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Partnership Learning:

Putting Conversation at the Heart of Professional Development

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*From the outset, the humanist educator's efforts must coincide with those of the student to engage in critical thinking and the quest for mutual humanization. The educator's efforts must be imbued with a profound trust in people and their creative power. To achieve this, the humanist educator **must be a partner** of the students in … relations with them. Paulo Friere*

Our understanding of the components of effective professional development has advanced greatly in the past 10 years. Research is demonstrating that effective professional development can be the engine for renewal and growth in districts, schools, classrooms, and students' lives (Ellmore & Burney, 1998).   At the same time, research also shows that traditional inservice in isolation is insufficient for affecting meaningful change. As a result of these findings, a great deal of attention is now being directed to the study of how interventions such as coaching, assessment, and collaboration can be integrated with inservice to bring about change. Less attention, however, has been directed to studying how inservice sessions can be improved. Since inservice will likely continue to be an important component of most effective professional development sessions, more knowledge about how inservice can be effectively conducted is important. This paper describes research that has been conducted on how to increase the amount and quality of conversation occurring during professional development sessions.

Partnership Learning, the approach described in this paper, is a method for planning and delivering professional development sessions in which memorable conversations take a central role. Partnership Learning is a simple, yet powerful, training methodology involving several core principles that are embodied in six easy-to-learn presentation structures. This paper describes the

principles, learning structures, and research conducted to evaluate the Partnership Learning

approach to professional development.

The Principles of Partnership

Partnership is coming to be regarded as an empowering alternative to more common

patriarchal models of human interaction. Today, in disciplines as diverse as anthropology,

organizational theory, philosophy of science, and educational theory, theorists are constructing a

new partnership mindset as an alternative to the traditional patriarchy model. Running through

the writing in numerous disciplines are principles representing the foundation of a partnership

worldview. Those principles, described below, are also the foundation of the Partnership

Learning approach to professional development:

<u>Partnership Principles</u>

Across writing in the disciplines studying culture, organizational theory, philosophy of

science, and educational theory, are principles or metatheoretical assumptions (Skrtic, 1991) that

represent the foundation of a new partnership worldview. Those principles are the following:

<u>Equality.</u> Partnership involves relationships between equals (Block, 1993; Eisler, 1987).

Thus each person's thoughts and beliefs are held to be valuable, and, although each individual is

different, no individual decides for another. When this principle is applied to professional

development, it means that all participants in a learning session are recognized as equal partners,

and consequently no one's view is more important or valuable than anyone else's.

<u>Choice.</u> In a partnership, one individual does not make decisions for another (Block

1993; Senge, 1990). Because partners are equal, they make their own individual choices and

make decisions collaboratively. When this principle is applied to professional development, it

means that participant choice is implicit in every communication of content and, to the greatest

extent possible, the process used to learn the content.

Dialogue. To arrive at mutually acceptable decisions, partners engage in dialogue

(Bernstein, 1991; Ellinor & Gerard, 1998; Friere, 1970). In a partnership, one individual does

not impose, dominate, or control. Partners engage in conversation, learning together as they

explore ideas. When this principle is applied to professional development, it means that

professional developers embrace dialogue rather than lecture. Facilitators avoid manipulation,

engage participants in conversation about content, and think and learn with participants as

everyone moves through content being discussed.

Praxis. The purpose of partnership is to enable individuals to have more meaningful

experiences. In partnership relationships, meaning arises when people reflect on ideas and then

put those actions into practice (Friere, 1970; Gadamer, 1975; Senge, 1990). A requirement for

partnership is that each individual is free to reconstruct and use content the way he or she

considers it most useful. When this principle is applied to professional development, it means

that facilitators offer numerous opportunities for participants to reflect on the practical

implications of new content being learned.

Voice. Partnership is multivocal rather than univocal, and all individuals in a partnership

require opportunities to express their point of view (Argyris, 1990; Bohm, 1990; Isaacs, 1994;

Vella, 1995). Indeed, a primary benefit of a partnership is that each individual has access to a

multiplicity of perspectives rather than the singular perspective of the patriarch. When this

principle is applied to professional development, it means that all participants in a learning

session have the freedom to express their opinions about content being covered. Furthermore,

since opinions will inevitably vary, professional developers should encourage conversation that allows people the freedom to express a variety of opinions.

Symbiosis. In a partnership, all participants benefit from the success, learning, or experience of one participant (Friere, 1970; Senge, 1990; Vella, 1995). In other words, all members are rewarded by what one individual contributes to any group activity. When this principle is applied to professional development, it has two major implications. First, one of the facilitator's goals should be learning along with participants. Thus, the facilitator learns about participants' work contexts, the strengths and weaknesses of the content when seen as an application for that environment, multiple perspectives on the content being presented when seen through the eyes of participants, and so on. Second, facilitators operating within the partnership paradigm should believe that participant knowledge and expertise are as important as their own. They should have faith in participants' abilities to invent useful new applications of the content they are exploring.

<div align="center">Partnership Learning Structures</div>

Despite the momentum of the paradigm shift from patriarchy to partnership, most schools still provide professional development activities based on the patriarchal model (Skrtic, 1991). What may be needed are professional development experiences that are consistent with the partnership paradigm. Partnership Learning Structures, which are consistent with the partnership principles outlined above, have been designed for this purpose. To achieve a partnership, facilitators use Partnership Learning Structures to organize the learning that takes place during sessions. Kagan (1989-90) has defined learning structures as "content-free ways of organizing social interaction in the classroom. Structures usually involve a series of steps, with proscribed behavior at each step" (p. 12).

Partnership Learning involves the use of six Partnership Learning Structures: (a) Thinking Devices, (b) Cooperative Learning, (c) Stories, (d) Experiential Learning, (e) Reflection Learning, and (f) Question Recipes. The definitions and examples of each of the six Partnership Learning Structures will be drawn from the research literature on each structure where applicable. An explanation of how each structure relates to the partnership principles and how the structure can be reconstructed as a Partnership Learning Structure will be included.

