

ABSTRACT

TEACHERS' PERCEPTIONS OF EFFECTIVE PROFESSIONAL DEVELOPMENT: A QUALITATIVE STUDY OF A SCIENCE INSTITUTE

Teachers' self-reported perceptions of what constitutes effective professional development, especially in the area of science, were examined. A 2-week teachers' institute concentrating on Earth Science was evaluated and described in detail. Information was gathered from all institute participants via field notes, questionnaires, group discussions, and personal interviews. Results supported findings that teachers prefer activity-based learning, on-site support, collaboration opportunities, and content, the last two of which are positively related to student achievement. Specific teacher comments and recommendations for future teacher institutes are included.

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