University of Missouri – St. Louis

The Graduate School
Announcement

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Teaching and Learning Processes

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M.S. in Education, August 2003, Lindenwood University
B.S.Ed. in Elementary Education, January 1999, University of Missouri-St. Louis

Sustainability of a Long Term Professional Development Program

Date: April 20, 2016
Time: 2:00-4:00 p.m.
Place: Conference Room 1 in the TLC

Abstract

Currently, in most school districts, the main form of teacher education comes from professional development (PD) to improve teaching and student achievement. School districts and teachers spend time and money trying to make sure that they are providing the best quality education for their students. Yet, educators are looking for what the most effective form of professional development should look like.

A long-term PD grant, called “Science Alliance” was evaluated to add to the research on PD and grant program evaluations. Teachers that participated in the “Science Alliance” grant were observed to see how and to what degree they were implementing the inquiry methodology three years after the grant ended. The results were compared with existing data that were collected by a company that “Science Alliance” hired to complete external research on the effects of the PD.

School administrators and/or staff developers could utilize the findings from this study to see what effective PD may entail. Future researchers may use findings from this study when reporting about grant program evaluations and/or PD.

Defense of Dissertation Committee
Charles R. Granger, Ph.D. (Chair)
James H. Wilson, Ph.D. (Co-Chair)
Natalie Bolton, Ph.D.
Cody Ding, Ph.D.