

## Chapter 44: How Will Self-Directed Professional Development Affect Teacher's Job Satisfaction?

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**Abstract:** This inquiry project aims to investigate the effect of self-directed professional development on teachers job satisfaction focusing on classroom walkthrough observation as a model of professional development. The goal is to answer the following questions: How will self -directed professional development affect teachers job satisfaction and ,to what extent non-evaluative observation improve teachers classroom practice. The paper will shed a light on the definition of the learning walkthroughs as a practice of classroom observation and feedback which is considered a tool to evaluate teachers performance .However, the review reveals different models of walkthroughs .Thus different practices have different impact on the teaching /learning environment. This study will start by creating a team of participant teachers, principals ,supervisors and training supervisors who will practice non-evaluative learning walkthroughs in 4 chosen public high schools in Saudi Arabia in one semester of the upcoming academic year. Participants will be interviewed in three phases during the experiment. Qualitative data will be categorized, coded and analyzed to come up with results and answers for the inquiry. The significance of this study is that its results will reflect on the professional development environment in the educational field in Saudi Arabia .The study will contribute in improving understanding about designing professional development programs and also promoting a new concept of self-directed professional development represented in the classroom walkthrough as a practice.

### Introduction

The central aim of both stakeholders and decision makers in any professional environment is to provide the best opportunities for their employees. As for the educational field, professional development is mainly about providing opportunities . Professional development is based on training which is different from teaching . My interest in pursuing this essential topic is derived from my personal background experience as a high school teacher, educational supervisor and training supervisor. Throughout my own experience as a teacher and an educational trainer, I notice that there has always been a misconception between the two processes. Teaching is mainly about providing knowledge and information while training is intended to develop skills and abilities. Moreover, teaching is more theoretical and abstract while training is practical and builds on the trainee's background knowledge to work on improving their skills. Basically, the main distinction between the two processes lies in the concept of individual capabilities. Thus , traditional professional development represented on workshops and repeated training sessions that keep on recalling pedagogical strategies all the time, are typically irrelevant to the actual classroom environment .Most Teachers are dissatisfied with watching the same videos about others teachers who are teaching in the perfect world .Also, they are not interested any more in doing tasks and assigned homework as well as practicing childish warmup activities. Furthermore, People learn differently. Consequently, this process requires engaging and personalized learning opportunities. The educational system spends millions to offer training which can expertly deliver ideas for change, however very few ideas get put in actual practice because they simply do not fit the reality of our classrooms. Professional development in its traditional structure does not seem to meet teachers' expectations which eventually leads to professional dissatisfaction.

The inquiry of this papers is investigating how will teacher's self-directed professional development affect their job satisfaction , focusing on classroom learning walkthrough

observation .The main goal is to come up with suggestions of better opportunities provided for teachers that go beyond traditional development Moreover, based on my observations during the field placement in American high schools during in the immersion phase of (Khebrat) Professional Development , I was impressed by the practice of learning walkthrough observation which is an extremely ideal representation of collaborative learning communities. This practice of peer observation is well known in both American and Saudi Arabian schools. It is usually practiced in various ways based on its purpose. However, non- evaluative walkthroughs currently gained increasing popularity in American schools in which teachers, principals, supervisors and instructional coach's work together to improve classroom practice rather than evaluating teacher's performance.

### **Literature Review**

The literature review of this paper focuses on teachers' attitude toward classroom walkthrough observation as a professional development practice. It reveals different models of learning walkthroughs. Considering that walkthrough is a model of untraditional professional development , the main goal is to investigate how self -directed professional development affects teachers' job satisfaction. Thus, more concentration is given to the non-evaluative model of classroom walkthrough observation. It is the practice of peer classroom observation and giving feedback where the purpose is not to judge teachers action but to gather information about classroom instructions and students' academic progress. The topic of research in this literature has been divided thematically based on the following themes: developing a walkthrough model, moving from abstraction to application and self-direction is the key to the success of professional development.

### **Developing a walkthrough model**

In Teachers the walk- through partner Bushman, (2006) shows the result of the experience of a school principal in practicing a new model of collegial walkthrough observation. The high school principal's main aim was to make teachers able to see what he can see daily in his observation. In this model teachers of science and math participated in an intensive process of peer observations.

