ELEMENTARY TEACHERS’ PERCEPTION OF PROFESSIONAL CAPITAL
WITHIN THEIR COMMUNITY OF PRACTICE

by

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You don't choose your family. They are God's gift to you, as you are to them.

Desmond Tutu

To Cynthia Mariah Walker-Smith and Casey O’Neal Walker, Jr. the wind beneath my wings and my reason for being. Thank you for willingly sharing me with the world.
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To the God that I love and adore. Thank You for making this decision for me. With You I could. “I can do all things through Christ who strengthens me” – Philippians 4:13.

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ABSTRACT

ALLISON EDWARDS WALKER
ELEMENTARY TEACHERS’ PERCEPTION OF PROFESSIONAL CAPITAL WITHIN THEIR COMMUNITY OF PRACTICE
Under the direction of VINCENT YOUNGBAUER, Ph.D.

Many teachers, after having worked in isolation for so long and a business capital model of education reform, do not understand the concept of professional capital and its impact for transforming education. The purpose of this study was to examine elementary teachers’ perception of professional capital within their community of practice. The data were collected two ways: completion of the self-assessed Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) and semi-structured interviews. The Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) was administered to glean teachers’ understanding of the concept of professional capital within their community of practice. The survey item data analysis revealed that on thirty-one of the thirty-six self-assessed items the teacher participants had an understanding of the precepts of professional capital within their community of practice. The semi-structured interview data analysis revealed two a priori codes and eight emergent codes. In the process of a priori coding two codes were presented: 1) sharing, and 2) joint work. In the process of emergent coding the interview data eight codes presented: 1) relevant professional development; 2) self-directed learning; 3) trust; 4) freedom of expression; 5) professional to personal relationships; 6) dictated/scripted autonomy; 7) commitment and 8) triadic
capital connections. Overall, the results of the study revealed that most elementary teachers, within this community of practice, are aware of the precepts of professional capital as represented by the survey analysis results and the ten coded themes presented from the semi-structured interview data.
CHAPTER 1

INTRODUCTION

So individualism is, on balance, a bad thing. As we said earlier, individual teacher autonomy “behind the classroom door” is a license to be brilliant, but also to be abominable and just plain bland.

(Hargreaves & Fullan, 2012, p. 110)

Around the world, disaster is providing the means for business to accumulate profit

(Saltman, 2007, p. 1)

In the ongoing criticism of the failing American public school system education reformers have always been in the forefront to tout their reformation ideologies as the best method to address the needs of the failing system. Historically, education reform beliefs have been embedded in public education practices and policy since the onset of the American public education system. Education reform is about the dominant voice of the activist or organization being heard amongst the masses. Horace Mann, considered the father of the American public education system, when elected as Secretary of the newly-created Massachusetts Board of Education in 1837, used his position, voice, to enact major educational reform. Leader of the Common School Movement, Mann fought to ensure that every child receive a basic education funded by local taxes. His influence and ideology soon spread beyond Massachusetts to other states, which grasped this idea of universal schooling.
John Dewey, looking through the lense of pragmatism, advocated for the Progressive Movement in education. In his seminal work *The School and Society* (1900) he wrote,

an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious (pp. 27-28).

Dewey’s idea of public education reform focused on a need to learn by doing, being engaged in the processes of learning. Rooted in the ideas of democracy all participants, teachers and students, in the learning experience had an equal voice in the learning opportunities.

In the changing economic times of America moving from an agrarian society to an industrialized nation, a subtle shift took place on the education reform timeline which begin to reflect the ideologies of business corporate reformers. Beginning in the late 1890s and continuing into the early 1900s, the restructuring of the local governance for the school, the local school board, was revamped to align to the modern viewpoint of the American public school system. School boards in many of this country’s largest cities were downsized, meaning local citizens lost control of their local schools, in favor of big businessmen and members of the richest classes determining what was best for the schools. This centralization of school governance meant that “…schools were run
according to the same principles as any large corporation. The school board functioned like a corporate board of directors, its members setting overall policy and monitoring its implementation while refraining from interfering in day-to-day operations” (Urban & Wagoner, 2014, pp. 180-181). This subtle shift begins the paradigm of corporate reformers easing their way to the frontlines of education reform.

