

APPENDICES

APPENDIX -A
DOCUMENTS SUBMITTED FOR RESEARCH
REVIEW COMMITTEE

**APPLICATION TO CONDUCT RESEARCH
SCHOOL DISTRICTS OF PHILADELPHIA**

Name: (Principal Investigator/Researcher):
Primary Telephone: _____ **Alternate Telephone** _____
Mailing Address : _____

Primary Email address: _____
Alternate Email address: _____
Title of Study _____

Duration of Study _____

Identify all District schools, divisions, and offices involved in this research project (Attach one extra sheet if necessary) : As per the guidelines of the Chief Superintendent

Structured Abstract (limit: 300 words) the term structured abstract should be a link (Attached)

Signature of Principal Investigator/Researcher: _____

Date Submitted: 07- 23-2011-

For SDP use only

Date received: _____ **RRC Proposal Number:** _____

Date Reviewed: _____

Type of Submission:

- New
 Amended
 Continuation
 Resubmitted
 Other _____

Action Taken:

- Approved as Submitted
 Conditional Approval
 Declined/Rejected

SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
RESEARCH PROPOSAL DATA FORM

Name: Mrs. Meera Subramanian

Organisation: The Maharaja Sayajirao University of Baroda. Vadodara, Gujarat.India

Title: A Study of the Policies and Programs for the Professional Development of School Teachers' in the United States of America.

Email: subra.meera@gmail.com

Phone: +91-0265-2252564; +919974668570

Fax: Nil

Is there a School District sponsor for your research project? Yes No

Sponsor's Name: Nil

Describe your data request in detail

- a. The reports of the policies of the federal, state government and the school district from the Chief Education Superintendent of the selected school district.
- b. The researcher would like to visit the centers where PD programs are taking place and observe the ongoing PD programs
- c. The researcher would like to interview the Chief Education Superintendents of the school districts, Principals and teachers.
- d. Questionnaire for teachers:
- e. Questionnaire for Principals:

Explain why you require the information and how it relates to your proposal

1. The relevant documents will be analysed for the purpose of the nature of policies pertaining to the PD of teachers, guidelines for implementation and specific rules and regulations for the teacher development in school education. The relevance will help in drawing implications for the Indian context.

2. Observing the PD programs will help to understand the actual transaction of the programs in terms of content, methodology and feedback system. This will give the researcher the first hand information about the actual implementation of the program, perception of the teachers regarding the nature of the program, need of the program, the logistics of the programs, impact of the programs on the teachers, adoptability of the programs in the classroom practice and in their teaching learning process. This will also give the information of the resource persons.
3. To understand the policies of the federal and state government for the PD of teachers, the ongoing PD programs, the issues and challenges associated with the planning and implementation of the PD programs
4. This questionnaire will help to understand the teachers' perception of the PD programs, need of the programs, their freedom to choose the programs, impact of the programs, issues and challenges.
5. Questionnaire will help to understand Principal's perception on the ongoing programs, the need of the programs, does the program have an impact on the school development, teachers' professional growth and the issues and challenges faced in the implementation of the programs.

When is the data needed?

Data is needed by 15th September 2011.

Has this data been previously provided?

Yes No

Provider's Name; Nil



Requestor/researcher signature

III. Supporting Documents

B. Protocols and Instruments

Interview Protocol for the Chief Education Superintendent

Date and time of Interview:

Place:

Interviewer:

Interviewee: (Name, School, years of Teaching)

(Briefly the purpose of the study will be described, making sure that the interview will be treated confidentially)

To following questions seek responses as to how the policies of the federal, state government and the school districts for the PD of teachers in the high schools, the ongoing PD programs, the issues and challenges associated with the planning and implementation of the PD programs.

1. Tell me about the policies of the school districts of Philadelphia for Professional development of High school teachers.
2. Who are all consulted in the policy decisions?
3. How often the polices are reviewed?
4. What is the implementation process? (Time duration, how often?)
5. To what extent the policies reflect on the multiple criteria of high quality professional development?
6. Which of the areas of high quality professional development is the strongest or weakest aspect of Philadelphia's school districts' professional development policies and programs?(Program Planning, Program design, Program Resources, or Program evaluation)
7. What is your experience of professional development activities in the last two years?
8. In what ways, if any did the experience stimulate you to experiment with new ideas, methods or practices?
9. What are the challenges encountered by you in implementing these programs?

Interview Protocol for the School Principal

Date and time of Interview:

Place:

Interviewer:

Interviewee: (Name, School, years of Teaching)

(Briefly the purpose of the study will be described, making sure that the interview will be treated confidentially)

To following questions seek responses as to how the policies of the federal, state government and the school districts for the PD of teachers in the high schools, the ongoing PD programs, the issues and challenges associated with the planning and implementation of the PD programs.

1. In your opinion which of the policies of the Philadelphia School District is most effective for high quality teachers/
2. Is there any policy by your school for professional development of teachers?
3. How are the professional development programs implemented in your school?
4. How often you review the implementation of these programs?
5. What is your experience of professional development activities of the school districts in the last two years?
6. Tell me about the process of the feed-back system in your school?
7. What are the challenges faced by you in the implementation of professional development programs?

