

ABSTRACT

Sadler, Cindy Hays, An Exploratory Investigation of the Implementation of Quality Staff Development and Campus Success. Doctor of Education, (Ed.D.), December, 2009, 155 pp., 5 tables, 7 appendices, references, 64 titles.

The purpose of this study was to explore what proportion of staff development as measured by the National Staff Development Council's Standard Assessment Inventory (SAI) contributes to campus success as measured by the Texas Assessment of Knowledge and Skills (TAKS). Two exploratory null hypotheses were generated and tested in an attempt to explore outcomes using the SAI and TAKS scores.

H_0 Campus Success (Y) based on the Texas Assessment of Knowledge and Skills is not a function of implementation of the National Staff Development Council Standards (X) based on Standard Assessment Inventory.

H_0 Campus success (Y) is not a function of the context (X_1), process (X_2), or content (X_3) components of staff development.

The responding population (n=81 teachers; n=23 campuses) completed surveys which were then analyzed along with campus TAKS averages. An exploratory linear regression analysis in the investigation of the first null hypothesis revealed a regression coefficient, (R) .668 ($R^2 = .447$, adjusted $R^2 = .420$), $p < .05$. Additionally, the full model of the second hypothesis revealed a regression coefficient

(R) of .684 ($R^2=.468$, adjusted $R^2=.384$). A backward elimination model, where independent variables were removed, was used to get each component's unique variance. When context (X_1), was removed it yielded a unique variance of .5%. When process (X_2) was removed it yielded a unique variance of 0%. Lastly, when content (X_3) was removed it yielded a unique variance of 2.9%. Similarly, using a step-wise regression analysis yielded a regression coefficient, (R) of .678 ($R^2=.46$, and adjusted $R^2=.434$, $p<.05$). Based on the exploratory status of this study, the researcher believes the consistency of findings of those with the pilot studies contributes to the greater body of knowledge with data supporting a relationship among staff development and campus success. Evidence also supports more research is needed to find unique variance among the three components and 12 subcomponents of the SAI.