



Using Data to Design Professional Development

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1



Today's Agenda

- Standards for Professional Development
- Understanding Adult Learning Theory
- Using Data to Make Informed Decisions

2

Why is professional development so important?

The most critical factor in a child's education is a caring, qualified, and competent teacher

- Linda Darling Hammond



3

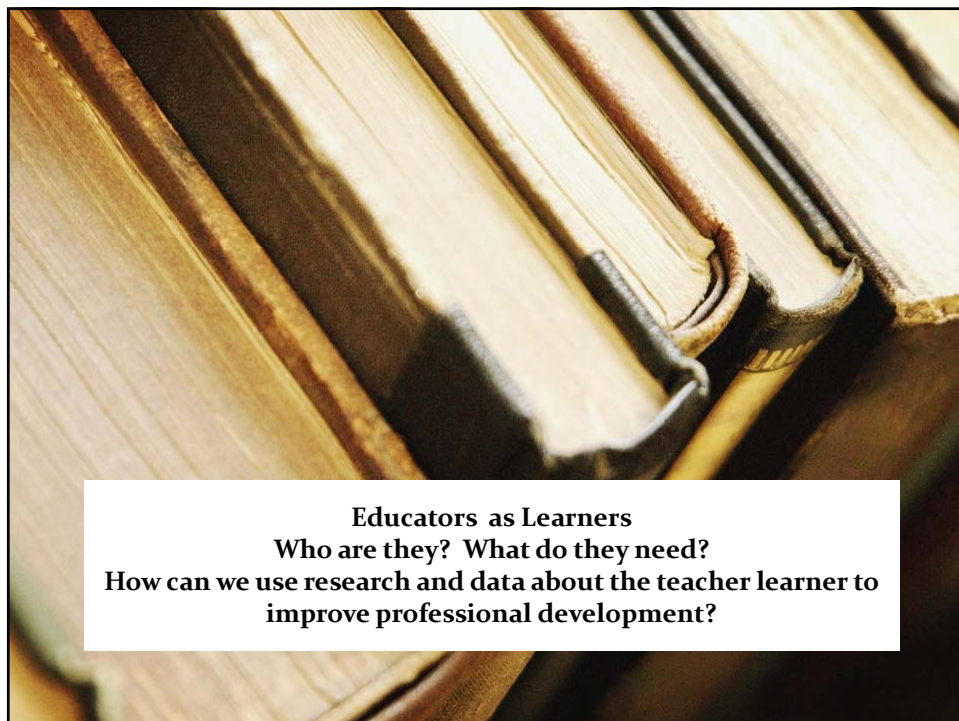
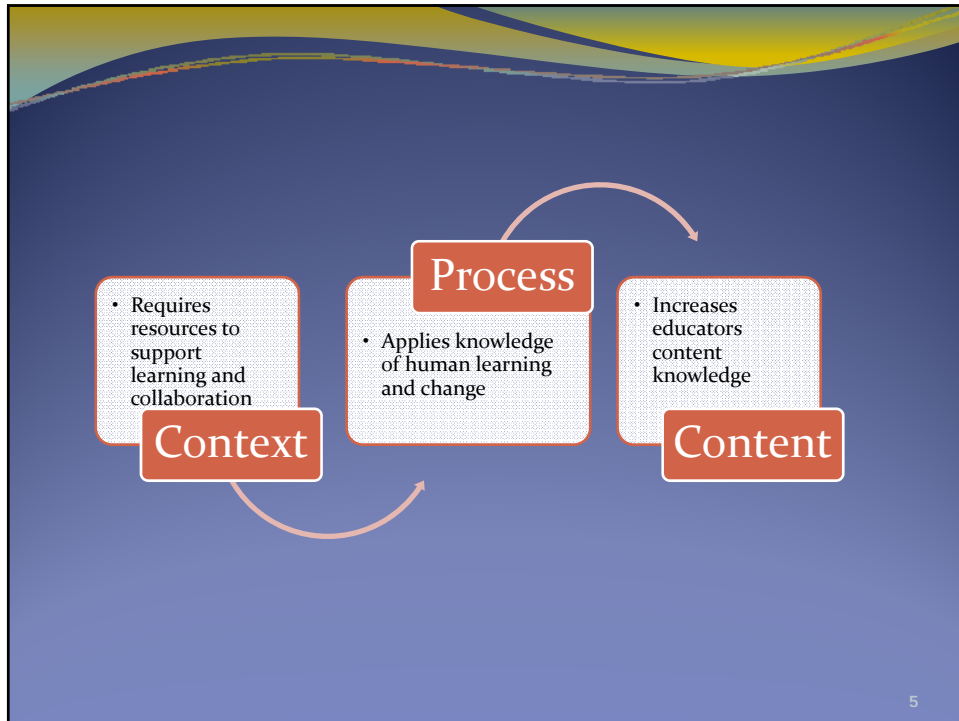
Professional Development Standards

