Table 2

Professional Development Studies

Author, Year, Number of Participants	Method	Findings
Baker, S., Gersten, R., Dimino, J.A., & Griffiths, R. (2004) N=8	Mixed-Methods	Examined the role of PD and self-efficacy and implementation of new knowledge. Professional development and on-going support to teachers implementing a PALS (peer assisted learning system) were major factors in building high quality programs.
Burstein, et al., (2004) N= 90	Qualitative	Sites moved toward inclusive practices. Approaches in implementation varied: Site staff development and 3-5 day professional development conducted by CDE. Due to variability in professional development implementation, more research with fidelity is needed. In order for effective change, restructuring and addressing the school's culture is needed.
Causton-Theoharis, J., Theoharis, G., Bull, T., Cosier, M., & Dempf-Aldrich, K. (2010) N=44	Mixed-Methods	The study indicated evidence of restructured services, shift in perspective towards the belief that inclusive reform benefits all students, increased effectiveness and collaboration, and improved strategies based upon PD. The study also identified the need to plan, the impact of negative teacher attitudes, and the need for a shared understanding and philosophy.
Domitrovich, C. E., Gest, S. D., Gill, S., Jones, D., & Sandford DeRousie, R. (2009). N=44	Quantitative	The study examined professional development and weekly coaching in the context of Head Start preschool programs. The results indicated that the overall effectiveness of the program is linked to teacher engagement during the training process. The study also indicated the importance related to creating support systems for teachers during the professional development.
Fisher, D., & Frey, N. (2001) N= 9 teachers N= 3 students	Mixed-Methods	Data from the study indicated that teachers must develop and implement a process for modifying curriculum and incorporate accommodations and modifications into daily routines.
Fishman, B. J., Marx, R. W, Best, S., &Tal, R. T. (2003)	Mixed-Methods	Professional development is critical in reform, but little empirical evidence support design and implementation.
Hadar, L. & Brody, D. (2010) N=8	Qualitative	This study outlines professional development focusing on collaboration, and student centered learning.
Hammond, H., & Ingalls, L. (2003) N=455	Quantitative	Results indicated a continued need to examine teachers perspectives towards inclusion to break barriers and to provide effective models for teachers.

Table 2 (*continued*)

Horne, P. E., & Timmons, V. (2009) N= 25	Qualitative	The study called for planning time and ongoing professional development to effectively respond to the diverse needs of students.
Kohler, F. W., Good, G., Crilly, K. M., & Shearer, D. D. (2001) N=4	Quantitative	Peer coaching enables teachers to develop and tailor their personal teaching styles and needs. Continue to develop coaching procedures to enable teachers to develop, refine, and sustain strategies to support the diverse needs of students.
Latz, A. O., Neumeister, S., Adams, C. M., & Pierce, R. L. (2009) N=20	Mixed-Methods	Peer coaching for teachers may help facilitate differentiated instruction for gifted and talented students.
Lee, O., Penfield, R., Maerten-Rivera, J. (2009) N=38	Quantitative	The study focused on the effect of fidelity of implementation in the context of professional development. Results indicated that fidelity of implementation did not indicate significant changes on science achievement results. The study indicated the importance of follow-up observations.
Lombardi, T. P., & Hunka, N. J. (2001) N=28	Mixed-Methods	The study indicated a need for professional development for pre-service teachers and opportunities to observe and interact with quality special education programs.
Miller, S. P., Harris, C., & Watanabe, A. (1991). N=6	Quantitative	Coaching intervention had a significant effect on improving teacher's skills and performance. Need for future coaching research and teachers collecting self reflective data.
Sari, H. (2007) N= 122	Quantitative	Pre-test/ post-test design. In-service Teacher Training program increased knowledge and attitudes about deafness and attitudes were significantly improved.
Tschannen-Moran, M., & McMaster, P. (2009) N=93	Quantitative	Professional development through follow-up coaching had the strongest effect on teacher self-efficacy beliefs for reading instruction and implementation.
Wilkins, T. & Nietfeld, J. L., (2004) N=89	Quantitative	The study indicated that intervention programs should have daily interactions with teachers to see an effect on teacher attitudes. Infrequent workshops and trainings have a limited sustaining effect.