**APPLICATION TO PERFORM RESEARCH
ST. LOUIS PUBLIC SCHOOLS**

Chairman, Research Review Committee
Division of Evaluation and Research
801 North 11th Street
St. Louis, Missouri 63101
(314) 345-2428

The completed application should be returned with the following items:

- a short statement of the purpose of your research and how the study will be used,
- (b) a brief list of sources providing direction to your study, and
- (c) an explanation of the methodology, which should include copies of questions, surveys, or data collection instruments to be administered to St. Louis Public School students, parents, or staff, if you are using surveys or questionnaires.

St. Louis School Board Policy requires that research be well designed, adhere to child protection laws, not place unreasonable demands on students, staff, or parents nor interfere with regular system operations, and it must be in the interests of the school system to participate. If student contact or access to student records is requested, you will need to provide a letter of approval from the Human Subjects Board or its equivalent from your home institution before you can begin research.

Note that all approved research projects must update their application at the beginning of each school year.

I. Name of Investigator _____ **Position** _____

Affiliation(s) _____ Date _____

Office Address _____

Home Address _____

Office Phone (_____) _____ Home Phone (_____) _____

II. Project

Project Title _____

Project Description _____

Funding Source(s) for this Project

III. Participant Involvement:

Number of Subjects

Time Requirements

Pupils _____

_____ per _____

Teachers _____

_____ per _____

Administrators _____

_____ per _____

Parents _____

_____ per _____

Number of persons visiting sites in connection with project _____

What involvement is required of the subjects? _____

IV. Requirements:

Number and

Type of School: Elementary (K-5) _____ Middle (6-8) _____
Elementary (K-8) _____ Secondary _____

Total Number of Schools _____ Total Number of Classrooms _____

Grades Required _____ Other School Characteristics _____

Do you require any specific schools? Names _____

Starting Date of the Research _____

Ending Date of the Research (Note that applications must be updated annually)

Frequency of Contact _____

Names of persons entering the school(s) for research

V. Results:

What is the anticipated value of the research?

In general? _____

To the St. Louis Public Schools? _____

Do you plan to publish the results of this research? If so, list target journals?

VI. IF YOU HAVE EXTENDED CONFIDENTIALITY, NAMES MAY BE OMITTED FROM THIS ITEM.

Are other school systems involved in this research? _____

Please name _____

Have you conducted research in other school systems? _____

Please name _____

VII. UPON COMPLETION OF THE RESEARCH, YOU WILL BE REQUIRED TO SUBMIT TWO COPIES OF THE REPORT (OR SUMMARY).

A MEMORANDUM INDICATING PROCEDURAL PROBLEMS, UNUSUAL EXPERIENCES, RECOMMENDATIONS, COMMENTS AND OBSERVATIONS WOULD ALSO BE WELCOMED.

The Documents Can Be Expected By (date) _____

1) _____
Signature of Applicant Date

2) _____
PRINT – Name of Institutional Institution
Advisor, Professor or Supervisor

3) _____ () _____
Signature of Advisor, Professor Office Telephone
Or Supervisor

With the above information, research requests are assessed, submitted to appropriate district administrators for approval, and accepted or rejected based on the merits of the proposal, its value to the St. Louis Public Schools, and considerations for the welfare of our students and staff.

Guidelines Regarding Research in SLPS Schools

Allowing research in SLPS schools is a service to the larger education community. There are, nevertheless, legal requirements that must be met prior to allowing such projects and academic standards that must be met in order to make our involvement worthwhile to our students today as well as to our students generations into the future. Our guidelines seek to balance the need for advancement through research with our overriding priority of uninterrupted instructional activities that maximize student learning. There are both legal and ethical reasons behind the District's efforts to control and monitor research in the schools. Failure to adhere to the laws and regulations regarding research exposes the District to legal sanctions. The legal background stems from provisions of The Family Educational Rights and Privacy Act (FEPA) that affords parents and students certain rights regarding student records, the administration of surveys, and the collection and use of personal information. (Statute: 20 U.S.C. 1232g. Regulations: 34 CFR, Part 99) District mirrors this Federal law in Board of Education Regulation (R1340) which states: "The principal shall not permit any person not employed by the Board of Education to gather statistics or research information in the schools without authority from the superintendent of schools or designee." (R1340 Community Relations / Public Activities Involving Staff, Students or School Facilities, approved 1990/revised 1999.)

Summary of Key Components of SLPS Guidelines Research Research is access to any records containing privileged or confidential information about staff or pupils or the act of gathering statistics, interviewing, observing or administering survey or other data-collection instruments in the schools. Who needs to apply to do research? Any person not employed by the Board of Education must apply before doing any research in the schools (this includes university researchers and program evaluators). In addition, Board of Education employees collecting student or staff data for projects that are submitted for University credit or advanced degrees must also apply for permission to do research. (The collection of such data for in-district/school dissemination only to further instructional or school improvement purposes is exempt.)