<u>Thinking Devices</u>

Thinking Devices are stimuli (e.g., film clip, story, vignette, audio clip, work of art, song, photograph, word, or concept) that a professional developer presents to a group of learners to elicit responses and prompt dialogue. Thinking Devices can be used for a variety of teaching purposes, including introducing major sections of content or surfacing and/or validating prior knowledge of participants. During Partnership Learning in this study, the instructional methods modeling and feedback were presented to teachers as Thinking Devices to elicit their ideas about the methods. Following that discussion, the facilitator provided detailed explanation of KU-CRL research on the topics.

<u>Thinking Devices As Partnership Learning Structures</u>. In Partnership Learning, Thinking Devices are used to encourage equal dialogue. Thus, Thinking Devices are stimuli that a facilitator can use to create a setting for dialogue. The artifacts of Freire's liberation education and cases from case-based education are both examples of Thinking Devices. Other thinking devices are vignettes, film clips, photographs, songs, and so on. During Partnership Learning, facilitators simply present the Thinking Device to participants, and, using Question Recipes, a questioning methodology to be discussed later in this chapter, engage participants in a conversation about the device.

Question Recipes

Question Recipes are: (a) open-ended, that is, questions that prompt responses that are detailed, and (b) nonjudgmental, that is, questions that elicit responses that are neither right nor wrong.   When using Question Recipes, a facilitator draws from a list of questions that he or she uses routinely during the session to promote dialogue.

Question Recipes as Partnership Learning Structures. Question Recipes are an important structure within Partnership Learning since they are the primary method of questioning used following any of the other learning structures listed above. Question Recipes provide facilitators with an easily learned approach to questioning that encourages free and open conversation. During this research study, the following Question Recipes were used:

- Tell us more about that...

- How do you see this working?

- What are some other ways of looking at this?

- What questions do you have about _____?

- What leads you to believe _____?

- How do you feel about _____?

- What do you make of _____?

Question Recipes need to be asked in the true spirit of inquiry, and facilitators should respond empathetically (Covey, 1989), not allowing their own assumptions and preconceptions to interfere with empathic listening. Furthermore, to be consistent with the partnership principles, Question Recipes should not be used in a manipulative way. Used effectively, question recipes establish an open environment in which all participants have an opportunity to

voice their ideas and concerns, and where all participants feel that their points of view are equally valued.

<u>Cooperative Learning</u>

Cooperative Learning involves group learning activities that are mediated by learners. Learners are given specific roles to perform, and group members have shared goals. During Partnership Learning in this study, the Cooperative Learning structure Jigsaw (Aronson, 1978) was used by participants to learn scoring methods for the learning strategies studied. Also, Turn-to-your-neighbor (Johnson & Johnson, 1991) was used throughout the session to provide participants with an opportunity to review and check their understanding of content.

<u>Cooperative Learning As a Partnership Learning Structure.</u> When Cooperative Learning is used as a Partnership Learning Structure, it is reconstructed as an activity mediated by learner choices. Thus, to the greatest extent possible, learners choose the way in which they bring content into play during the Cooperative Learning activity, choose their group members, and set the goals for their group. Further, participants are not motivated by external, extrinsic goals, but enabled to see the value of the intrinsic goal of learning and applying content to their real situations. In Partnership Learning, Cooperative Learning structures are used so that learners can reflect on how they might use content in their personal or professional lives, or else Cooperative Learning is linked with other Partnership Learning Structures in which opportunities for praxis are obvious and explicit.

<u>Experiential Learning</u>

Experiential Learning involves structured learning activities that simulate the instructional method or other content about which participants are learning. Thus, learners participating in Experiential Learning activities actually "liveout" the content about which they

are learning. For example, teachers who are learning about the Sentence Writing Strategy (Schumaker & Sheldon, 1985) could be asked to write a few sentences and then discuss the thinking they used during their personal experience of writing complete sentences. Similarly, teachers learning about the Test-Taking Strategy (Hughes, et al., 1988) might be given a test to complete and then be prompted to discuss how they felt about and strategically approached the test.

Experiential Learning as a Partnership Learning Structure. When used within Partnership Learning, Experiential Learning, like a Thinking Device, is a prompt to open conversation and dialogue on the content being covered during a session. However, the phenomenon of personally experiencing the content being covered is a different kind of prompt than a Thinking Device, and it enables participants to gain insights that might not arise from a more objective conversation.

In Partnership Learning, Experiential Learning structures could be used to provide learners with first-hand experience of teaching or learning behaviors that are central for the practices being learned. Thus, teachers learning to teach The Sentence Writing Strategy (Schumaker & Sheldon, 1985) might be asked to write sentences, and teachers learning to teach The Test-taking Strategy (Hughes, Schumaker, Deshler, & Mercer, 1988) might be asked to take a test. Once teachers complete such an Experiential Learning activity, they might be asked to describe the cognitive, metacognitive, and affective dimensions of their experience.

Experiential Learning utilized within Partnership Learning is always concluded with a dialogic conversation about how participants perceive what they have experienced.

Reflection Learning

  Reflection Learning involves activities that explicitly prompt participants to consider and explore how the new method, practice, or other content being learning can be applied to their personal or professional lives.

  Reflection Learning as a Partnership Learning Structure. When used as a learning structure for Partnership Learning, Reflection Learning is somewhat different from the examples of Reflection Learning discussed above, for Partnership Learning is a methodology for teaching people about specific forms of content. Thus, within Partnership Learning, Reflection Learning is not merely a vehicle for reflecting on already existing knowledge, it is a structure that enables participants to consider how they might apply new content in real contexts. During Reflection Learning as it is conceived for this study, participants in sessions learn about new content, and then in small groups they explore how the content might be used in real life. On occasion, reflection is prompted by a participant surfacing a problem (for example, how to deal with an unmotivated student) and then asking the other members of the group to help explore how new content might provide a solution to the problem. However, Reflection Learning may also involve asking participants to work in groups to discuss how content might be used in their real classrooms. What is vital for Reflection Learning is that participants engage in activities that integrate the content being learned with real-life practice.

Stories

  Stories are short (3 minutes or less) anecdotes or narratives that facilitators include in their sessions to enhance delivery of content. Stories can provide background information, examples and non examples, advance information, analogical anchors, personal or group contexts for learning, and so on. During Partnership Learning in this study, Stories about the

facilitator's introduction to strategies, the experience of listening to Madeline Hunter, and experiences teaching KU-CRL learning strategies were used at different points through out the session.