In order to improve professional development away from traditional model of evaluating teachers, the principal work in a procedure of three steps with a group of science and math teachers to start walkthrough observation for each other .The three steps are ,pre-conference, in-conference and post- conference observation .Bushman ,stated that this model of walkthrough observation is an effective tool for improving teachers practice through evaluation. In an attempt to create a new collaborative model of walkthrough observation, teachers were given the chance to share and to be more reflective. As a result, untalkative teachers became more interactive and can express their thoughts comfortably. They also appreciate the opportunity provided to them to exchange experience and learn from each other. In the process of evaluative walkthrough, the principle holds some discussion sessions with observers teachers to discuss classroom instruction in a kind of an inoffensive way.

Results of this experimental study shows that teachers are likely to accept non-traditional models of professional evaluation. Besides, teachers express positive feedback concerning peer-observations that it makes the feel like working in the comfort zone and allows them to be more objective in their observation because they are not viewing their own subject matters. As a matter of fact ,having math and science teachers observe for each other's open their eyes

and expand their knowledge about other things that go beyond subject matters such as classroom

instruction , students engagement and the level of mental engagement required of the students . (Bushman, J. 2006)

Because this article aligns to part of my inquiry that investigates the effectiveness of peer observation and how teachers think about it, I focused on the teacher's response to this type of untraditional reflective evaluative process. Teachers are more likely to value and respond constructively to feedback from an evaluative system that is objective and meets their expectations about their own professional growth. It is objective in the way teachers are not to be observed for judgment on their own classroom practice but the purpose is to evaluate classroom instruction and students engagement .Thus , creating collaborative professional development communities would be more effective than traditional evaluation .

Another model of learning walkthrough observations is explained in a case study ,published by NEWA organization “Using Classroom , 2011”.This new collaborative model is known as focused learning walk through which is based on data collection and how to use them .Basically this case study aims to discover professional learning needs based on data collection and classroom visits. The focus for the inquiry of this paper will be on classroom visits since a new model of walkthrough observation is being addressed throughout this practice. According to the article, The superintendent Rudy Hernandez explained the process that starts with gathering feedback from teachers concerning suitable ways for them to learn as well as know more about their expectations about some implementations in the field .The next step is to share this information with other superintendents.. Need analysis is considered crucially important to start with in any professional development plan. Moreover, providing teachers with this opportunity to be involved in such procedures would affect their motivation and increase the level of their engagement. It is intriguing to know that this case study provides a captivating connection between students' learning needs and professional development analysis. Because the goal was improving students' level in a specific area which is the MPA academic program .This explains that determining the needs of professional development is based on the purpose and learners have a significant role in the learning process mainly because teachers evaluation is attached to their students' academic progress. The involvement of building administration, teachers, and district staff to work together as one team creates an impression of the cooperative feature of this practice which will raise teachers' awareness about their essential role in shaping their own professional development . As the walks continued, the team came up with some common themes which is that there is a teacher centered classroom instruction as they its describes as “ teachers were doing most of what he calls “the heavy lifting,” and students needed more opportunities to talk, ask questions, and engage with different subject” (Using Classroom, 2011).Eventually results of this case study shows that through focused learning walks, it had been identified that many the teachers need more training in utilizing data .Moreover , need to be more trained on coming up with successful resources . Teacher empowerment is the key word in this case study. Thus, creating commands and directive instructions should be replaced with offering more resources and making them available for teachers to approach based on their personal preference. According to the article this will lead to teachers being more motivated and asking for professional development instead of attending unwillingly.

Another case study provides a very considerable model of walkthroughs observation which is the focused walkthroughs. It is related to the inquiry of this paper in the area of empowering teachers and providing them with the chance of being more involved in the professional development plan. This will

definitely affect their professional satisfaction which will be reflected on their classroom practice. In this collaborative model teachers work with administrators to develop their own practice and increase the

level of student's engagement and training them to be active learners. Thus, teachers - centered learning environments will no longer exist as a result of implanting this model of walkthroughs. Hats because in the focused walking through model the need analysis of the program is based on student's data collection which means that students are considered part of the professional development needs. Furthermore, the idea of teachers asking for more professional development sessions rather than avoiding them, is a very inspiring result that will enhance the prosperity and development of educational institutions. When teachers reach this level of motivation this shows their satisfaction and positive emotion about their profession. This model is to be added to the collegial model presented in the previous study by Bushman (2006). The difference between the two models rely on the different purposes of each one.