The application process is available on-line on this page. Not all research will necessarily be approved. Our responsibility is to balance the need for research with the need for uninterrupted instructional activities that maximize student learning. Potential researchers should be aware that permission to do research is a multistep process, and permission to conduct research in the district does not guarantee any individual school's willingness to participate. Although initial permission may only be granted through Research, Assessment and Evaluation, the principal of a school will have the final decision in regards to her or his school's participation. Research Applications should be sent to Dr. C. L. Shannon, Senior Evaluator / Chairman, Research Request Review Committee. Email: c.shannon@slps.org Phone: (314) 345-2428

Application

Link [http://www.slps.org/19621084161617990/lib/19621084161617990/ Files/ApplicationtoPerformResearch.docx](http://www.slps.org/19621084161617990/lib/19621084161617990/Files/ApplicationtoPerformResearch.docx)

A Consent and Assent Forms

Meera Subramanian
Research Scholar,

Department of Educational Administration
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara - 390002. Gujarat, India.
Website: www.msubaroda.ac.in

Dear Sir/Madam,

I am a Ph.D student in the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, India, conducting a study entitled, “**A Study of the Policies and Programs for the Professional Development of School Teachers in the United States of America**”, under the supervision of Assoc. Prof. Dr.PushpanadhamKaranam.

The objectives of my study are as follows:

1. To study the Federal and State Policies related to Professional Development (PD) Programs for the School teachers in the USA, in terms of;
 - Guidelines for Teachers
 - Professional standards and requirements
 - Monitoring and appraisal system
 - Career advancement if any
2. To study the on-going PD Programs in USA, in terms of content, methodology and feedback system.
3. To study the opinions of Teachers and the Principals regarding the PD programs.
4. To study the issues and challenges in managing the PD Programs.
5. To study the relevance and to draw implications to the Indian context.

Data collected in this project will be used for published reports of the research in professional journals.

The risks and discomforts are minimal. Strictly the use of your time in responding to the questionnaires is required. No physical risk is involved, and your responses will not be manipulated in any way.

The information you provide may be helpful to draw implications for the on-going PD programs in India.

Your participation is completely voluntary. All the data generated during this study will remain confidential. Neither your name nor the name of your workplace will be used in the published study, and only Dr. K. Pushpanadham and I will have access to the primary data

I am inviting you to assist me by agreeing to participate and respond to the questionnaire prepared for this study. I earnestly request to provide necessary support for successfully conducting my research study. An early response in this regard is highly appreciated. Thank you in advance for assistance and cooperation

Signed Consent Portion – to be retained by respondent

I understand the study entitled: “A Study of the Policies and Programs for the Professional Development of School Teachers in the United States of America” as explained to me and I consent to participate in the study. My participation is completely voluntary, I understand that all research information will be handled in the strictest confidence and my participation will not be individually identifiable in any reports. I understand that there is no penalty or prejudice of any kind for withdrawing or not participating in the study.

(Respondent Signature)

(Date)

(Researcher Signature)

(Date)

Signed Consent Portion – to be retained by researcher

I understand the study entitled: “A Study of the Policies and Programs for the Professional Development of School Teachers in the United States of America” as explained to me and I consent to participate in the study. My participation is completely voluntary, I understand that all research information will be handled in the strictest confidence and my participation will not be individually identifiable in any reports. I understand that there is no penalty or prejudice of any kind for withdrawing or not participating in the study.

(Respondent Signature)

(Date)

PARTICIPANT INFORMATION LETTER
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA - 390002. GUJARAT, INDIA.

Website: www.msubaroda.ac.in

September 21, 2011

Dear Sir/Madam,

I am a Ph.D student in the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, India, conducting a study entitled, “**A Study of the Policies and Programmes for the Professional Development of School Teachers in the United States of America**”, under the supervision of Assoc. Prof. Dr.PushpanadhamKaranam.

The objectives of my study are as follows:

1. To study the Federal and State Policies related to Professional Development(PD) Programs for the School teachers in the USA, in terms of;
 - Guidelines for Teachers
 - Professional standards and requirements
 - Monitoring and appraisal system
 - Career advancement if any
2. To study the ongoing PD Programs in USA, in terms of content, methodology and feed back system.
3. To study the opinions of Teachers and the Principals regarding the PD programs.
4. To study the issues and challenges in managing the PD Programs.
5. To study the relevance and to draw implications to the Indian context.

I am inviting you to assist me by agreeing to participate and respond to the questionnaire prepared for this study. All the data generated during this study will remain confidential. Neither your name nor the name of your workplace will be used in the published study, and only Dr. K. Pushpanadham and I will have access to the primary data.

I earnestly request to provide necessary support for successfully conducting my research study. An early response in this regard is highly appreciated. Thank you in advance for assistance and cooperation.

Sincerely,

Meera Subramanian,
Research Scholar,
Faculty of Education and Psychology,
The M.S. University of Baroda.
Vadodara.India.

Email: subra.meera@gmail.com

Phone: 215-563-2578

PARTICIPANT INFORMATION LETTER -MEERA SUBRAMANIAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

July 1, 2011

The Principal,

Dear Sir/Madam,

I am registered as a PhD student in the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, **India**, conducting a study entitled, “A Study of the Policies and Programs for the Professional Development School Teachers in the United States of America”, under the supervision of Assoc. Prof. Dr. Pushpanadham Karanam.

The objectives of my study are as follows -

1. To study the Federal and State Policies related to PD (professional development) Programs for the School teachers in the USA, in terms of;
 - Guidelines for Teachers.
 - Professional standards and requirements.
 - Monitoring and appraisal system.
 - Career advancement, if any.
2. To study the ongoing PD Programs in USA, in terms of content, methodology and feed back system.
3. To study the opinions of Teachers and the Principals regarding the PD programs.
4. To study the issues and challenges in managing the PD Programs.
5. To study the relevant policies pertaining to the PD Programs and to draw implications to the Indian context.