Stories as Partnership Learning Structures. In Partnership Learning, Stories are used to clarify explanation by providing participants with a vivid anecdote or analogy that communicates the context for a particular idea. Stories are short, focused on the content being discussed, and intended to be entertaining. Stories are drawn from the facilitator's personal experience, shared experience, literature, film or other media. By introducing Stories to illustrate important components of the content being discussed, facilitators can add variety, entertainment, and convey tacit dimensions of content being discussed.

Methods

Settings

Training/professional development sessions were held in traditional classroom settings. An overhead projector was at the front of the room, and desks were arranged in rows. In each classroom there were no windows or blinds over windows, and rooms were lit by fluorescent lights.

Since each session was videotaped, two video cameras were stationed at the front of each classroom, at the right and left sides of the class. Research assistants continuously operated the cameras throughout each session.

Participants

Group A, which received instruction on the Visual Imagery Strategy (Schumaker, Deshler, Zemitzsch, & Warner, 1993) (taught using Partnership Learning) followed by instruction on the Self-Questioning Strategy (Schumaker, Deshler, & Nolan, 1994) (taught using

a traditional training approach) contained 43 participants, including 42 females and 1 male. All

43 participants were currently teaching. Specifically, 40 participants were teachers; two were

administrator/teachers, and one participant was a paraprofessional teacher. Twenty-four of the

43 participants (55.8%) taught special education classes; 15 (34.8%) taught general education

classes, and four (9.3%) taught both general and special education classes. The participants

ranged in age from 25 to 57 ($\underline{M}$ = 38), and their years of teaching experience ranged from 2 to 26

($\underline{M}$ = 13). Among the participants in Group A, 24 (55.8%) had received no prior training in the

use of learning strategies developed at the University of Kansas Center for Research on Learning

(KU-CRL); two (4.7%) had received training in one KU-CRL learning strategy; nine (20.9%)

had received training in two KU-CRL strategies; five had received training in three KU-CRL

strategies; two (4.7%) had received training in four KU-CRL strategies; and one (2.3%) had

received training in five KU-CRL strategies.

Group B, which received training in the Visual Imagery Strategy (taught using a

traditional training approach) followed by professional development in the Self-Questioning

Strategy (taught using Partnership Learning), contained 31 participants, including 27 females and

4 males. Twenty (64.5%) were currently teaching; nine (29%) had prior experience teaching.

Thus, 29 of the 31 participants (93.5%) were either currently teaching or had teaching

experience. Two (0.6%) were not currently teaching and had zero years of teaching experience.

Ten participants were teaching or had most recently taught in general education classes; 16 of the

participants were teaching or had most recently taught special education classes; three were

teaching or had taught in both fields, and two had no teaching experience. The participants

ranged in age from 22 to 51 ($\underline{M}$ = 34), and their years of teaching experience ranged from 0 to 25

($\underline{M}$ = 8.5). Among the participants in Group B, 20 (64.5%) had received no prior training in KU-

CRL learning strategies; seven (22.6%) had received training in one KU-CRL learning strategy; two (6.5%) had received training in two KU-CRL learning strategies; one (3.2%) had received training in five KU-CRL learning strategies; and one (3.2%) had received training in twelve KU-CRL strategies.

Measures

Knowledge Test. To assess the extent to which participants comprehended the material about which they were trained, researchers administered a Knowledge Test, a series of open-ended questions that tested participants' understanding of the content about which they were trained. Two Knowledge Tests were developed: one evaluated teacher knowledge of the Visual Imagery Strategy; the other evaluated teacher knowledge of the Self-Questioning Strategy (see Appendix A). Although the tests varied as to the specific content being referenced, the broad content categories associated with the questions and the wording of the questions were parallel.

A knowledge test was administered after every session, and participants were provided with two minutes to answer each question. Participants completed questions one at a time, and did not proceed to a new question until the entire two minutes provided for answering each question had elapsed.

Engagement Sampling Form. To measure teachers' engagement in learning activities during sessions, Engagement Sampling Forms (a simple variation of the form used for the experience sampling method; Csikszentmihalyi, 1990) were employed (see Appendix A). Each form is a single page with lines of numbers arranged from one to seven. Participants were told that a "1" score indicated the lowest level of engagement and a "7" score indicated the highest level of engagement, with numbers in between representing gradations for levels of engagement. Participants were informed that they were to circle the number that best reflected their level of

engagement when they heard a signal. The signal was a bell that rang at each 10-minute interval throughout each professional development session.

An engagement score was derived by calculating median scores for each respondent's individual response to each signal. Thus, an individual teacher's engagement score could be anywhere between 1.0 and 7.0.

Implementation Question. Teachers' expectations for implementation were measured through the use of a single question, named the Implementation Question. At the conclusion of both types of workshops (Partnership Learning and Traditional Training), participants were asked: "Now that you have learned about two strategies, which of the two do you believe you are most likely to use?" Each choice was given a value of 1, and that score was named the Implementation Score.

Workshop Evaluation. The Workshop Evaluation Measure provided additional data on four constructs (comprehension, engagement, implementation, enjoyment) by prompting participants to evaluate the training/professional development session by responding to statements about the session on a workshop evaluation form. Participants were prompted to use a 7-point Likert-style scale to rate their response to statements (ranging from strongly agree to strongly disagree).

Reliability

The Knowledge Test was the only measure that involved researcher scoring, in contrast to the other measures, which were participant self-reports. Therefore the Content Evaluation Form was the only measure where a test of interscorer reliability was necessary. The procedure for assessing the reliably of scoring of Content Evaluation Forms involved the following.

Initial scoring was completed by a research assistant who received explicit, written scoring instructions (see Appendix A) as well as training in scoring. Training involved the researcher simultaneously scoring the Knowledge Test with a research assistant. The researcher and the research assistant then compared scores. Following this, the researcher provided constructive feedback, and both scored additional tests until there was less than a 3% variance on three tests in a row. The research assistant then scored the remaining tests.

