

Disseration analysis



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Dissertation Analysis Introduction: This research acknowledges the fact that role of teacher in bringing about desired change in the students and their education also requires teachers' continual professional development. In addition, complying with the new reforms and regulations also demands a paradigm shift in thought process and attitude of the teachers. Based on published literature and established facts derived from evidenced researches, this analysis interprets the requirements in the form of four main hypotheses. Research based on quantitative data obtained using Guskey's (2000) model has been used for the purpose of evaluating impact of teachers' professional development on student achievement. Most importantly, Guskey's (2000) proposition on the importance of and feasibility of implementation of practices by teachers has been used as the base for this study. In lieu of this, research hypotheses revolve around teachers' awareness of professional development at various levels, aspects and regions; pattern and/or practices adopted for professional development; extent of participation and decision making processes related to professional development; and, impact of professional development practices on teachers' attitudes and beliefs at different levels.

Conclusion

Based upon the results obtained from our study, the most important derivation is that of goal clarity for teachers, which provides a base to frame and achieve school's basic objectives, a point advocated in literature studied. Secondly, the practices implemented for this purpose did not cover all required aspects of professional development. Nevertheless, participation in planning was high. However, study indicated low correlation with actual intended outcome, i. e., enhanced student learning. These findings underpin

the need for this study to evaluate the impact of teachers' professional development on student achievement, which further signifies the role of teachers' development in students' overall improvement.

References

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.