In 1957, with the launch of the Russian satellite Sputnik, another major education reform swept across the American public education school system. The education system was the target of blame as it was alleged that the math and science skills of American students were behind those of the Russians. Teachers were incapable of teaching science; therefore, the system had to be fixed. The 1958 passing of the National Defense Education Act (NDEA) provided federal aid to schools to address the science deficit in hopes of closing the technology gap. Once again, the American public education system, operating under the governance of corporate principles and the ideologies of the rich, revised the public-school curriculum. This reform continues to serve as the catalyst for many of today’s STEM programs in the public-school system.

By the 1980s, education reform is still a debated topic. With the concept of globalization making the rounds and the release of *A Nation at Risk*, during the Reagan administration, the American education system was once again in the line of fire for a major overhaul. According to this report the American educational system was declining based on high school student academic performance. The risk according to the report:

…that the Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. It is not just that the South Koreans recently built the world's most efficient steel mill, or that American
machine tools, once the pride of the world, are being displaced by German products…If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all—old and young alike, affluent and poor, majority and minority. (para. 7).

It is laughable that the utmost concern was how America looked, from a business perspective, amongst its global competitors. The images of failing America industries were placed on the forefront of reader’s mind followed by the suggested remedy for this closing this economic gap would be to reform the education system, again. This type of pimping of the public-school system is what Berliner and Biddle (1995) term, a manufactured crisis; the blaming of the school system for “harming the future prospects of the United States of America by not keeping up the high achieving schools in nations like Japan,” (Urban & Wagoner, 2014, p. 362).

Another major reform for education was former President George W. Bush’s No Child Left Behind Act of 2002. This act emphasized that standardized test scores would be the way by which public school success would be measured. It should be noted that one of the leading testing organizations, Education Testing Services, was funded by grants from the Rockefeller and Carnegie foundations in the late 1940s (Bowls and Gintis, 1976). Those schools that received federal funds were mandated to administer testing and any school that failed to make Adequate Yearly Progress (AYP) was deemed a failing school. Looking through the lens of capitalism, Saltman (2007) posit, “No Child Left Behind sets up public schools to be dismantled and made into investment
opportunities, a grotesque pattern is emerging in which business is capitalizing on disaster (p. 1).

It is in this vein of disaster that corporate reformers are now openly manipulating educational policy and practices to reflect a business capital approach to education reform. This market-based approach to reform is favored by current administrations and controlled by many of America’s leading philanthropic business leaders. Giroux (2012) matter-of-factly states money that once controlled politics now controls public education. Saltman (2007) posit that public education is not a tool be manipulated by capitalism or the economy.

Now under the auspices of corporate reformers many of the United States public school systems operate from a business capital perspective. The business capital approach posits that “the primary purpose of education is to serve as a big new market for investment in technology, curriculum and testing materials, and schools themselves as for-profit enterprises” (Hargreaves & Fullan, 2012, p. 2).

Under this approach to education it is all about a return on one’s investment; short-term yields for its investors. It assumes that highly talented teachers can be easily acquired, worked hard, and replaced when they become worn from a pool of other highly talented teachers. This quick-return approach seeks to reduce the cost of teaching and sees public education as a business market in which one can distort the foundational purposes of teaching and what teachers do and assumes that teaching is simple and does not require extensive training or practice. Anyone can teach if he or she is motivated and passionate is a precept of the business capital model of teaching.
The business capital approach is driven by data and whatever the data reveals the market will address by providing the best solution, for a profit, to remedy the issue. Also, this approach believes that technology can replace teachers just as robots have replaced some surgeons in the operating room. The business capital approach to education reform is all about streamlining the processes to benefit business partners, to make a profit, and is not student-centered.

Statement of the Problem

Many American teachers, having worked in a business model approach to public education, for so long are unaware of the concept of professional capital and its precepts to drive education reform. The professional capital model of education reform is the systematic development and integration of human, social and decisional capital to “create an effective accountability system that produces substantial improvements in student learning, strengthens the teaching profession, and provides transparency of results to the public” (Fullan, Santiago, & Hargreaves, 2015, p.1). The business model approach supports the adage that where there is failure; there is profit. Our education system has been purported to be failing students for almost fifty years and so much money has been spent to fix this problem, yet the failure rate has continued to increase while companies have made extraordinary profits from the products sold to schools that are touted as the best solution to increase student achievement. Houghton Mifflin Harcourt, a textbook supplier to many school districts throughout the United States, reported

