ABSTRACT

DISERTATION PROJECT: A Study of Modular Professional Learning and Mentoring and Its Impact on Teacher Effectiveness

STUDENT: Laura Lee Cain

DEGREE: Doctor of Education

COLLEGE: Teachers College

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Through the evolving arena of educational reform over decades, educational policy with emphasis on teacher evaluation has become a priority. This study investigated the benefit of support as identified via observation evaluation scores through an online professional learning system. Teachers with an evaluation rating of needs improvement and ineffective were offered a professional learning opportunity in order to provide support and measure improvement by the observational rubric used in teacher evaluation. A quantitative research design was utilized through the collection of archival observational data over a two-year period as well as survey data to gather teachers’ perceptions of their own improvement post training.

Results suggested teachers benefitted from the online professional learning as participants improved their scores and categorical ratings. Teachers who participated confirmed that they perceived they improved in their instruction after participating in the module. It is important to note that the teachers who were invited to participate and those who chose not to participate improved in their teacher observable scores and categorical ratings in year two. The research is consistent with the value of professional learning and has implications for policy makers both at the state and district level.