

Title: The Effect of a School District's Staff Development Program Upon Teachers and Students in the Greater Johnstown School District

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The purpose of this research study was to determine if the Greater Johnstown School District's Staff Development Program had an effect upon teachers and students. The study examined whether the staff development program, APPLE, effected the teachers attitude about staff development and whether the teachers employed the instructional strategies learned in the training sessions. Secondly, the study examined whether there was a relationship between the teacher's use of effective instructional strategies and student achievement test scores as measured by the California Achievement Test in grades two, three, and four.

A mixed methodology was utilized to analyze the participants' responses and reactions and student achievement test scores. A quantitative approach was used to determine whether a relationship existed between the teacher's demographic data, use of instructional strategies, and student achievement. A qualitative approach was used to determine whether a relationship existed between teachers' demographic data and use of instructional strategies, teacher attitude about the APPLE staff development program, and teachers' perceived use of instructional strategies.

The study advances the theory that well planned and implemented staff development programs will promote a positive attitude about staff development. This study also confirmed

that when teachers learn instructional strategies in well conceived and presented training sessions the instructional strategies will be transferred to actual classroom lessons.

The study supports current research that indicates that staff development programs may or may not effect student achievement test scores. This study showed that staff development had a significant effect on some students and an insignificant effect on others.

Recommendations for future research and practice include: replicating the study in other school districts to add to the body of research; examine whether a school district's staff development program is based upon student goals; utilize other means of student growth to determine whether the staff development program has an effect upon students; determine whether gender effects teachers and students with regard to staff development; and investigate the administrators' role in the staff development initiatives.