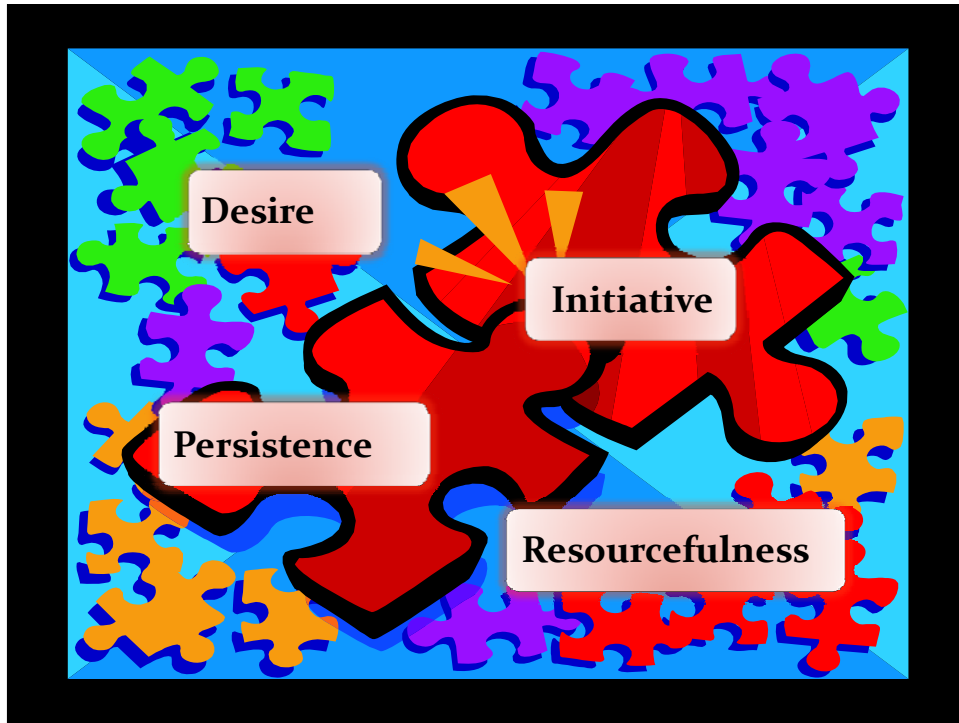
Context

Process

Content

4





Desire
(Meyer, 2001)

- Freedom
- Power
- Change

} Meyer's instrument does not measure desire within the context of learning, but rather attempts to measure the degree to which an agent can act intentionally.

“[Meyer’s] work on desire to learn has been treated as an effort to understand the **precursors** to the development of intentions related to learning”
(Park & Confessore, 2002).



Resourcefulness

(Carr, 1999)

- Prioritizing learning activities over nonlearning activities
- Choosing to engage in learning activities as opposed to nonlearning activities
- Looking to the future benefits of present learning
- Solving problems that interfere with learning activities



Initiative

(Ponton, 1999)

- Goal-directedness
- Action-orientation
- Persistence in overcoming obstacles
- Active-approach to problem solving
- Self-startedness