In order to realise the objectives of my study, I request you to assist my research endeavour. I would be obliged if you agree to participate and respond to the questionnaire prepared for this study. Further, I would also be interested in a face to face interaction at a time and place convenient to you.

The recorded interview will focus on the policies, implementation and evaluation of professional development of school teachers. All the data generated during this study will remain confidential. Neither your name nor the name of your workplace will be used in the published study, and only Dr. K. Pushpanadham and I will have access to the primary data.

I sincerely request you to provide the necessary support for successfully conducting my research study. An early response in this regard is highly appreciated.

Thank you in advance for assistance and cooperation.

Yours sincerely,

Meera Subramanian,
Research Scholar,
Faculty of Education and Psychology,
The M.S. University of Baroda.
Vadodara.

India.

Email: subra.meera@gmail.com

Mobile: +91 9974668570

Mrs.Meera Subramanian
Research Scholar
Centre of Advanced Study in Education (CASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Baroda-390002, Gujarat, India.

ABSTRACT

Teachers are very important assets in schools. Countries across the globe have been focusing on the teacher's professional development and most of the developed countries have developed strategic plans and holistic programs for the teacher development. The United States of America is one of the countries which have developed an effective system for teacher development. Though India has made some policies and programs recently envisaging the teachers' need for Professional development, there is no specific policy related to this.

So the researcher has selected the United States of America to study the policies and programs for professional development of teachers.

The study aims in exploring the answers for the research questions, like the policies of the Federal, State Government and the school districts for Professional development of teachers; teachers freedom in the choice of programs; the perceptions of teachers and impact of the programs on teacher development and the relevancy of the policies to Indian context.

OBJECTIVES OF THE STUDY

1. To study the Federal and State Policies related to Professional Development Programs (PDP) for the School teachers in the USA

2. To study the PDP in USA, in terms of content, methodology and feedback system.
3. To study the opinions of Teachers and the Principals regarding the PDP
4. To study the issues and challenges in managing the PDP.
5. To study the relevance and to draw implications to the Indian context.

Population

Population of the study comprises of Private Schools, Public Schools and the Charter Schools the Philadelphia School districts and Superintendent of the school district, the Teachers and Principals of ten High schools.

Data Collection and Analysis

The data collected through interviews, participant observation and questionnaires will be analysed by qualitative methodology.



DEPARTMENT OF EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
LOKMANYA TILAK ROAD,
VADODARA -390002, INDIA.
PHONE (+91-265)2792631.FAX: 0091-265 2795516

Date: 22-07-2011

TO WHOM IT MAY CONCERN

Mrs. Meera Subramanian is a bonafied research scholar at the Centre of Advanced Study in Education, Faculty of Education and Psychology, The Maharaja Sajirao University of Baroda, Vadodara, Gujarat, India. Her research proposal entitled "A Study of the Policies and Programs For the Professional Development of School Teachers in the United States of America" has been approved for Doctoral Studies in our faculty.

Her study is of importance in the area of education in general and comparative education in specific. The study does not compromise privacy of participants and it does not cause any emotional, physical and psychological harm to the subjects as it requires only data collection through questionnaires, interviews and participant observation.

The data collected will be exclusively used for this research work. The researcher will take all the ethical considerations while collecting the data. You are requested to grant her permission and provide the necessary academic support.


Dr. K. Pushpanadham
Research Guide




Prof N. Pradhan
Head


Prof. D.R. Goel
Dean
DEAN
FACULTY OF EDUCATION & PSYCHOLOGY
M. S. UNIVERSITY OF BARODA,
BARODA.

**APPLICATION TO PERFORM RESEARCH
ST. LOUIS PUBLIC SCHOOLS**

Chairman, Research Review Committee
Division of Evaluation and Research
801 North 11th Street
St. Louis, Missouri 63101
(314) 345-2428

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Note that all approved research projects must update their application at the beginning of each school year.

I. Name of Investigator _____ **Position** _____

Affiliation(s) _____ Date _____

Office Address _____

Home Address _____

Office Phone (_____) _____ Home Phone (_____) _____

II. Project

Project Title _____

Project Description _____

Funding Source(s) for this Project

III. Participant Involvement:

Number of Subjects

Time Requirements

Pupils _____

_____ per _____

Teachers _____

_____ per _____

Administrators _____

_____ per _____

Parents _____

_____ per _____

Number of persons visiting sites in connection with project _____

What involvement is required of the subjects? _____

IV. Requirements:

Number and

Type of School: Elementary (K-5) _____ Middle (6-8) _____
Elementary (K-8) _____ Secondary _____

Total Number of Schools _____ Total Number of Classrooms _____

Grades Required _____ Other School Characteristics _____

Do you require any specific schools? Names _____

Starting Date of the Research _____

Ending Date of the Research (Note that applications must be updated annually)

Frequency of Contact _____

Names of persons entering the school(s) for research

V. Results:

What is the anticipated value of the research?

In general? _____

To the St. Louis Public Schools? _____

Do you plan to publish the results of this research? If so, list target journals?