To test for reliability, a second research assistant received the same written instructions and training as the first. Then the second research assistant scored a random sampling of 20% of the tests. To establish a random sampling, numbers were assigned to each Knowledge Test and the numbers were pooled. Twenty percent of the numbers were randomly drawn, and tests to which the numbers corresponded were scored. The two observers' scores were compared item-by-item across all the tests scored. An agreement was tallied when both observers awarded the same number of points for an item. The percentage of interscorer agreement was calculated by dividing the number of agreements by the number of agreements plus disagreements and multiplying by 100. The percentage of agreement between the first and second research assistant was 96% (there were 211 agreements within 220 opportunities to agree).

Procedures

Procedural Controls. Several procedures were employed to control for polluting variables. To control for variance between instructors, the same trainer was employed for every session. Additionally, all sessions were timed, and the same amount of time (100 minutes, with a 4.75 minute mean variance between sessions) was addressed to content within both conditions. However, although learning activities were timed and matched, Partnership Learning sessions

elicited many more questions that required many more responses from the facilitator. Therefore, Partnership Learning sessions took longer ($\underline{M}$ = 25 minutes) to complete.

To control for variance between content taught during Partnership Learning sessions and content taught during Traditional Training, several procedures were employed. Both types of sessions followed the content outline recommended in the Center for Research on Learning overhead package associated with each strategy. The Center training packages contain approximately 40 overhead transparencies that provide the substance for each training or professional-development presentation as well as the outlines. These content outlines paralleled each other, as did the overhead transparencies.

Traditional Instruction Sessions. In the traditional sessions, the trainer "covered" the content by introducing main ideas with the aid of an overhead transparency, and then used further discussion and additional overheads to elaborate on content. All sessions included an advance organizer at the beginning and summary statements approximately every 20 minutes. At approximately 10-minute intervals, the trainer paused to ask participants if they had any questions about content. The trainer provided extensive elaboration on critical content as each overhead transparency was presented to the group.

Before the traditional training was designed, a sample of videotapes of University of Kansas Center for Research on Learning trainers was observed (55% of the training sessions by field trainers at the 1992 Center for Research on Learning National Conference). During these presentations, an average of 95% of the minutes were allotted to presentation and 5% of the minutes were devoted to question and answer. This time allotment was approximated during traditional training. The presentation was timed to ensure that it was equal in length to the Partnership Learning presentation. The traditional presentation incorporated few Partnership

Learning Structures, although on occasion, some stories and other Partnership Learning

Structures were inadvertently used, especially during responses to questions.

Partnership Learning. In the Partnership Learning sessions, the facilitator used

Partnership Learning Structures in one of two ways. During approximately 50% of each session,

the facilitator used Partnership Learning Structures to surface prior knowledge. Following this,

the trainer displayed and discussed key content points on an overhead, and then noted similarities

and differences between participants' prior knowledge and the content covered. For example,

when introducing the critical teaching behavior of constructive feedback (Kline, Deshler, &

Schumaker, 1991), the facilitator began by using the term "feedback" as a Thinking Device; then

the facilitator presented the information on constructive feedback. Following this, the facilitator

clarified any differences between the group discussion of "feedback" and KU-CRL research on

constructive feedback.

During the other 50% of each session, the facilitator began the coverage of material with

an introduction to the content; then he provided participants with an opportunity to elaborate on

content through the use of Partnership Learning Structures. Following this, the facilitator

clarified and elaborated on material for learners. For example, when teaching how to score

student products, the facilitator (a) provided a brief overview of scoring procedures; (b) enabled

participants to use a Co-operative Learning structure, Jigsaw (Aronson, 1987), to learn the

particular details of scoring materials; and (c) moved between groups to provide corrective

comments in the event that individuals or groups were misunderstanding content.

The use of Partnership Learning Structures used in both Partnership Learning sessions

(Visual Imagery and Self-Questioning) was carefully plotted prior to each session.

Design

This study of Partnership Learning was designed to test the following four null hypotheses:

- There are no significant differences between the knowledge scores of teachers when they receive Partnership Learning professional development versus when they receive traditional training.

- There are no significant differences between teachers' expectation of implementation scores when they receive Partnership Learning professional development versus when they receive traditional training.

- There are no significant differences between engagement scores of teachers when they receive Partnership Learning professional development versus when they receive traditional training.

- There are no significant differences between the enjoyment scores of teachers when they receive Partnership Learning professional development versus when they receive traditional training.

This study utilized a counterbalanced design (Campbell & Stanley, 1963). In such a design, experimental control is achieved by giving all subjects all treatments. To achieve control, two groups of participants (Group A and Group B) were given training in two similar learning strategies, the Visual Imagery Strategy and the Self-questioning Strategy. Both groups received training that followed the same sequence: (a) Visual Imagery and (b) Self-Questioning. However, Group A received Visual Imagery professional development delivered utilizing the Partnership Learning model and Self-Questioning training using the Traditional Training Model. Group B received Visual Imagery training utilizing the Traditional Training Model and Self-

Questioning professional development using the Partnership Learning Model. In total, this study utilized two groups as depicted in Table 1.

<div align="center">Results</div>

Knowledge Test

The knowledge test was constructed to be a measure of the knowledge participants retain immediately following a session. The differences between knowledge test scores from Partnership Learning sessions and knowledge test scores from Traditional Training sessions were compared using a difference of means test. This test indicated that scores on knowledge tests completed following Partnership Learning sessions [M = 42.18] were significantly higher [t = 2.0036, p < 0.05] than the scores on knowledge tests completed following Traditional Training sessions [M = 37.3501]. Knowledge scores for knowledge tests from Partnership Learning sessions ranged from 7 (10.61%) to 46 (69.70%) [SD = 12.99]. Knowledge scores for knowledge tests from Traditional Training sessions ranged from 4 (6.06%) to 50 (75.76%) [SD = 16.16].

Engagement Sampling Form

The engagement sampling form was constructed to be a time-sensitive measure of participant engagement. In order to compare scores from Partnership Learning sessions with scores from Traditional Training sessions, median scores for each respondent's individual responses to each signal (the ringing of a bell at 10-minute intervals) during both sessions were calculated. The differences between Partnership Learning sessions and Traditional Training sessions were then compared in cross-tabulation tables. Following this, chi square statistics were computed to determine statistical significance for ordinal measurement, and percentage breakdowns were compared between training sessions.