Persistence

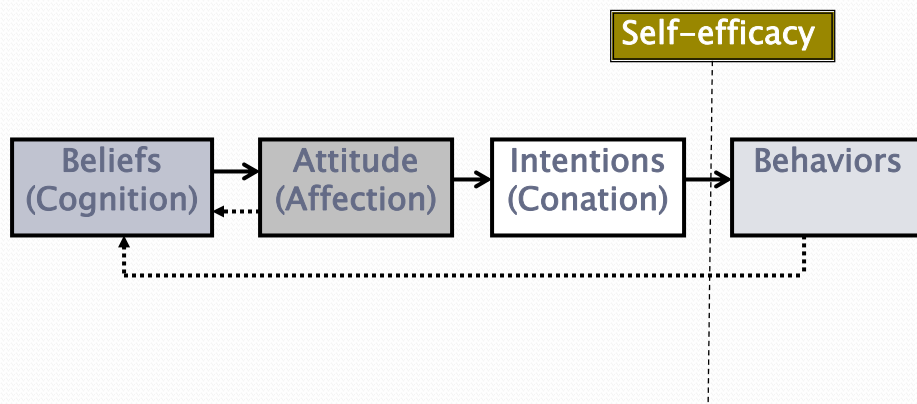
(Derrick, 2001)

- Volition
- Self-regulation
- Goal-directedness‡

‡Perseverance toward goal accomplishment

A Simple Behavioral Model

(Fishbein & Ajzen, 1975)



CONCEPTUAL FRAMEWORK

Role of Beliefs, Attitudes, and Intentions in Autonomous Learning

- *The intention to perform a certain behavior (i.e., autonomous learning) is determined by:*
 - *attitude towards the behavior*
 - *subjective norm (perceived social pressure or motivation to engage or not in a behavior and determined by the total set of normative beliefs which are the perceived behavioral expectations of important referent individuals)*
 - *perceived behavioral control (perceptions of their ability to perform a given behavior),*

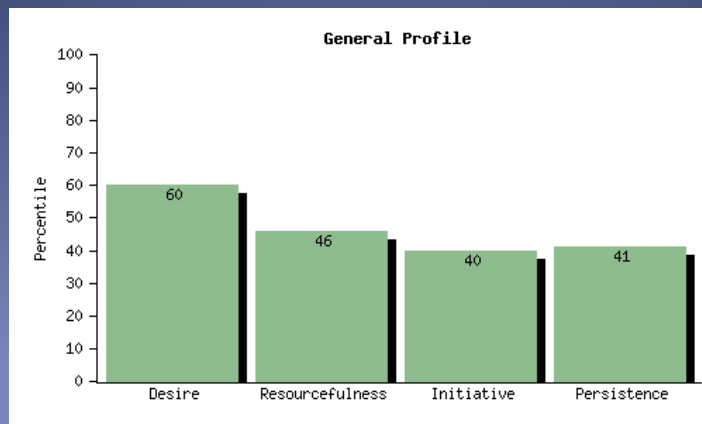
Major Considerations

- Personal agency over one's life depends on the modifiability of the environment
 - imposed, selected, created
- Recognition that actions produce outcomes
 - modeling, vicarious experiences
- Mastery experiences
- Self-appraisal skills

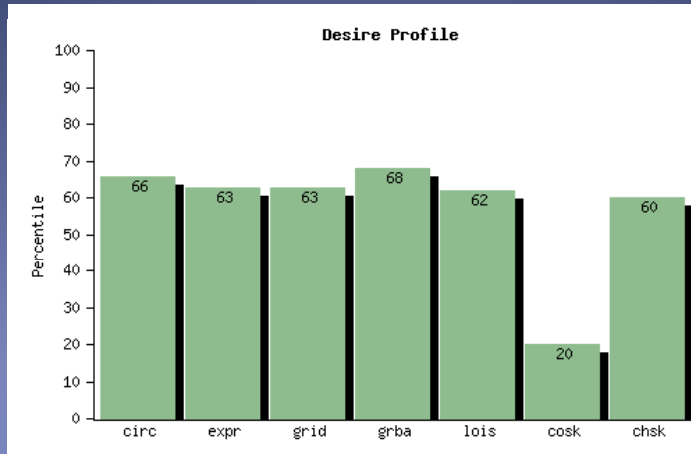
Characteristics necessary to engage in learning

What is the Learner Autonomy Profile and how can it be used to design professional development?