VI. IF YOU HAVE EXTENDED CONFIDENTIALITY, NAMES MAY BE OMITTED FROM THIS ITEM.

Are other school systems involved in this research? _____

Please name _____

Have you conducted research in other school systems? _____

Please name _____

VII. UPON COMPLETION OF THE RESEARCH, YOU WILL BE REQUIRED TO SUBMIT TWO COPIES OF THE REPORT (OR SUMMARY).

A MEMORANDUM INDICATING PROCEDURAL PROBLEMS, UNUSUAL EXPERIENCES, RECOMMENDATIONS, COMMENTS AND OBSERVATIONS WOULD ALSO BE WELCOMED.

The Documents Can Be Expected By (date) _____

1) _____
Signature of Applicant Date

2) _____
PRINT – Name of Institutional Institution
Advisor, Professor or Supervisor

3) _____ () _____
Signature of Advisor, Professor Office Telephone
Or Supervisor

With the above information, research requests are assessed, submitted to appropriate district administrators for approval, and accepted or rejected based on the merits of the proposal, its value to the St. Louis Public Schools, and considerations for the welfare of our students and staff.

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Summary of Key Components of SLPS Guidelines Research Research is access to any records containing privileged or confidential information about staff or pupils or the act of gathering statistics, interviewing, observing or administering survey or other data-collection instruments in the schools. Who needs to apply to do research? Any person not employed by the Board of Education must apply before doing any research in the schools (this includes university researchers and program evaluators). In addition, Board of Education employees collecting student or staff data for projects that are submitted for University credit or advanced degrees must also apply for permission to do research. (The collection of such data for in-district/school dissemination only to further instructional or school improvement purposes is exempt.)

The application process is available on-line on this page. Not all research will necessarily be approved. Our responsibility is to balance the need for research with the need for uninterrupted instructional activities that maximize student learning. Potential researchers should be aware that permission to do research is a multistep process, and permission to conduct research in the district does not guarantee any individual school's willingness to participate. Although initial permission may only be granted through Research, Assessment and Evaluation, the principal of a school will have the final decision in regards to her or his school's participation. Research Applications should be sent to Dr. C. L. Shannon, Senior Evaluator / Chairman, Research Request Review Committee. Email: c.shannon@slps.org Phone: (314) 345-2428

Application

Link <http://www.slps.org/19621084161617990/lib/19621084161617990/ Files/ApplicationtoPerformResearch.docx>

APPENDIX –B
SCHOOL DISTRICT APPROVAL LETTER

**THE SCHOOL DISTRICT OF PHILADELPHIA
RESEARCH REVIEW COMMITTEE**

Office of Accountability
440 North Broad Street
2nd Floor, Portal A
Philadelphia, PA 19130

OFFICE OF RESEARCH AND EVALUATION

Phone: 215-400-4260
Fax: 215-400-4252

September 15, 2011

Mrs. Meera Subramanian
C/O Deepa Subramanian
266 South 23rd Street
Apt: 5A
Philadelphia, PA – 19103, U.S.A

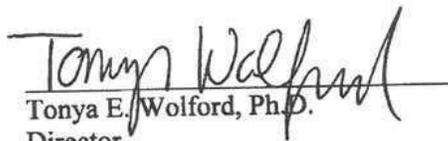
Dear Mrs. Subramanian:

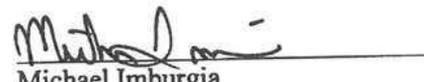
Please allow this letter to serve as notice that The School District of Philadelphia, through its Office of Research and Evaluation's Research Review Committee process, has granted you approval to conduct study #2011-08-009, entitled "A Study of the Policies and Programs for the Professional Development of School Teachers in the United States of America."

Any researcher interacting directly with children in the school(s) must have both child abuse and criminal checks completed. As with all research in the District, all student data must remain strictly confidential, and entry into a school is contingent on the principal's approval. Principals are under no obligation to participate in your study.

You are required to provide a copy of the final report to the Office of Research and Evaluation. Abstracts or Executive Summaries must be furnished to the Program Office and each cooperative school.

Please contact the Office of Research and Evaluation if you have any questions or concerns related to this decision.


Tonya E. Wolford, Ph.D.
Director
Office of Research & Evaluation


Michael Imburgia
Research Associate
Office of Research & Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA
Academic Division Seven
Leeds Middle School, Room Eight
1100 Mt. Pleasant Avenue
Philadelphia, PA 19150

Karen Kolsky, Ed.D.
Assistant Superintendent

Voice: 215.248.6685
Facsimile: 215-248.6687

September 22, 2011

Subject: Research Study of Professional Development; The School District of Philadelphia

Meera Subramanian, Researcher, from India has submitted a Research Proposal to the Research Review committee (RRC), The School District of Philadelphia. The Research Proposal is titled *A Study of the Policies and Programs for the Professional Development of School Teachers in the United States of America.*

I support the research study.