The chi square statistic comparing the engagement scores was 46.90. For 6 degrees of freedom this showed a statistically significant difference [$p < 0.00$] between Partnership Learning engagement scores and Traditional Training engagement scores. Table 2 reveals that 89.3% of median scores for Partnership Learning were in the engaged range (numbers 5, 6, & 7 on a 7-point Likert-type scale, with 1 named as "not engaging" and 7 named as "very engaging"); whereas only 40.1% of median scores for Traditional Training were in this range. At the same time, the table shows that only 2.6% of the median scores for Partnership Learning engagement scores were in the not-engaged range (numbers 1, 2, & 3 on the 7-point Likert-type), whereas 37.4% of the median scores for Traditional Training were in this range.

BJS

Implementation Question

The implementation question ("Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?") was asked to obtain a measure of participants' expectation for implementation. Teachers chose a strategy trained through Partnership Learning over a strategy trained by Traditional Training by more than a 4:1 ratio. Fifty-nine teachers stated that they were more likely to teach a strategy that they had learned through Partnership Learning, and 14 teachers stated that they were more likely to teach a strategy that they had learned through Traditional Training.

Workshop Evaluation

The Workshop Evaluation Form was constructed to measure the teachers' agreement with statements related to four constructs: comprehension, engagement, implementation, and enjoyment. In order to compare scores from Partnership Learning sessions with scores from Traditional Training sessions, the three questions for each null hypothesis were combined into

one construct by totaling the three scores and computing median scores for each respondent and

for each treatment. The differences between Partnership Learning sessions and Traditional

Training sessions were then compared in crosstabulation tables constructed for each construct.

Following this, chi square statistics were computed to determine statistical significance for

ordinal measurement, and percentage breakdowns were compared between training sessions.

Comprehension

The chi square statistic comparing comprehension scores for Partnership Learning and

Traditional Training was 39.51. For 6 degrees of freedom this showed a statistically significant

difference [$p < 0.00$] between Partnership Learning engagement scores and Traditional Training

engagement scores. Table 3 and Figure 1 reveal that 81.1% of the median scores for Partnership

Learning engagement scores were in the "agree" range (numbers 5, 6, & 7 on a 7-point Likert-

type scale, with "1" representing "disagree" and "7" representing "agree"), whereas 46.3% of the

median scores for Traditional Training were in this range. At the same time, Table 3 shows that

4.3% of the median scores for Partnership Learning were in the "disagree" range (numbers 1, 2,

& 3 on the 7-point Likert-type scale), whereas 46.3% of median scores for Traditional Training

were in this range.

Engagement

The chi square statistic comparing engagement scores for Partnership Learning and

Traditional Training was 60.74. This showed a statistically significant difference [$p < 0.00$] for 6

degrees of freedom between Partnership Learning and Traditional Training engagement scores.

Table 4 and Figure 2 reveal that 82.6% of the median engagement scores for Partnership

Learning were in the agree range; however, only 21.6% of the median scores for Traditional

Training were in this range. At the same time, Table 4 shows that only 4.3% of the median

Partnership Learning engagement scores were in the disagree range, whereas 57.9% of median

Traditional Training scores were in the disagree range.

<u>Implementation</u>

The chi square statistic comparing implementation scores for Partnership Learning and

implementation scores for Traditional Training was 21.2. For 6 degrees of freedom, this

identified a statistically significant difference [$p < 0.00$] between Partnership Learning and

Traditional Training. As shown in Table 5 and Figure 3 69.5% of the median scores for

Partnership Learning were in the "agree" range, whereas 40.5% of median scores for Traditional

Training were in this agree range. Table 5 also shows that 18.8% of the median scores for

Partnership Learning engagement scores were in the "disagree" range, whereas 37.6% of median

scores for Traditional Training were in this range.

<u>Enjoyment</u>

The chi square statistic comparing Partnership Learning and Traditional Training

enjoyment scores was 59.38. For 6 degrees of freedom this showed a statistically significant

difference [$p < 0.00$] between Partnership Learning and Traditional Training scores. Table 6

illustrates that 78.2% of the median scores for Partnership Learning were in the "agree" range,

whereas 40.59% of the median scores for Traditional Training were in this range. At the same

time, Table 6 shows that only 7.2% of the median scores for Partnership Learning were in the

disagree range, whereas 62.3% of the median scores for Traditional Training were in this range.

<div align="center">Discussion</div>

<u>Summary and Conclusions</u>

This project was designed to evaluate Partnership Learning's impact on: participants' expectation to implement a new educational practice, participants' engagement, participants' comprehension, and participants' enjoyment during professional-development training sessions.

The results of this research support several conclusions. First, implementation scores suggest that participants' intent to implement was affected by the way the professional developer conducted learning sessions and that participants judged themselves more likely to implement instruction in whichever learning strategy was taught via Partnership Learning. These findings were also supported by the course evaluation question scores related to implementation, which suggest that teachers were more likely to plan to use a strategy taught through Partnership Learning than one taught through traditional training.

Second, engagement scores suggest that workshop participants were more engaged by Partnership Learning than by Traditional Training. Further, median engagement scores for each bell signal suggest that Partnership Learning sustained a high level of participant engagement throughout a session. These conclusions are also supported by the course evaluation scores for engagement. Again, the scores suggest that Partnership Learning is significantly more engaging than Traditional Training.

Third, knowledge test scores suggest that participants remembered significantly more content after Partnership Learning sessions than after Traditional Training. This conclusion is also supported by the course evaluation scores related to knowledge. Again, the scores suggest that participants remembered significantly more content during Partnership Learning sessions than they did during Traditional Training.

Fourth, course evaluation scores for enjoyment suggest that participants enjoyed Partnership Learning more than Traditional Training. Given the other results reported, this

finding seems logical; one could anticipate that participants who understand and are engaged by what they are learning are more likely to enjoy it.

In summary, all the scores analyzed suggest that Partnership Learning, compared with Traditional Training, is more enjoyable and engaging, more likely to encourage implementation, and more likely to offer learning experiences that will be remembered.

Implications

Broadly speaking, the most significant implication of this research is that the way professional development is offered makes a difference in the way in which teachers receive content. When facilitators use Partnership Learning, they should expect that their sessions will be more engaging, more enjoyable, and easier to comprehend than when they use traditional training methods.