In an empirical study instructors and researchers work together to implement a new model of walkthrough observation (Danley & Thesis 2015). The context of the study was in a professional development school field experience. participants including principals, instructional coach. candidate teachers and university instructors work together in developing evaluation forms. The main focus of this study was on evaluating and monitoring teachers dispositions and interaction with students inside the classroom (Danley & Theiss,2015).What makes this study distinctive is that it shed a light on the impact of disposition in teaching in the time that this feature had been ignored in many studies done in the field of professional development. The importance of disposition is that it's a representation of teachers attitude, reaction and sometimes emotional state. Thus, the correlation between this study and the inquiry of this paper is obvious because the inquiry investigates teachers' emotions and feelings of satisfaction. According to Danley & Thesis (2015) dispositions are of crucial importance in teacher's professional development programs.

In Midwestern University in the United States Faculty members implemented walkthrough observations in a Professional Development School (PDS) field experience with elementary and early childhood majors. As for the instrument of this study , it was designed to measure disposition. Furthermore, the instrument which was a survey has been shared with principals and instructional coaches for feedback and suggestions. The study took many phases in which the participants met and discussed the development of disposition based on observation. At the beginning teachers candidates were provided with the evaluation form and they have also been given the chance to implement it by watching some videos of teachers' lessons (Danley & Theiss,2015). So they have been identified to the forms as observers so that they get a clear insight about the whole practice. The results of applying this form of walkthrough observation serve as concrete indication of dispositional actions. The record of documented dispositional actions can help identify teacher candidates with low readiness for teaching, providing opportunity for mentoring and coaching for more successful teaching experiences(Danley & Theiss,2015).It is used as a measurable standard to reflect teachers attitude. Results of this

study suggest that providing clear knowledge concerning teachers' dispositional action is very beneficial and allows teachers to translate their knowledge into action.

This study is inspiring for the practice and the way of implantation regardless of the results. It aligns to my study because of the priority given to teachers. Furthermore ,teachers are given an empowerment to raise their awareness of their important role in professional development. This leads to the aim of the inquiry of this paper , which questions the effect of teachers self - directed professional development on their satisfaction .Although this study is not typically consistent with my study but still it carries some evidence of teachers positive attitudes toward

empowerment .Moreover, practicing the dispositional actions, was essential to helping the teacher candidates translate their learning into action within the field placement (Danley & Theiss,2015).This related to one f the major themes of my study which stressed on the transition from abstraction and theatrical framework to real effective implantation.

As a tool used for observation purposes, this exploratory study reviews the definition of learning walkthrough through different perspectives . Based on Ovando & O'Doherty( 2016) overview of the definition of walkthrough as an observation practice , it's a description for any instructional leadership practice in which data is collected for the purpose of enhancing learning and learning. According to Ovando& O'Doherty( 2016) there are different names for the same practice such as “walkthrough” or “walkthrough observation,” and “learning walks.” These walkthroughs are usually conducted by school principals (Ovando& Doherty2016). There is an obvious diversity of naming walkthrough as a practice however, it is defined correspondingly which leads to a state of distraction. The study suggests that teachers' reflection is affected by regular discussions which will foster their professional growth (Ovando& Doherty2016).

In addition to describing walkthroughs as an effective collaborative leadership practice, there are also different implementations of this practice. Actually, walkthroughs might be implemented as a brief routine peer or administrative observation of classroom instructions. (Ovando& 'Doherty2016). This study is distinguished because it focuses on principle perception of walkthrough observation . As for the participants and tools used in this study , The experiment started by creating an open ended format to know more about participants' (teachers) insights expressed in their own words without any influence on their perceptions. The questionnaire was developed and initially field tested and validated over a period of three years (2010 – 2012) with principalship graduate students who shared a similar professional background with this study's respondents (Ovando& Doherty,2016).Analysis of results of this study reveals the existence of two approaches for walkthrough observation in term of the purpose of the observer and the way it is implemented . As a result, two distinct approaches emerged to convey participants' overall perceptions about the walkthrough observation. The two approaches of walkthrough observations are bureaucratic which represent the traditional evaluation model in which the principal is dominating and having the authority as he is the only expert. On the other hand, the collaborative approach includes teacher, principal and coach working together in one team to support the professional development process. Teachers who are in favor with this approach indicated that in this approach, the participants identified frequency of walkthroughs, time to conduct the walkthroughs, consistency of feedback, lack of congruence between the stated purpose and actual use of a walkthrough, and teachers' misunderstanding of the walkthrough as negatively impacting the validity and usefulness of

