

Title: Perceptions of Teachers and Staff Developers on What Staff Development is Needed to Support Changes Mandated by the ABCs of Accountability in North Carolina: Implications for the Staff Developer

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The purpose of this study was to investigate the role of the staff developer in school systems in North Carolina. Specifically, the study examined if the perception of the staff developer was similar to or different from the perception of teachers relative to what was needed to support changes brought about by the ABCs of Accountability implemented in North Carolina in 1996. The study included staff developers and teachers from 16 school districts in North Carolina.

A quantitative method was used to determine what the perceptions of staff developers were with regard to what teachers need for staff development to support the ABCs of Accountability, what teachers perceive they need for staff development to support the ABCs of Accountability, and what the differences or similarities were between the two groups. A survey of staff developers and teachers was conducted and a chi-square analysis was used to compare participant's responses to the survey questions. The study also examined what the data means to the staff developer in terms of providing support to teachers.

The study found that there was not a significant difference in what staff developers and teachers feel is needed for staff development to be effective in supporting the ABCs of Accountability. There was general agreement on the importance of the practices about which the survey asked. There were some significant differences identified with respect to how teachers

feel according to gender, grade level taught, years of teaching experience, level of education, and school status in the ABCs.

A number of effective practices were identified and the results of this research may help staff developers and teachers work together to plan effective programs that will best support teachers during the implementation of the ABCs of Accountability.

Recommendations for further study include: a broader, state-wide study of teacher and staff developer perceptions; an examination of the actual percentage of the annual budgets districts devote to professional development; and a study of one specific staff development program to determine if the participant's classroom practice actually changed as a result of participation.