A more subtle implication of this research is that the methodology used during professional development sessions has an impact on teachers' expectation of implementation. The results of this study suggest that professional developers not only need to present content that is meaningful for teachers; they must present it in a manner that is engaging and enjoyable. When administrators choose presenters who explain content using traditional training methods, their well-intentioned investment in professional development could prove to be a waste of district money and teacher time.

Finally, this project's findings suggest that planning the use of learning structures for a workshop should receive as much attention as planning content. In other words, professional developers need to pay careful attention to how they teach, not just to what they teach.

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Table 1

Counterbalanced Design

Group	First session	Second session
Group A	Visual Imagery	Self Questioning
Training Model	Partnership Learning	Traditional Learning
Group B	Visual Imagery	Self Questioning
Training Model	Traditional Learning	Partnership Learning

Table 2

Teachers' Median Ratings on the Engagement Form

Scores	Traditional training	Partnership training
(Not Engaging) 1	2 (2.7%)	0
2	14 (18.7%)	1 (1.3%)
3	12 (16.0%)	1 (1.3%)
4 (Neutral)	17 (22.7%)	6 (8.0%)
5	20 (26.7%)	27 (36%)
6	8 (10.7%)	33 (34%)
(Engaging) 7	2 (2.7%)	7 (9.3%)

Table 3

Total Individual Teacher's Combined Median Ratings for Comprehension Questions on the Workshop Evaluation Form

Scores	Traditional training	Partnership training
1 (Disagree)	6 (8.7%)	0
2	13 (18.8%)	1 (1.4%)
3	13 (18.8%)	2 (2.9%)
4	12 (17.4%)	10 (14.5%)
5	15 (21.7%)	21 (30.4%)
6	9 (13.0%)	30 (43.5%)
7 (Agree)	1 (1.4%)	5 (7.2%)

Note, The questions related to comprehension on the Workshop Evaluation Form are the following:
1.   I believe that I will remember everything covered today.
5.   It will be very easy to summarize for others what this strategy is all about.
9. I clearly understand everything that was presented today.

Table 4

Total Individual Teacher's Combined Median Ratings for Engagement Questions on the

Workshop Evaluation Form

Scores	Traditional training	Partnership training
1 (Disagree)	15 (21.7%)	
2	16 (23.2%)	1 (1.4%)
3	9 (13.0%)	2 (2.9%)
4	14 (20.3%)	9 (13.0%)
5	9 (13.0%)	19 (27.5%)
6	5 (7.2%)	28 (40.6%)
7 (Agree)	1 (1.4%)	10 (14.5%)

Note, The questions related to engagement on the Workshop Evaluation Form are the following:
   2.   The workshop learning activities kept me focused on the content throughout.
   6.   It was easy to concentrate on the content of this presentation.
  10.   The workshop was engaging throughout.

Table 5

Total Individual Teacher's Combined Median Ratings for Implementation Questions on the

Workshop Evaluation Form

Scores	Traditional training	Partnership training
1 (Disagree)	8 (11.6%)	3 (4.3%)
2	9 (13.0%)	2 (2.9%)
3	9 (13.0%)	8 (11.6%)
4	15 (21.7%)	8 (11.6%)
5	13 (18.8%)	16 (23.2%)
6	13 (18.8%)	15 (21.7%)
7 (Agree)	2 (2.99%)	17 (24.6%)

Note. The questions related to implementation on the Workshop Evaluation Form are the
following:
   3.   I am very confident that I will soon use the strategy learned today.
   7.   I plan to implement this strategy very soon.
  11.   I am looking forward to incorporating this strategy into the teaching I am already doing.

Table 6

Total Individual Teacher's Combined Median Ratings for Enjoyment Questions on the Workshop

Evaluation Form

Scores	Traditional training	Partnership training
1 (Disagree)	12 (17.4%)	3 (4.3%)
2	18 (26.1%)	0
3	13 (18.8%)	2 (2.9%)
4	9 (13.0%)	12 (17.4%)
5	12 (17.4%)	21 (30.4%)
6	5 (7.2%)	27 (39.1%)
7 (Agree)	0	6 (8.79%)

Note. The questions related to enjoyment on the Workshop Evaluation Form are the following:
4. The workshop made me very enthusiastic about the content covered.
8. I had a lot of fun during this presentation.
12. The session was very enjoyable for me.