Net sales increased 3% to $1,416 million compared with $1,372 million in 2014. The Educational Technology and Services (EdTech) business contributed net sales, excluding purchase accounting, of $148 million for the period May 29,

Other flaws in the United States ideology of its education system are: merit pay, a heavy reliance upon standardized measures for student achievement, and complete avoidance of addressing the climate within schools. First, merit pay has led to more and more teachers preferring to work in isolation so as not to give up their recipe for student success; therefore, minimally impacting overall school achievement for all learners. Ramirez (2011) states that merit pay does not work because: (1) teachers have no control over who is assigned to their class; (2) lack of an objective measure to assess student learning; (3) policies that focus on financial incentives takes the teachers’ focus off the students; (4) complicated rubrics used to assess the complexity of teaching; (5) the demoralizing, manipulative nature of merit pay; (6) the idea that good teaching is about money; and (7) merit-pay programs are often not funded in a sustainable way over time.

Secondly, the complete dependence upon a standardized measure to gauge achievement and tying merit pay to the data of the measurement only adds to teachers being unwilling to collaborate because personal gain, profit, is attached to their student success. Ravitch (2010) posit, “The trouble with test-based accountability is that it imposes serious consequences on children, educators, and schools on the basis of scores that may reflect measurement error, statistical error, random variation, or a host of environmental factors or student attributes” (p. 166).

Lastly, the avoidance of addressing the school culture and climate, and its impact on teaching and learning, is doing a disservice to the professionals within the field of education and to the students that they teach. School climate is the norms and values,
interpersonal relations, social interactions, and organizational processes and structures within a school. Also, school climate sets the tone for all the learning and teaching done within the school environment and is predictive of students’ ability to learn (National School Climate Center, 2016).

Having functioned under the ideology of business capital for so long educators are unaware of the concept of professional capital being the catalyst for reforming our education system. The philosophy of professional capital seeks to shift the current business capital view of education that supports teaching in isolation to one that values the human, social, and decisional capital of teachers. The problem: Many teachers, after having worked in isolation for so long and under a business capital model of education reform, do not understand the concept of professional capital and its impact for transforming education.

Personal Connection to the Problem

From my first day as an educator I was forced to work in isolation. This is not what I was used to having transitioned into education from corporate America where we worked as interactive teams within the organization. As a team, we set goals, problem-solved, made decisions, and celebrated. However, upon entering the field of education as an elementary teacher this was not to be. My grade level colleagues reluctantly worked with me and on the rare occasions when we did work together I never felt a part of the grade-level team but as someone who was there to talked at and not someone who was an integral part of the decision-making dialogue about teaching and learning for our student’s success. My former coworkers were very unwilling to share what they were
doing in their classrooms but were driven to ensure that their students passed the Criterion-Referenced Competency Tests (CRCT).

At the school level, a new administrator had just started and the school climate was not one of trust but of survival. Though two instructional coaches were housed at the school, much of their time was spent doing other tasks as assigned, so collaborative support was minimum, if any during some weeks. At the district-level there were no district coaches or professional training on how to build professional, interpersonal relationships, or how to maintain these relationships over time. It did not take me long to realize that in education teamwork was ostracized and isolation was the norm; I quickly fell into the mode of being a team of one and teaching my students skills and strategies for passing the CRCT. This team of one is what Leana (2011) posit as the individual capabilities of one teacher, which minimally impacts school reform, as opposed to the collective abilities of many teachers to radically impact school improvement.

Professional Connection to the Problem

In my current position as an academic coach, teacher of teachers, I am required to spend forty percent or greater, of my work week purposefully facilitating collaborative planning sessions, social interactions, with K-5 teachers. These collaborative sessions facilitate teacher-to-teacher interacts to analyze, modify, and address student academic and behavior needs. Having experienced the benefit of socially interacting with my academic coaching colleagues I thought that teachers would quickly buy-in to working together to support each other and close the achievement gap of all students. As a norm of the collaborative meetings all teachers are to be engaged and active participants in the process; however, there have been days where the loudest noise in the room was the hum
of the air conditioner. Teachers will sit with their lips tightly sealed and refuse to participate in the process. Administration and other support staff have emphasized the importance of working together to change the current designated Priority status of the school. A Priority status means that the school is in the bottom five percent of schools in the state. Some teachers are slowly coming around by contributing and participating in collaborative planning sessions while others are refusing to be a part of the change.