Karen Kolsky; former Deputy, Office of Professional Development

APPENDIX – C

SCHOOL PERMISSION LETTER

APPENDIX - D
INTERVIEW SCHEDULE OF PRINCIPALS

APPENDIXD

Principals' Interview Schedule

S. No	STATE	NAME OF THE SCHOOL DISTRICT	NAME OF THE SCHOOL	DATE	TIME OF INTERVIEW
1.	Missouri	St.Louis Public Schools	School A	07-11-2011	8.45 A.M TO 10.00 A.M
			School B	10-11-2011	8.45 A.M TO 11.30 A.M
2.	New jersey	Hoboken School District	School C	14-10.2011	9.00A.M TO 10.30 A.M
3	Pennsylvania	School District of Philadelphia	School D	12- 10-2011	10.00 A.M TO 12.00P.M
			School E	26-11-2011	10.30A.M TO 12.00 P.M
			School F	22-09-2011	10.30 A.M TO 2.00 P.M
4	District of Columbia	Washington DC	School G	14-10-2011	9.00 A.M TO 11.00A.M

APPENDIX – E
SCHEDULE OF FOCUS GROUP DISCUSSION
WITH TEACHERS

APPENDIX -E

Details of Focus Group Discussion with Teachers

S. No	STATE	NAME OF THE SCHOOL DISTRICT	NAME OF THE SCHOOL	NO. OF TEACHERS	DATE
1.	Missouri	St.Louis Public Schools	School A	12	10-11-2011 12 P.M.
			School B	10	07-11-2011 11.30 A.M
2.	New Jersey	Hoboken School District	School C	11	17-10.2011 2.30 P.M.
3	Pennsylvania	School District of Philadelphia	School D	09	20 10-2011 8.00 A.M
			School E	06	26-11-2011 1.00 P.M.
			School F	14	22-09-2011 2.30 P.M.
4	District of Columbia	Washington DC	School G	14	14-10-2011 3.00 P.M

APPENDIX - F
EXPERTS FOR TOOL VALIDATION

LIST OF EXPERTS CONSULTED

Prof. S. Kumar	Former Dean, Faculty of Education and Pshycology, M.S. University of Baroda, Vadodara, India
Prof.K.Sujatha	Professor & Head, Department of Educational Administration, National University of Educational Planning and Administration, New Delhi, India
Prof.R.C.Saravanabhavan	Profseor, Department of Educational Administration, Howard University,School of Education. Washington DC. USA
Prof.Harbans Bola	Retd. Professor of Education, Indiana University USA
Prof. Carolyn J, Riehl	Associate Professor, Sociology and Educational Policy, Teachers College, Columbia University, New York. USA
Prof.Drago Severson	Associate Professor of Education, Teachers College, Columbia University, New York. USA
Prof.SrikalaNarain	Assistant Professor of Education,Teachers College, Columbia University, New York. USA
Dr.Schuttloffel, Merylann J	Professor, Institute for policy Research and Catholic Studies, The Catholic University of America
Dr.SenthilVeerarghavan	Associate Professor, Operations & Information management department, Wharton School of Business management, University of Pennsylvania

Dr. Reza Arjmand

Visiting Professor, Department of
International & Transculture, Teachers
College, Columbia University, New
York. USA

Ms. Shruti Mukkamala

Doctoral student in clinical
Psychology. University of
Massachusetts, Boston. USA

Ms Radhika Iyengar

doctoral Student, Economic of
Education, Teachers College, Columbia
University, New York, USA

To

Prof

Date: 29-4-2011

Dear Sir,

Sub: Validation of Research Tools

Meera Subramanian,
Doctoral Student,
Faculty of Education and Psychology,
Centre of Advanced Studies in Education
Maharaja Sayajirao University of Baroda.

I am a doctoral student working under the supervision of Dr.Pushpanadham, Associate Professor Faculty of Education and Psychology, Maharaja Sayajirao University of Baroda.

The title of the study is “A STUDY OF THE POLICIES AND PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS IN THE UNITED STATES OF AMERICA”.

In this regard, I have developed research tools to aid in the data collection for the proposed study. The research tools are in the form of Questionnaires, for High School Principals and Teachers of the United States of America.

Dr.Pushpanadham has referred your name as one of the eminent scholars in this area. You are kindly requested to go through this draft questionnaire and provide your feedback and specific suggestions to improve.

The outline of the research proposal and questionnaires for teachers and principals are enclosed.

An early response in this regard is highly appreciated.

Looking forward to interacting with you.

Thanking you.

Meera Subramanian

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Title:

“A STUDY OF THE POLICIES AND PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS IN THE UNITED STATES OF AMERICA”.

The outline of the research proposal

The in-service education and continuous professional development of teachers has been given prime importance in the USA over the last two decades. Professional Development programs for teachers which are school based on content, pedagogy and psychology are continuously being administered to the teachers which have a great impact on student learning. So the researcher has taken this study to understand the policies and programs for the PD of high school teachers and draw implications to India.

Objectives of the study:

1. To study the Federal and State Policies related to Professional Development (PD) Programs for the School teachers in the USA, in terms of;
 - Guidelines for Teachers
 - Professional standards and requirements
 - Monitoring and appraisal system
 - Career advancement if any
2. To study the ongoing PD Programs in USA, in terms of content, methodology and feedback system.
3. To study the opinions of Teachers and the Principals regarding the PD programs.
4. To study the issues and challenges in managing the PD Programs.
5. To study the relevance and to draw implications to the Indian context.

Sample of the study

Two States of the USA and selected School Districts and the Teachers and Principals of the secondary school from these two States only

Research tools:

Document analysis, Participant observation, questionnaire for teachers of high school and questionnaire for principals of high school.