walkthrough observations (Ogando & Doherty, 2016). However, teachers express their preference of the collaborative approach because it is more reflective and interactive in the sense that teachers work with principals and

administrators to improve their professional practice which resulted in receiving feedback actively rather than passively.

The framework of this study is related to the inquiry of this paper because it makes a distinction between two approaches of walkthrough observations and investigate teachers' attitude about it. The collaborative approach is definitely what teachers prefer. Most teachers, especially experienced teachers, have a negative reaction against the domination of the principal over the process of their professional evaluation because it is to be affected by subjectivity.

Investigating the effectiveness of walkthrough observations is also the focus of this study. A study conducted by Moss Brookhart (2013) presents a new model of practicing walkthrough observations known as the formative model. Moss Brookhart (2013), defined this model by explaining the different perspective of making walkthroughs. They stated that Through formative walk-throughs, principals focus on building their understanding of student learning not in checking the best practice. (Moos & Brookhart, 2013). Actually this will lead to an impression of the non-evaluative form of walkthroughs. The experience is considered distinctive because in this model walkthroughs are to be addressed through students' perspectives as they are an essential part of the learning process. The principal Kirk Lorigan stated that an intensive clarity is brought about in the process of allowing students to show their perspective about a lesson and encouraging teachers to do the same. The principal added that having conversation with teachers was very helpful to him in order to decide what is the suitable pedagogical strategy, plan for ways to increase student learning and gather evidence together about the effectiveness of the actions by examining what students do to demonstrate their learning in daily lessons (Moos & Brookhart, 2013). In an attempt to create a collaborative culture and evidence based practice, The study shows that formative walkthrough assumes the role of the leading learners (Moss Brookhart, 2013). The distinction between traditional and formative walk through lies in the fact that traditional – frequent-short classroom visits focuses on the instructions and guided by checklist of strategies tied with one-side evidence (Moos & Brookhart, 2013). According to Cheryl Soloski, coordinator of curriculum, instruction, and assessment formative walkthroughs benefits their leadership team by showing them the ability of students to explain and be aware of what they are supposed to be learning in the lesson as well as considering students assessment to improve the teaching / learning process. As a matter of fact, there is a critical indication in the study of the "the myth of the principal as "evaluator in chief" which suggests that only teachers need to continue their professional development (Moos & Brookhart, 2013 P.44) In this model of walkthrough students are given priority and treated as decision makers because they are involved in the practice by asking them questions about the lesson and how they learn. Findings of the study reveal a positive attitude of teachers, principals and leadership teams as well as students. Formative walk-throughs build an atmosphere of trust and support for all learners—the principals, the teachers, and the students (Moos & Brookhart, 2013). However, a critical obstacle that is expected to block this kind of performance, is that this practice require students with high level of proficiency and with enough awareness of the whole process.

This study presents a non-evaluative form of walkthrough observations which is based on holding informal discussion after short classroom visits. In fact, This study verifies that the traditional style of professional development represented on classroom visits contradicts with the innovative nature of the profession of teaching.

### **Moving from abstraction to application**

A study based on the professional background experience of Fowler (2014) who has a 38 year -career 24 of as a superintendent. In his study he argues about the effectiveness of traditional walkthroughs compared to his new model which he identifies as differentiated instructional rounds. He addressed the main distinction by stating that Instructional rounds differs significantly from walk-throughs in that its focus is on the practice and not the person and is as much about the learning of the network's educational leadership as it is about the improvement of student learning(Fowler, 2014) .With a group of 32 schools and district

educators 20 elementary classrooms were observed with the goal of recording comprehensive, specific and nonjudgmental observations on the school's chosen problem of student learning such as How are student voices reflected in the questions, discussion, explanation, thinking and processing?. Obviously, Educators at this school believed their 420 students would learn more by taking greater responsibility for their work. According to Fowler (2014) instructional rounds are simply about building a culture in which we model the collaboration and problem solving we expect from our students. Collegial problem solving and shared responsibility around problems of practice anchored in system wide goals are what make rounds work unique (Fowler, 2014) . Fowler (2014) main argument is about the purpose of walkthroughs. He rejects the idea of practicing these observations to evaluate and judge teachers; instead, its purpose is to identify much larger school and districtwide patterns of practice(Fowler, 2014) . Findings of this empirical study prove that differentiated instructional rounds are more effective than traditional walkthroughs. Thus, it's not about the practice but about the purpose of it (Fowler, 2014) .

