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TEACHER RENEWAL : FROM POLICY TO PERSON (165 pp.)

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Teacher renewal was explored within the context of democratic ideals as these ideals were made manifest in a recent professional development program in Ohio. The researcher traces the roots, describes, interprets, and evaluates the current statewide Local Professional Development Committee initiative from the perspectives of those who envisioned the initiative, implemented it and current participants in related programs.

Using Elliot W. Eisner's conceptual lens of educational criticism, the researcher responded to the question: How has the Ohio State Department of Education: Teachers Education and Licensure Standards: Administrative Code Chapter 3301-24 provided for the implementation of Local Professional Development Committees, created to help educators design Individual Professional Development Plans, impacted the perceptions and practices of professional development with regard to the ideals of democracy such as self-determination, dialogue and reflection and inquiry?

Findings include a gap between vision and practice as noted by the implementers and current participants. A gap in leadership was noted as changes in personnel were not met with communication adequate to bridge the promises envisioned with the practices implemented. Elements of the envisioned initiative were consistent with democratic ideals, and the researcher found seeds of these ideals in current practice. To realize them, a conceptual framework designed with consistent support for critical reflection, transformative leadership , learning communities and a balance between professional autonomy and accountability to the public.