APPENDIX – G
QUESTIONNIRE FOR TEACHERS

- Organisation: School based District based State based
any other (specify)
-
-

- Focus: Subject Generic Methodology Evaluation
Behavior Personality

L. The sources you use for your professional continuous learning. (Please tick)

1. Academic meetings.
 2. Professional journals
 3. Reference books
 4. Professional bulletins
 5. University short term courses
 6. Any other (Specify)
-

M. Indicate below the types of PD Programs in which you participated during 2009-2011 school year. (Please tick whatever applicable)

- Coaching or mentoring by Senior teacher Specialist
Administrator
 - Completed a college course related to your teaching subject through
regular mode online distance learning
 - Others (Specify) -----
-

III. PERCEPTION ON THE DESIGN AND DEVELOPMENT OF PROFESSIONAL DEVELOPMENT PROGRAMS (PDP)

Strongly Agree Agree Undecided Disagree Strongly Disagree
 SA A UD DA SD

S.NO	COMPONENTS	SA	A	UD	DA	SD
1.	PDPs are designed with the consultation of teachers, administrators of my school district.					
2.	PDPs are an integral part of the broad school-wide educational improvement plan.					
3.	PDP standards set by the districts are relevant.					
4.	PDPs are well planned to meet the professional requirements of the teachers.					
5.	PDPs are relevant for teaching learning process.					
6.	PDPs are need based.					
7.	PDPs are designed to increase the efficiency of teachers					
8.	PDPs provide opportunities for sharing best practices among teachers from various schools in the district					
9.	PDPs provide opportunity for collaborative learning.					
10.	PDPs provide opportunity for reflective teaching and creative problem solving					

Please use this space for any additional comments with regard to the design and development of PDP

IV. PEERCEPTION ON THE CONTENT AND METHODOLOGY OF PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

Strongly Agree Agree Undecided Disagree Strongly Disagree

SA A UD DA SD

S.NO	COMPONENTS	SA	A	UD	DA	SD
1.	PDPs focused on research based content					
2.	PDPs improved my knowledge of the academic subjects					
3.	PDPs provided specific training in using teacher selected, district approved, educational materials					
4.	PDPs provided opportunities to know research based teaching methodology					
5.	PDPs provided methods for effective use of ICT in the teaching learning process					
6.	PDPs resource persons were excellent in the subject matter					
7.	PDPs prepared teachers to administer to use formative and summative evaluation pattern					
8.	PDPs prepared teachers to effectively deliver instruction to students at all skill levels.					
9.	PDPs helped in familiarizing with other subjects					
10.	PDP prepared teachers to effectively interpret learning outcomes of students.					
11.	PDP helped in developing skills to support students from diverse groups					
12.	PDP provided opportunities to guide students for hands on experience					

Please use this space for any additional comments on content and methodology of PDP

V. PEERCEPTION ON THE LOGISTICS OF THE PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

Strongly Agree Agree Undecided Disagree Strongly Disagree
 SA A UD DA SD

S.NO	COMPONENTS	SA	A	UD	DA	SD
1.	School faculties have administrative support to arrange appropriate PDP that address their identified needs.					
2.	Information about PDP was provided well on time					
3.	Alternate route classes/phases are offered throughout the school year.					
4.	Accessibility to PDP sites was not a problem for the participants.					
5.	Pick up and drop facilities were carefully planned for the participants to attend the PDP.					
6.	The accommodation provided was admirable and conducive					
7.	Location chosen for the PDP was easily accessible and conducive for maximum impact.					
8.	Student free days are available for participating in PDP					
9.	PDP days/times are convenient for its participants					

Please use this space for any information you want to share about the logistics of the PDP

VI. PEERCEPTION ON THE IMPACT OF PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

Strongly Agree Agree Undecided Disagree Strongly Disagree
 SA A UD DA SD

S.NO	COMPONENTS	SA	A	UD	DA	SD
1.	PDP has a lasting and positive impact on my classroom instruction					
2.	PDP improved my classroom management					
3.	PDP improved my classroom organization and resources					
4.	PDP helped in improving my pedagogical skills					
5.	PDP changes me as a teacher and my teaching capacity					
6.	PDP provides strategies to improve student learning outcomes					
7.	PDP helped in academic networking					
8.	PDP helps me to effectively deal with different ethnic groups of students					
9.	PDP connects with teacher growth and development and student learning					
10.	Participation in PDP impacts on my personal appraisal.					

Please use this space for providing information on any other impact of PDP

VII. PERCEPTION ON INCENTIVES FOR PARTICIPATION IN PROFESSIONAL DEVELOPMENT PROGRAMS (PDP)

Strongly Agree Agree Undecided Disagree Strongly Disagree
 SA A UD DA SD

S.NO	COMPONENTS	SA	A	UD	DA	SD
1.	Participation in PDP helped me in career advancement					
2.	Tuition reimbursement facility is available for participation in PDP					
3.	Paid sabbatical leave for participation in PDP are available					
4.	Participation in PDP provided job security					
5.	Participation in PDP provided professional growth credit					
6.	Payment of Stipends are given for participating in PDP					
7.	Conference fee are subsidized for participation in PDP					
8.	PDP are accredited by the school district					
9.	PDP helps in recertification and personal evaluation					
10.	School/Districts supports participation in PDP					

Please use this space for any additional comments with regard to incentives for participating in PDP