This study added another model of walkthrough observation which is the differentiated instructional rounds. It is to be added to the previous models mentioned in the other studies in the literature review: Collegial , formative and focused walkthrough observation. However , in this study the researchers argue about the effectiveness of traditional walk-through .He is unfavored with traditional walk-through because he thinks it's judgmental and evaluative and would deprive teachers from improving their practice which is the main purpose of conducting these visits.

No one can deny that the main purpose of professional development is to improve teachers' pedagogical skills which will eventually affect the quality of their classroom practice and will be reflected on students' academic progress (Ajani. 2019). Ajani. (2019) conducted his conceptual study to explore the integration of some of the principals and concepts of adult learners into the design of professional development directed for teachers. According to Ajani. (2019) adult learners' characteristics include; self-directed transformative learning and critical reflection .The theoretical framework of this paper is based on the researcher's description of teachers as critically significant to the education system as their quality translates to the educational institutions in any country. Therefore, it's very important to investigate how teachers can benefit from such professional development .Based on his assumptions, Ajani (2019), described teachers as essential stakeholders in every

educational system. Thus, their professional development should be given a greater emphasis and continuous investment. Ajani. (2019) introduced his paper by stating that there are some indications of teacher's unsatisfactory comments while attending professional development mostly concerning the quality of activities and content with regards to their needs and expectations. In traditional professional development, aspects of teachers as adult learners are mostly disregarded: organizers, instructors or facilitators fail to understand why and how teachers as

adults learn differently from children. The main argument was that teachers should be distinguished from children considering their adult learners characteristics. In his study, he highlighted the contextualized understanding of the concept of self-directed learning (SDL) which is described as a learning initiative where individual- understanding teachers as adult learners take responsibility for what they learn as a learning experience (Ajani. 2019).

Findings of this study reveals that effective professional development of teachers demands that teachers are actively engaged in professional development activities as adult-learners. According, Ajani. (2019) his adult theory remains distinctive despite the fact that several theories have been used to contextualize teachers professional growth. Moreover, Adult theory contributes in the enhancement of

classroom practices in education system, where teachers are problem-solvers and need to employ effective teaching strategies that will not only facilitate learning but to make learners responsive and improve their academic performance(Ajani. 2019).

Teachers professional development and professional evaluation for teachers have always been a topic of debate among stakeholders in the educational field. It's undeniable that teachers are considered the most essential factors that support the academic progress of students as well as improving the educational environment as a whole. The findings come up with some principles that are important in designing the professional development programs. These principles include assessment of teacher's needs, interactive instructional materials, involvement, implementation and evaluation. Teachers' professional satisfaction, which is the basis of the inquiry of this paper, is based on the effectiveness of the professional development opportunity provided to them; this will also reflect on the development of education and the whole society.

### **Self-direction is the key to the success of professional development.**

Lopes, & Cunha, (2017) descriptive single-case study aims at identifying the extent of enhancement of self-directed professional development on enhancing teachers' practice. In their study Lopes, & Cunha, (2017) aims at exploring the situation and tools that ensure an correlation between the two processes that convey self-directed professional development. The paper is based on the career experience of physics teacher who is interested in improving the quality of her own practice over ten-year period. Data had been collected from three action researches. The results show that self-directed professional development has an impact on the quality of teaching practices when it is based on tools and used as a focus for teaching practices( Lopes, & Cunha, ,2017). According to Lopes, & Cunha, (2017) challenges exist in the fact that despite the complexity of teacher development and the multiple factors involved. it is essentially important to address the requirements, tools and processes for effective self-directed professional development. The conceptual framework of the study derived is from the idea that self-directed professional development relies on the teacher's internal control that



guarantees him/her to continue to build new understandings of teaching and learning .Based on the professional experience of the teacher who participated in the case study a number of collaborative activities is been addressed such as reading a paper proposed by another colleague and discuss how their ideas can be implemented. The analyses made from teaching proposals (outcomes of collaborative process with peers) and from teacher research production (outcomes of collaborative process with researchers) were taken into account and also how they influence each other( Lopes, & Cunha, ,2017) .Results of the study shows that the main features across the

time of collaborative work were progressively improved and mediated with peers collaborative work with researchers more tools ( Lopes, & Cunha, ,2017)

