speakers and grade level collaborations.

32 T: Please describe a professional development facilitated by P14, walk me through how
33 that looked from beginning to end so that I can visualize what It would have been like to
34 have been a participant.

35 T063: We had one in writing and P14 brought in different resources that he preprinted
36 for us. He brought in copies of what good writing looked like at different grade levels
37 and he instructed us that we should show this before we assign a writing assignment to
38 the children to show this is what a good fifth grade writing should look like. He brought
39 in different samples for us and techniques to try to get the kids to do.

40 T: So he used samples, a lot of visual aids, book studies. What are some other methods
41 you see him using as the facilitator or the teacher of adult education?

42 T063: Power point, presentations, and he always ask for our input; and we all kind of
43 gave it and I think that's where it comes out to be teacher collaboration.

44 T: How is the focus on professional development generally pen-pointed. As a staff, how
45 do you determine what you are going to focus on?

46 T063: Usually the district has a goal and usually we pretty much stick with that because
47 most of our professional developments are district wide pd's and P14 said this year our
48 staff meetings are going the to be dedicated to teacher collaboration and the district will
49 set Monday staff meetings to be dedicated to staff collaboration. I think the district is
50 going more that way; they want us to collaborate together. I'm not sure; does that answer
51 your question?

52 T: Yes it does, you have the district guide as to what your professional development
53 should be.

54 T063: We have a professional development committee and they always give us a survey,
55 they ask us what we would like more professional development on, so I'm not exactly
56 sure if that influences it, but I would think so.

57 T: What was the focus last year of professional development? Generally,

58 T063: Benchmarks.

59 T: Can you explain to me more about what that means.

60 T063: Benchmarks according to math assessment, it was particularly what our students
61 and the Nathaniel Hawthorne needed to work on what they did not do so well on and the
62 MAP test so we identified throughout the year different benchmarks that we should work
63 on at each grade level.

64 T: Do you know what the focus will be on this year for professional development for
65 teachers?

66 T063: No, not yet.

67 T: Well, we've talked a lot about the different dimensions of professional development
68 and some the people who were directly connected but can you just kind of summarize
69 the dimensions again, what dimensions, incidents and people inherently connected with
70 school based professional development stand out for you.

71 T063: We have a professional development committee and then there is P14, so they
72 work together and then if we ever wanted to go into any kind of workshop or conferences
73 that have to be paid for, first of all we have our own professional development that the
74 school is going to work on as a whole that the professional development committee
75 comes up with and the workshop needs to correspond with that which is mainly
76 something that is going to work with GLES and then they will approve for you to go to a
77 workshop. That is another aspect of professional development.

78 T: What changes do you associations with those dimensions, incidents and people related
79 to professional development, how have that affected you differently? The different
80 experiences you have experience

81 T063: We are learning. We are about most the time what we focus on in literacy and
82 writing, that's a big thing so that we can become better equipped to instruct.

83 T: What do you attribute to being better equipped to instruct that reading program?

84 T063: At school we had a Missouri Reading initiative and we had that in our school
85 building for about four or five year that we had them come once a month and we would
86 get pulled out of our classrooms and we would get instructions at grade level and that
87 really helped a lot.

88 T: Who is the one person that you see as the facilitator of adult education in your
89 building and why?

90 T063: At staff meetings P14 is the one giving us the information, he is providing the
91 staff development even if he has a guest speaker come in.

92 T: As the leader, what methods does he really use to make his teachers feel comfortable
93 with coming and asking questions or anything like that. What are those attributes that he
94 possesses that make you look at him as the facilitator?

95 T063: He is very open, very supportive and he always telling us he is supportive of us,
96 and that we are a great staff. He just mainly supports you, he is going to be there and if

97 you have any questions he was going to do his best to try and help you. “saying” do you
98 need anything, let me know, just supportive. He is a great principal (laughing).

99 T: When you have issues and you’ve gone through a professional development
100 facilitated by your principal, and you get back to the classroom and you don’t really have
101 a handle on it, what avenues do you have that you can use as resources to help you gain
102 that proficiency that you need?

103 T063: First I would probably go to my peers if I had any questions and them, hey you
104 know I really did not understand this, did you get it. And I would probably go that
105 avenue first and if I was not really getting more answers I would ask P14.

106 T: Does he come in and work with the students or is it more or less modeling in the
107 professional development atmosphere what a lesson looks like or what you should be
108 doing in the classroom, does he also come in and also do it in the classroom.

109 T063: He does not do much with the younger group but I know he goes up in the older
110 grade and teach lessons.

111 T: Just looking back at where you were as the teacher, maybe two years ago, have you
112 always been in kindergarten?

113 T063: Yes.

114 T: Thinking about curriculum. What areas do you feel that maybe you do better in after
115 two years of receiving professional development? And, do you see yourself as advancing
116 in a certain area or needing more support?

117 T063: I feel myself advancing. I really have a handle on the reading curriculum now.

118 T: Has the program remained the same for the reading in the past two years?

119 T063: No. We have a new comprehension text. We have a new writing, meaning
120 kindergarten reading, writing all go together.

121 T: When those programs change do you feel that they were closely related to the
122 previous curriculum or are they totally different?

123 T063: The comprehension one is related but the writing one is a new one and that was
124 not something that was decided upon by the building, the district wide program and it
125 was implemented in the middle of the year and I don’t think myself that professional
126 development was not beneficial because it really was not enough professional
127 development and I don’t think a program should be implemented in the middle of the
128 year when you already have a routine already going. If you are going to start a new

129 program you should probably start at the beginning of the year to get some good
130 professional development.

131 T: So where does the professional development come from for that program?

132 T063: We have a half day per month for professional development dedicated to new curriculum
133 (in the district) that came from the district.

134 T: So all the teachers get together?

135 T063: Correct.

136 T: Were there any building levels put together for that program?

137 T063: Reading teachers.

138 T: Was the principal involved in any way in that whole process?

139 T063: Yes. They go to the professional development.

140 T: Do they come back and kind of guide you through that process?

141 T063: No; I think it would be kind of difficult because each grade level has a different program.

142 T: So what support does the principle provide in that particular situation?

143 T063: You could go to the reading teacher and ask for help. I don't know if there is enough
144 time for him to be supportive of it if it was in the middle of the year that it was implemented.

145 T: What I would like is for to you as the teacher to summarize your feelings about professional
146 development. Not just the broad umbrella, but as it relates to principals as facilitators of
147 professional development.

148 T063: I think doing professional development like during a staff is not beneficial, because of the
149 limited amount of time that we have. It's kind of hard to focus, and teachers are sort of zoning
150 out at that time anyway because we are tired from having to work prior to the meeting. But, we
151 do have some half day professional developments that are in the building that may be more
152 beneficial because you are not so involved because you only have professional development
153 from 1:30 to 3:30 and those are pretty good because you want to be there you are not tired and
154 P14 usually brings in some good people to talk or else a lot of the professional development that
155 I think teachers like is just discussing things that are going on in the building. Maybe they have
156 a better idea that you can use in your classroom to work on. And, a lot of times teachers do not
157 get that time to voice their opinions and share with colleagues because they are isolated in their
158 classroom.

159 T: Do you have any other final thoughts?

160 T063: No.

161 T: Well thank you T063, have a great school year.

162