VIII. PEERCEPTION ON THE ISSUES AND CHALLENGES OF PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

Strongly Agree Agree Undecided Disagree Strongly Disagree

SA A UD DA SD

S.NO	COMPONENTS	SA	A	UD	DA	SD
1	Time off from work for participation in PDP					
2	Pupil free day for participation in PDP					
3	There are difficulties in implementing what is learnt in PDP					
4	Support was given to overcome the difficulties in implementation					
5	Participation in PDPs increases the responsibility and loss in instructional time.					
6	Duration of the PDPs are convenient					
7	Desired level of active participation of teachers is not forthcoming.					
8	Financial assistance for participation in PDPs are not sufficient					
9	Opportunities were given to participate in PDP					

10	Prior family commitments sometimes pose a problem.					
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Any other issues you wish to provide

What are the challenges you face in participating high quality professional development program?

IX. SUGGESTIONS FOR THE IMPROVEMENT OF PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

Please provide suggestion on the quality of PDPs in terms of

- Content

- Methodology

- Implementation

- Evaluation

- Incentives to the teachers

- Opportunities for continuous learning

- Integrated teaching methodology

- Resource person

- Logistics

- Please use this space for any other suggestion you want to share for the improvement Professional development programs

X. MISSELENEOUS

Please use this space for any other issue you want to share other than the information given above.

APPENDIX – H
QUESTIONNAIRE FOR PRINCIPAL

**A STUDY OF THE POLICIES AND PROGRAMS FOR THE
PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS IN THE
UNITED STATES OF AMERICA.
QUESTIONNAIRE FOR PRINCIPALS**

I. Personal Details

a. Name: -----

b. Age -----

c. Sex: Male Female

d. Educational Qualification: Academic i. ii. Professional

II. Professional Experience:

a. Total years of experience : Principal Teacher

b. Name of the School -----

c. Name of the School district -----

d. Responsibility : Academic Administrative

III. What kind of Management structure does your school consists of?

Public Private Charter

IV. Furnish the following information about your school.

a. Date of establishment of the school -----

b. Total teachers in the your School as on date:

Secondary		Higher Secondary	
Male	Female	Male	Female

V. What kind of curriculum does your school follow?

Federal State IB

VI. POLICIES FOR THE PROFESSIONAL DEVELOPMENT (PD) OF TEACHERS

Furnish details of the following mentioning YES or NO.

S.NO	PARTICULARS	YES	NO
1.	Does your school follow the District policies for the PD?		
2.	Does your school follow federal policies for the PD?		
3.	Does your school follows school based policies for the PD?		
4.	Has the district adopted a set of standards for PD?		
5	Are the teachers aware of these policies of PD?		

VII. DESIGN AND DEVELOPMENT OF PROFESIONAL DEVELOPMENT PROGRAMS (PDP) FOR TEACHERS

a. The PDPs are designed and developed by

Federal State School districts Schools

b. Mention the frequency of the PDPs in your school.

In a year 1-2 times 3-4 times more

Once a year once in 2 years once in 3 years

c. Who conducts the PD programs?

School District School Outside agency (Specify)

- d. Furnish your opinion for the following by mentioning Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree

S.NO	COMPONENTS	SA	A	UD	DA	SDA
1.	The district has adopted a set of standards for PDP					
2.	The district's PD goals are aligned with the district's strategic plan.					
3.	There are explicit expectations that teachers participate in frequent in PDP each year.					
4.	Teachers in all schools have access to PDP appropriate to their responsibilities.					
5.	PDP provides specific and appropriate training for teachers who are new to teaching.					
6.	Principals have regular PDPs that focus on ways they can support teacher learning and effective instruction.					
7.	There are formal committees and procedures for planning PDP.					
8.	The planning committee is comprised of representatives of all groups that participate in PDP					
9.	PDP planning incorporates research and best practices on teacher development.					
10.	PDP provides opportunities for sharing best practices among staff across the district.					

VIII. EVALUATION OF THE PDPs FOR TEACHERS

Furnish your opinion on the evaluation of the PDPs by mentioning Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree

S.NO	COMPONENTS	SA	A	DA	SDA
1.	PDP is evaluated in relation to changes in teaching and learning that were expected as a result of PDP				
2.	The district provides schools with the necessary/appropriate data to evaluate the impact of PDP				
3.	Professional development in my school district has positively impacted student achievement				
4.	Teachers/staff are recognized at school board meetings for professional growth and achievements.				
5.	Teachers are regularly evaluated and feed back given to them after participation in PDP				

e. Mention the nature of the PDPs conducted

f. Do you review the programs before implementation? Yes No

g. Mention the mechanism of evaluation after the teachers implement the PDP

h. Is there career advancement once teachers attend PDPs? Yes No

- i. Do you have an appraisal system in your school for teachers? Yes No
Mention the mechanism through which teachers are appraised.

- j. What is your opinion with respect to implementation of the program?

- k. Are the credits been given to teachers for taking PDP? Yes No
Mention the type of credit

- l. Do you have a feedback system to inform the teachers? Yes No

IX. ISSUES AND CHALLENGES ON THE IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS

- A, Mention the Issues you face in conducting the PD programs?

- B. What is the greatest challenge you face in providing high quality PDPs in your school?

X. Key achievements of the school in the last 2 years (2009-2011)