Beside proving the significance of self-directed professional development in improving teachers' classroom practice , this study suggests various ways of establishing a collaborative professional environment that rely on providing teachers with the opportunity to perform academic and professional research .Conducting action research has obviously proved its effectiveness in two levels. First level is for personal purposes in which it raises the teacher's self- confidence and satisfaction. In other words, It suits teachers with some academic ambitions, providing them with a good opportunity to conduct academic research and sharing them with others. Secondly, for professional purposes results of action research will definitely affect teachers' practice, students' academic progress and improving the educational environment.

This paper develops a model of self-directed professional development. Data was collected from a number of 55 Zimbabwean A-level teachers with two different majors, science and math teachers. The context of this study is extremely distinctive because the target sample (teachers ) work in a relatively deprived environment (Mushayikwa & Lubben ,2009).

Another investigates the effectiveness of self-directed professional development on teacher's growth in an underprivileged learning environment. The focus was on the teacher's decision about using ICT (Information and Communication Technology) to support their own professional development. The main goal of the interviews is to identify teachers' concerns about their professional development. This process was followed by follow up interviews that have been recorded and transcribed during school visits. responses were analyzed using the grounded theory. Results of the analysis suggest that teachers' perceptions were controlled by a number of seven main concerns among them are professional identity, subject content knowledge and peer networking (Mushayikwa & Lubben ,2009).

The significance of this research lies in the idea that the focus is on a disadvantageous learning environment. This supports the previously mentioned theme concerning the effect of the learning environment in the success of designing the professional development . There is also a correlation between the inquiry about the efficiency of self-directed model and the investigation of the effect of self-directed professional development on teachers satisfaction .As for teachers emotions ,results reveals that teachers confess that empowerment contributes to their feeling of self-confidence and increase their self-esteem (Mushayikwa & Lubben ,2009)..

Mueller, & Schroeder, (2018) examine in their study the impact of non-evaluative classroom observation on teaching development .Despite the fact that evaluating teachers

through classroom visits or learning walkthrough observation is part of their professional development, teachers' response doesn't always reflect their satisfaction. Their feeling of discomfort is natural because it is stressful to be under the spotlight and being observed for the purpose of evaluation. The study is conducted in post-secondary institution and the aim is evaluating an initiative started at the University of Calgary (Mueller, & Schroeder, 2018). Participants were faculty members who are part of an established group of teaching colleagues who are recognized with high teaching qualifications (Mueller, & Schroeder, 2018). Taylor Institute of Teaching and Learning at the University of Calgary supported this group, called The Teachers Academy, to influence improved teaching practices through the implementation of different strategies and initiatives (Halverson & Clifford, 2013).

In an effort to improve teaching practices, The Teacher Academy applied the strategy of opening classrooms for non-evaluative observation. In 2015 They established an open class and the class was available only once a year, during winter-fall semester based on the recommendations of members of the Academy. The open-classroom week became a campus-wide event during which faculty members can observe their colleague over one week period and the main goal is not to evaluate the visited teacher but rather to provide observer with a chance to monitor how other teachers implement classroom strategies. According to The Teachers Academy, this event was designed as a complement rather than substitution of professional development program (Halverson & Clifford, 2013). The distinction between evaluative and non-evaluative observations is that the purpose of non-evaluative sessions is not judgmental and no feedback is required; it has no relation with summative or formative assessment (Hendry, Bell, & Thomson, 2014, p. 318). Each observer is derived by his own purpose out of the observation which means

that observers' purposes are controlled by intrinsic rather than extrinsic purpose, some teachers aim to improve their own practice while others are planning for a leadership opportunities so they find a good context to practice taking notes as well as observing. Findings of the study shows that non-evaluative classroom observations is considered fruitful addition to the professional development design (Mueller, & Schroeder, 2018).