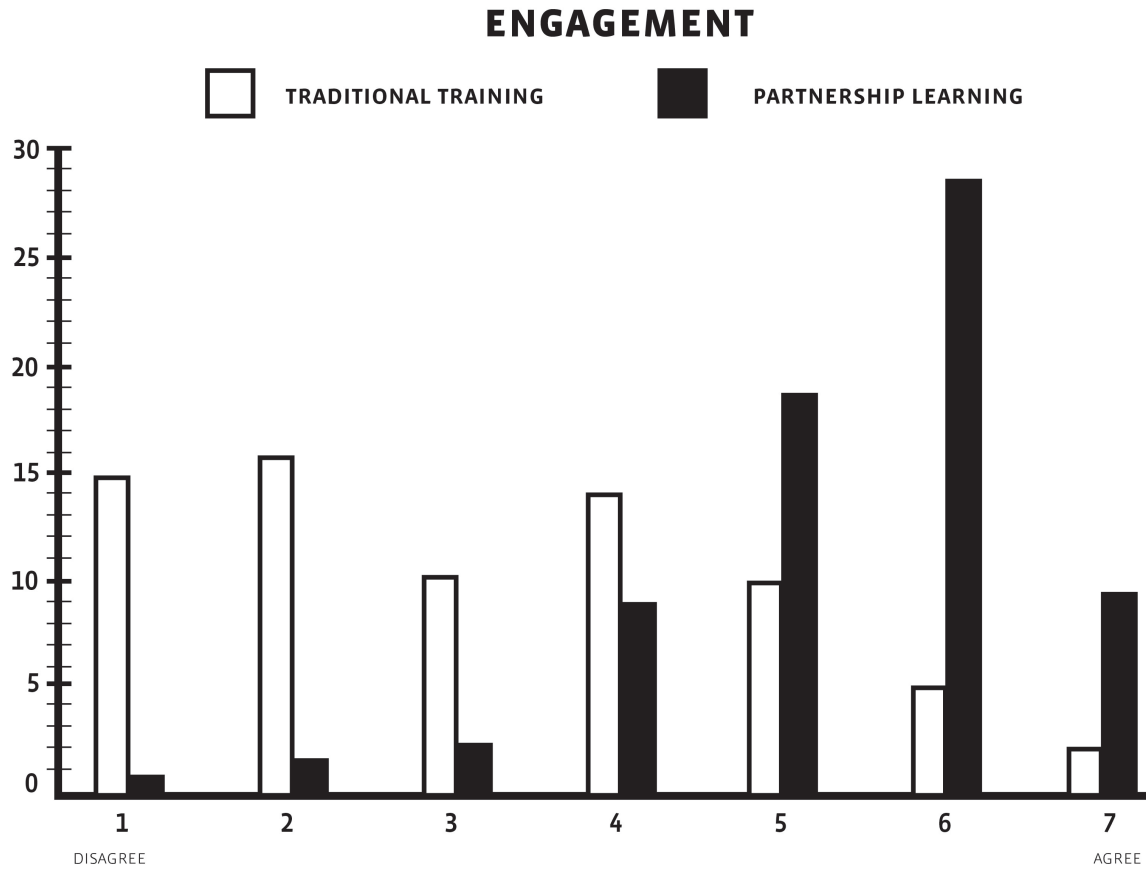Figure Caption

Figure 1.   Engagement form/median scores

ENGAGEMENT

☐ TRADITIONAL TRAINING   ■ PARTNERSHIP LEARNING

DISAGREE ... AGREE

[Bar chart showing Traditional Training and Partnership Learning values across a 1-7 scale (Disagree to Agree). Traditional Training: 1≈14.8, 2≈15.8, 3≈10.2, 4≈14, 5≈9.9, 6≈4.8, 7≈1.5. Partnership Learning: 1≈0.2, 2≈0.9, 3≈1.8, 4≈9, 5≈18.7, 6≈28.5, 7≈9.4.]

Figure Caption

<u>Figure 2</u>   Teachers' combined median ratings for comprehension.

COMPREHENSION

☐ TRADITIONAL TRAINING   ■ PARTNERSHIP LEARNING
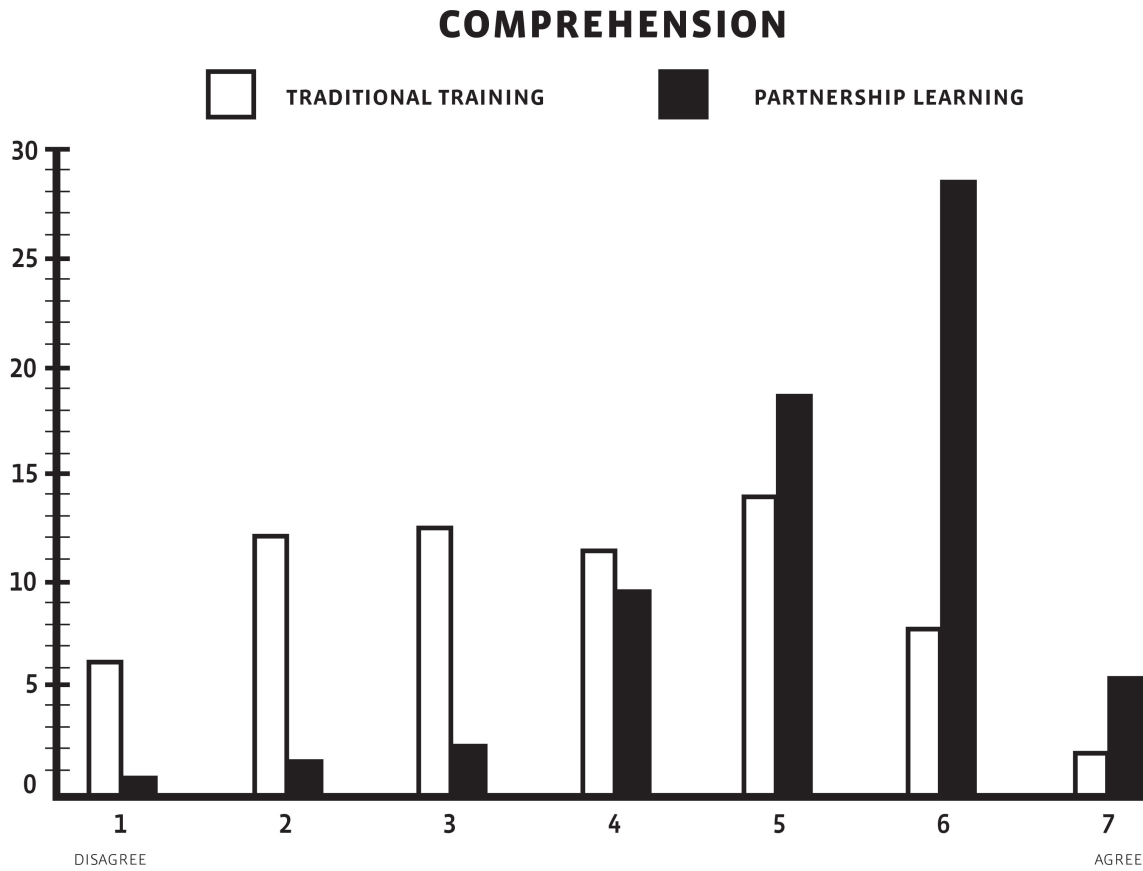
Figure Caption

<u>Figure 3</u>.   Teachers' combined median ratings for engagement.

