

## **ABSTRACT**

**DISSERTATION:** The Impact of School-wide Professional Development on Student Achievement: A Meta-analysis from an Effective Schools

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Beginning with the Coleman Report (1966) through present time, a sizeable research base exists regarding effective schooling. With continual pressure on schools to improve student achievement, this area of research is expected to continue to grow, and needs to be synthesized. As effective schools have been identified through ensuring high levels of student achievement, a list of variables or correlates that help promote student achievement have been outlined. The purpose of this study was to examine the impact that two of the effective schools variables have on student achievement. Specifically, this study sought to find the magnitude of the impact that school-wide staff expectations of students had on student achievement, and the extent of the impact that school-wide professional development had on student achievement. To conduct this research, the technique of meta-analysis was utilized. 790 studies were reviewed. Eligible studies were read, coded, and analyzed using meta-analytic techniques. There were no studies that met the eligibility criteria for staff expectations. School-wide professional development produced 10 studies with an average effect size of  $g=.208$ . This is a very conservative estimate of the effect of school-wide professional development on student achievement. Implications for research, theory, and practice are discussed.