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TEACHING, LEARNING,
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EXPLORING SUSTAINED CHANGE IN TEACHERS' BELIEFS AFTER
PROFESSIONAL DEVELOPMENT (247 pp.)

Director of Dissertation: James Henderson, Ph.D.

This qualitative multi-case study examined the relationship between professional development (Teacher Leader Endorsement Program) and sustained change in teachers' beliefs about a deliberative curricular platform (teacher leadership) after professional development.

Participants in the study consisted of four volunteers that felt that they had undergone change as a result of the TLEP. Data collection for the class, were the teacher leader narrative, the leadership plan, and two individual interviews that were conducted six months after the professional development took place.

Three research questions guided this study: (1) What were the qualities of the Teacher Leader Endorsement Program that supported teachers' change in beliefs about teacher leadership? (2) What tools did teachers employ to support sustained change in their beliefs about teacher leadership and to support such change in their colleagues' beliefs? (3) After the Teacher Leader Endorsement Program ended, what factors supported or hindered the re-presentation of teachers' change in beliefs about teacher leadership?

Collectively, all of the participants in this study stated that the qualities in the definition for meaningful professional development were important in changing their beliefs about teacher leadership and they, and their colleagues, had made a sustained

change into a new non-reflective state as a result of the TLEP. The main supports for re-presenting ideas about teacher leadership to their colleagues were continued professional reading, collegiality, timeliness of the core content standards, and seeing change in their students and colleagues. Hindrances were budget cuts, lack of administrative support, lack of time, and pre-existing climate in the school.