The study has been conducted in a totally different context which is higher education, however, the topic still revolves around teachers and their professional development. The alignment of this study to my own inquiry is clarified in the investigation of the effect of practicing non-evaluative classroom observation and how teachers feel about it. According to Mueller, & Schroeder, (2018) depending only on observation is not enough to come up with detailed knowledge about instructional strategies yet, the flexibility of the practice meet teachers personal needs and expectations. Thus, it's a perfect implantation as part of the professional development design, however it can't be dependable as a professional development plan.

The literature of this study contains many different topics related to professional development and its effect on enhancing teaching/learning process. As for the inquiry of this paper there are some correlations in some parts of each study. Addressing walkthrough observation as one of the practices of professional development was the most dominating theme. There are also investigations about the efficiency of this practice and how it affects the teaching/learning environment. Moreover, there are different implementations of walk throughs and each approach has its pros and cons. As a matter of fact, deciding about what is

the most suitable application to be adopted is based on many factors such as ,learning environment ,teachers awareness and motivation, in addition to students' academic level and administrative facilities. Only one study focused on the effect of self-directed professional development taking in consideration the learning environment by focusing on deprived environments. On the other hand, self-directed professional development programs are to be designed untraditionally. Results of research in the literature shows teachers' positive response to this type of professional development; however, no measurable standard tool is used to investigate teacher's satisfaction. Thus, it appears to be not beneficial for novice teachers. The significance of teacher's needs- analysis and teacher's empowerment was repeated in many studies. However, an outstanding gap discovered in the literature arises from the fact that there is no specifically determined practice for walkthroughs that is considered dependable or certified approach despite the fact that the

conceptual framework of walkthrough observation is clear but the implementation is different based on the purpose. In formative walkthrough for example the classroom practice is evaluated through students perspective while collegial walkthrough is based on peer observation .Thus, all different models placed under the umbrella of self-directed professional development because it provide teacher with empowerment beside the flexibility of the way of application which make this style of untraditional professional development satisfactory for teachers .

### **Methodology**

The main inquiry of this action research is to question how self-directed professional development will, represented in classroom learning walkthrough observation, affects teachers' job or professional satisfaction. In other words, how will teachers feel about this type of non-evaluative peer observation? In addition, the focus will be on exploring their perceptions, attitudes and emotions about being observed for the purpose of evaluation. The context in which this inquiry will be carried is going to be on a high school in Saudi Arabia where I work as an English teacher as well as training coordinator. I will create a team which consists of 4

experienced English teachers ,2 principals,1 supervisor and 1 training supervisor from a selected 4 high schools within the educational zone.

The process will start with holding a training session for 20 English teachers,2 supervisors,3principals and a training supervisor in my educational zone to explain the practice of non-evaluative learning walkthrough and showing some examples from American schools with reference to my experience during the immersion phase. Next, I will offer them the opportunity to join the team, its optional. After creating my own team I will hold another session for my group which is expected to be 9 members including me .This session is going to be more specific in which the process is explained to them in details as well as providing them with the timeline of the implementation .We will also work together in deciding about what to focus on during walkthroughs. I will show some prepared forms of observations and we will make some modifications where needed. This for the purpose of creating a collaborative environment since it is unusual, in the Saudi Arabian schools, for a group of different positions to work for the same purpose and having this chance to share experiences. Concerning data collection, Tran scripted interviews will be adopted. This will be done in three phases: pre-conference, during conference and post conference. After creating the team

and during first session of explaining the actual plan, they will be given forms to fill including open-ended questions about their concerns of professional development and how do they feel about the current situation .All members of the team will be provided with that same questions regardless of their positions because they are all considered target of professional development .While the process of walkthrough observation take place they will be given another form which questions their attitude and feedback about the practice and the last form will be provided to them at the end of the whole experience .This will be a one – semester plan of the coming academic year of 2020-2021which will be about 3 months. Concerning data analysis, since I will come up with qualitative data, I will start by reading the responses in order to get a complete understanding of what they want to say .Then I will start with the process of mapping out the most general categories to put each of the responses in which I will identify each response For example: satisfaction .difficulty, students level .I will create subcategories under general ones. After that I will number them and write my final

report that will contain visualized data representation. The below time line clarifies the time line of data collection.