Learner Autonomy Profile

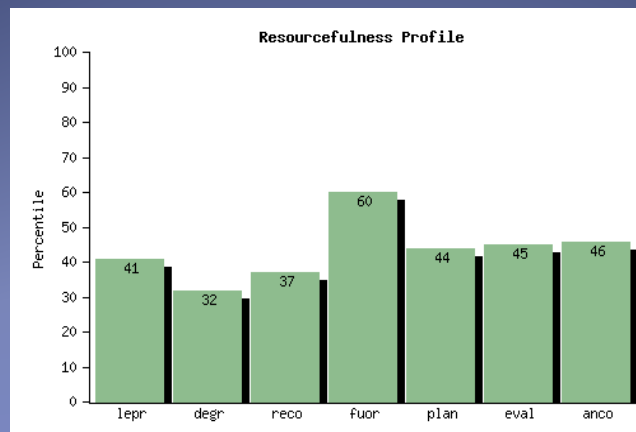


Desire



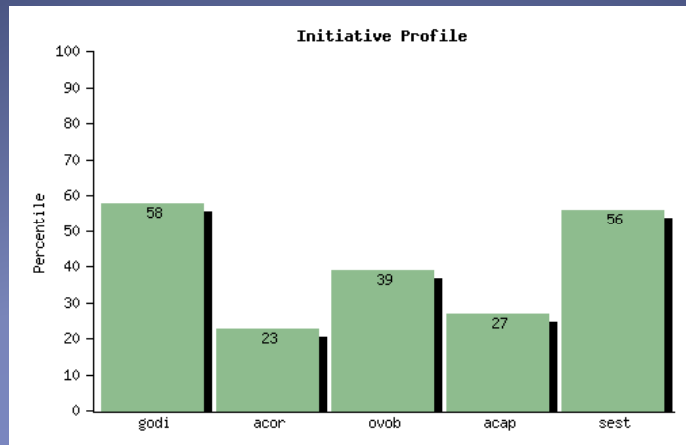
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Resourcefulness



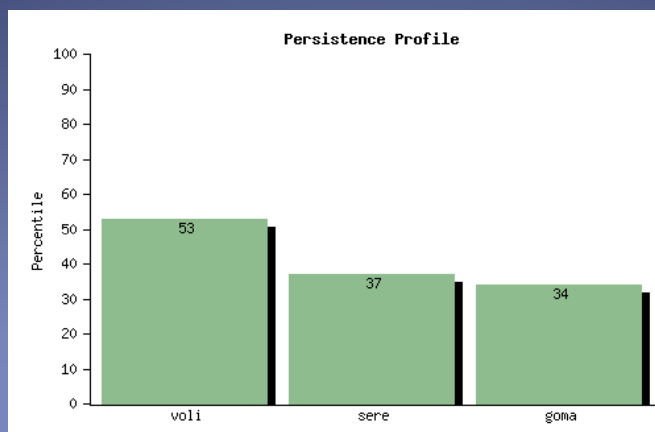
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Initiative