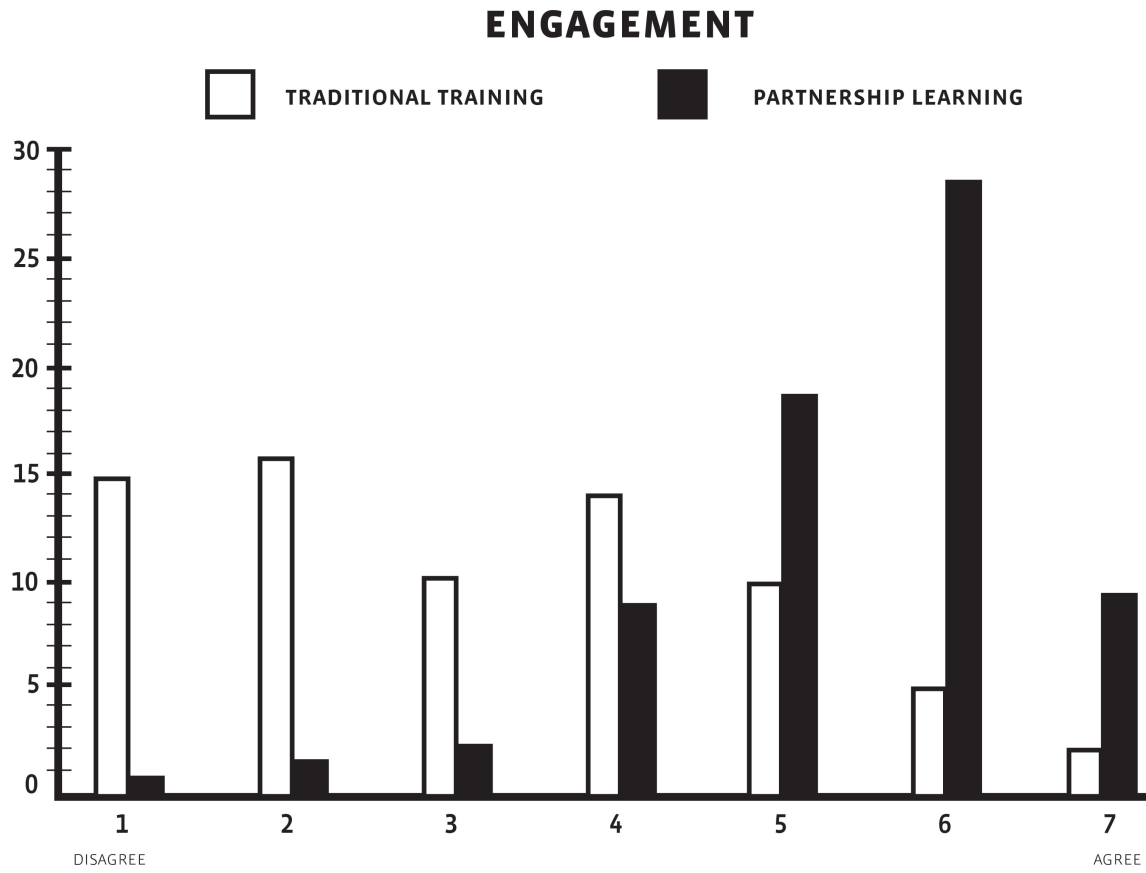## ENGAGEMENT

Figure Caption

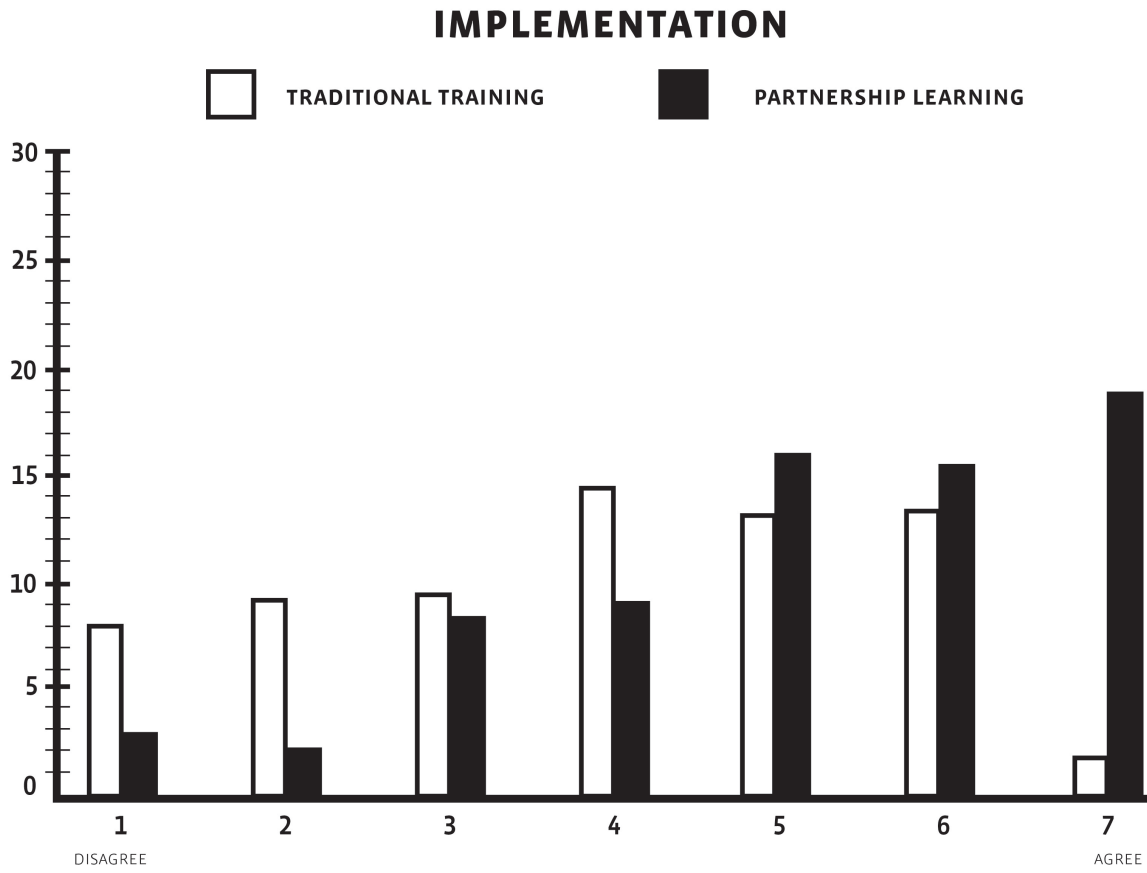Figure 4.   Teachers' combined median ratings for implementation.

IMPLEMENTATION

Figure Caption

Figure 5.   Teachers' combined median ratings for enjoyment.

ENJOYMENT

□ TRADITIONAL TRAINING   ■ PARTNERSHIP LEARNING

DISAGREE

AGREE