### Data Collection Timeline

Date	Interviews
Mid-September	Pre -conference interviews
Mid October	During walkthroughs (after each round)
Mid December	Post -conference

When analyzing my data, I will use qualitative data analysis techniques with respect to the interviews. I will conduct qualitative data analysis by coding the student responses and creating themes based on the codes. Below is a timeline for when data analysis will occur.

### Data Analysis Timeline

Date	Interviews
Beginning of December	Code data and create themes

### Tools and Instruments

To implement my inquiry, I will make transcribed interviews for teachers, supervisors and principals in three phases. pre-conference , during walkthroughs and this will be the same questions after each round and post conference at the end of the implementation .In addition , I will use the observation sheet below during walkthroughs and this will be modified according to the context of the study Modification will be decided with the group of participants. The tools and instruments needed for implementing my inquiry are below

### Interview questions

#### Pre-Conference questions

- 1- How many professional development programs do you attend every year?
- 2- How satisfied are you with it?

- 3- Does it add to your professional development? How?
- 4- Are you satisfied with supervisor’s evaluation visits?

**During -Conference**

- 1- How do you feel about being observed without evaluation?
- 2- What did you learn from this experience?

**Post -Conference questions**

- 1- What do you know about learning to walk?
- 2- Do you think that students’ academic level is a reflection of teachers ' performance?

**Observation sheet for walkthrough**



Education and Workforce Development Cabinet  
Office of Career and Technical Education

**Instructional Program Walk-Through Observation Form**

<b>Observer:</b>	<b>Time:</b>					
<b>Subject:</b>	<b>Date:</b>					
<b>Teacher:</b>						
<b>Criteria: Please check appropriate descriptors. Check only descriptors that you observe.</b>						
<b>Student Engagement</b>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>1. Active Engagement</b>						
Discussions						
Students on Task						
Students Movement						
Manipulatives						
<b>2. Student Talk</b>						
Student initiated						
Balance of Teacher/student talk						
Related to Task						
<b>3. Balance of Teacher Instructions</b>						
One-to-One						
Large Group						
Small Group						
<b>4. Positive Reinforcement</b>						
High Expectations for all students is evident						
Genuine Praise						
Acknowledgment for student responses						
Respect for students						
<b>Materials and Resources Used in the Room</b>						
<b>1. Print Rich Environment</b>						
Variety of Print Materials						
Environmental print (e.g. signs, directions, posters)						
Books & print media are current						

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## Expected Results

After implementing the classroom walkthrough observations, I expect that data analysis will reveal participants' attitude toward the current opportunities provided to them in the professional development programs. Teachers, principals, supervisors and training supervisors will change their perception about peer observation as a model of self-directed professional development. I also expect that creating such team of different occupation in the educational field will enhance collaborative professional environment. A whole staff will be working together constructively for the same purpose and exchange experiences since they have different occupations. Moreover, teachers will feel more confident to discuss their own classroom practice objectively because they are not afraid of being judged for their own practice but rather the classroom instructions. Will be trained more on how to be more reflective. The non-evaluative feature of this model of classroom observation will have a positive impact on raising teachers self-esteem and job satisfaction. Providing teachers with empowerment will definitely be the key to success in this experience. Teachers will react positively to this self-directed practices for students, improving classroom practice, which is the main goal of implementing this walkthrough, will be reflected in improving students' academic progress and increasing the level of output in the teaching /learning process.

## Conclusion

The question that frames this work asks, how will self-directed professional development Affect Teachers Job Satisfaction. The expected answer is that self-directed professional development will definitely affect teachers job satisfaction positively. Teachers will be content by the state of empowerment given to them. They will also feel more satisfied that this model of walkthrough practice will give them the chance to practice taking observation if they are planning for a leadership opportunity. This paper confirms the fact that teachers should give priority and empowerment taking in consideration their adult-learner's characteristics.

Professional development is of crucial importance for it plays a significant role in improving students' achievements through teacher's practice. The fact that a teacher's practice is not the only thing that observers look at makes the whole procedure less stressful and creates a positive reaction from teachers. Moreover, teachers are not tied up with certain strategies and protocols that always put them under pressure during observations even if they are qualified enough.

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