19

Persistence

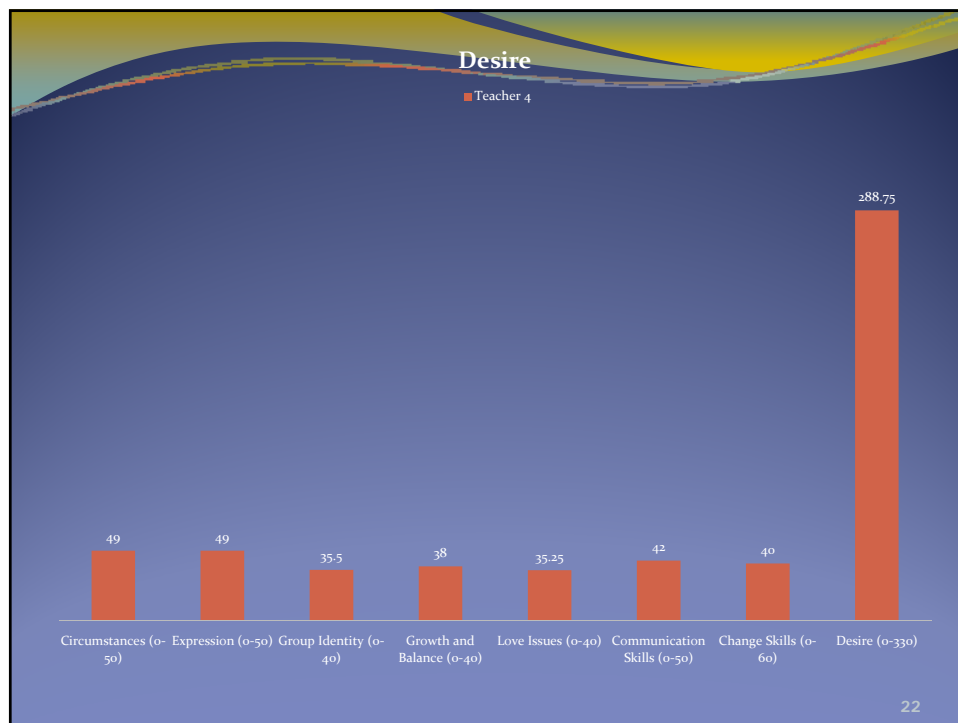


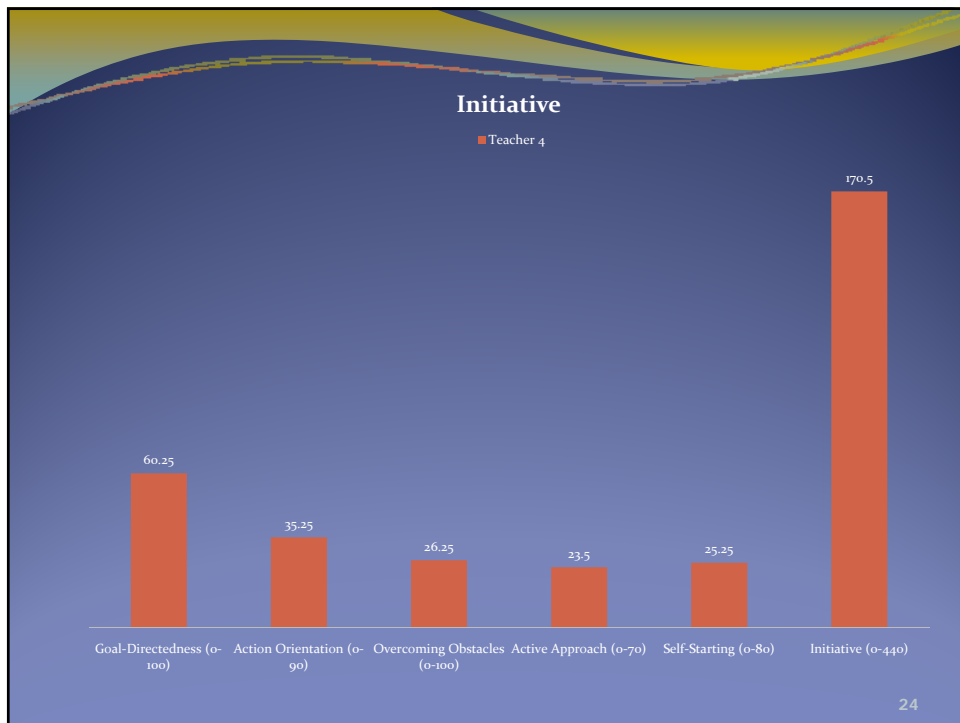
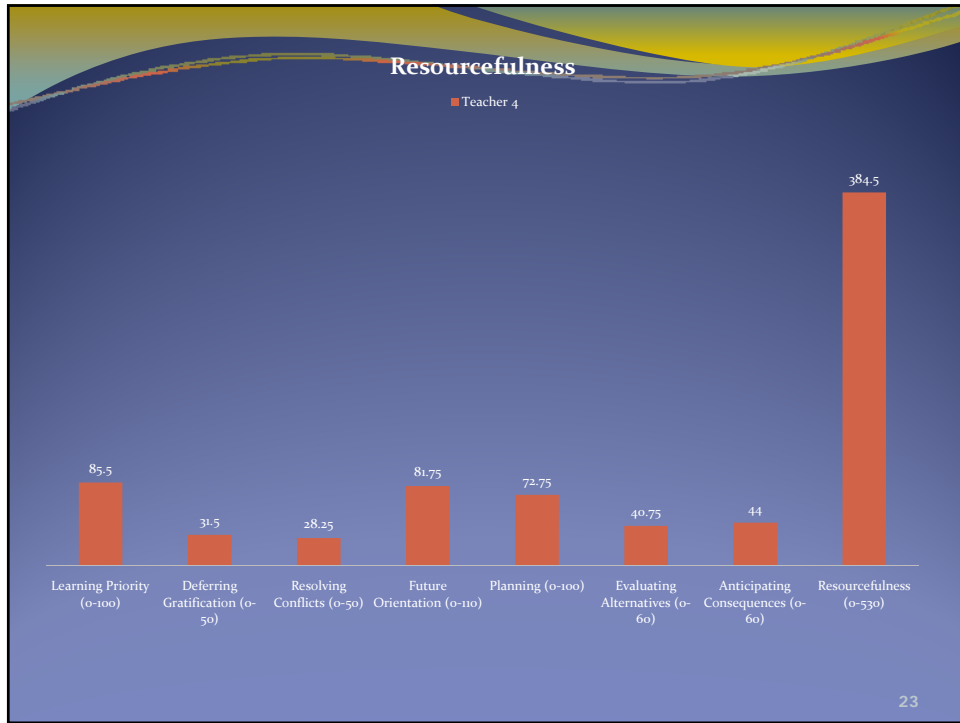
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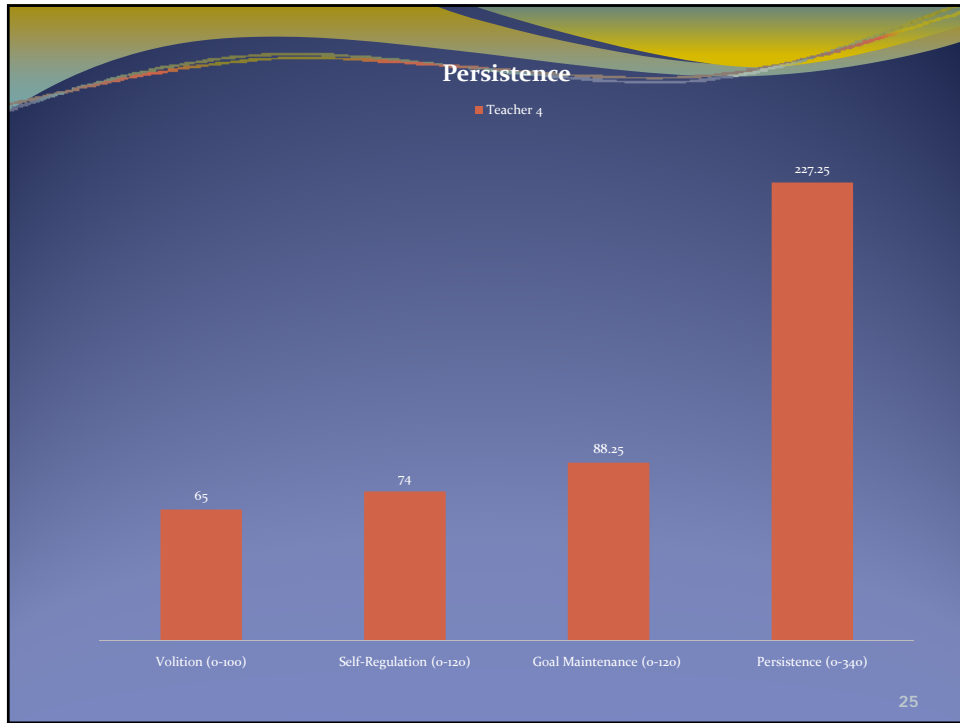
Data analysis

What do you think this teacher's needs?

21







Ways to foster autonomous learning

How do you think we can use this data to support teachers?

26

“If you don’t know where you are going, you’ll end up somewhere else.”



Yogi Berra

What’s the Point?

- **Readiness to engage in learning**
- **Supporting novices to expert teachers along the continuum**