Once teachers leave the mandated collaborative sessions, after having reached a quasi-agreement of how to address student deficits, they immediately return to teaching in isolation and utilizing their individual capital to impact student achievement within their classroom. Recent comments from school-level and district focus walks, feedback on a particular instructional practice, have reflected that on the many grade-levels each teacher was implementing her own instructional practices and strategies and not the instructional practices and strategies what was chosen be to be implemented during their grade level collaborative planning session as reflected within the lesson plans. Argyris and Schön (1974) posit that often a person can easily communicate his intended theory of what a particular circumstance or behavior will look like by giving an espoused theory of action; however, once faced with the situation or circumstances that same person will default to a theory-in-use which rarely aligns with the initial theory of action to be implemented. For example, lesson plans are reviewed per grade level and meet expectations of what is be taught, theory in action; however, when completing informal observations, I am often met with an unsolicited explanation of why the teacher is off-task, theory-in-use, and not doing what was outlined in the lesson plan.
Teachers have worked in isolation so long that it is difficult to see the value of interpersonal relationships with one’s colleagues. They do not see themselves as being instrumental in education reform as they have no voice to being the change; they are used to the change being ‘told’ to them. They cannot fathom how interpersonal, collaborative relationships in the workplace can serve as the catalyst for major school reform and student achievement. To that end I will conduct this study to understand teachers’ knowledge of professional capital within their community of practice.

Purpose of the Study

Having been a teacher who worked in isolation and driven to achieve the numbers within a business capital model of education reform and now as an academic coach who facilitates collaborative planning I seek to study the perceptions of teacher understanding of professional capital. The purpose of this study is to gain in-depth knowledge of teachers’ understanding of professional capital within their community of practice.

In this study I seek to answer the following research questions:

1. What are teachers’ perceptions of professional capital within their community of practice?

2. How do teachers view professional learning within their community of practice?

3. In what ways do teachers feel that social capital interactions affect their pedagogy practices and contribute to their professional growth?

Throughout this research document, you will find vignettes of lived-experiences within the community of practice of this study. These vignettes will add a ‘rich, thick’ description to the lived experiences within the school.

Theoretical Framework

The theory of social constructivism served to guide this study. Social constructivism emphasizes the role society and culture plays in constructing knowledge and is based on the assumptions that focus on reality, knowledge, and learning. There are two premises of assumptions: (1) reality is constructed through human activity; and (2) knowledge is socially and culturally constructed; and learning is a social activity. Social constructivists stress that social group learning and peer collaboration are useful and meaningful to understanding (Schunk, 2012).

Conceptual Underpinnings

This study focuses on understanding teachers’ perception of professional capital within their community of practice. Because of the focus on the teachers lived experiences within their workplace to gain understanding and to construct knowledge, the study incorporated the paradigmatic framework of constructivism. Constructivism places emphasis on the role of the individual and how the individual gains understanding from their interactions within varied contexts. The lived experiences of the individual serve as the origin of one’s cognitive growth.

Definition of Key Terms

*Professional Capital*: a new approach to education reform; a trifecta of capital ideologies that work in tandem to improve teacher quality and increase student
achievement. This trio of capital ideologies are: human capital, decisional capital, and social capital (Hargreaves & Fullan, 2012).

*Human Capital:* the skills, knowledge, and experience possessed by an individual or population, viewed in terms of their value or cost to an organization or country (Oxford English Dictionary, n.d.)

*Social Capital:* the networks of relationships among people who live and work in a particular society [community of practice], enabling that society to function effectively.

*Decisional Capital:* one’s ability to make discretionary judgments as an educator.

*Community of Practice:* where “groups of people share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, 1998).

*Collaboration:* intentional and purposeful teacher-to-teacher interactions to positively affect pedagogy practices and student achievement (Little, 1990).

*Self-efficacy:* as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1994).

*Collective efficacy:* group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments (Bandura, 1997).

**Summary**

Chapter one introduced the background of the problem, personal connection to the problem, professional connections to the problem, and the purpose of the study. The research questions for this study along with a brief methodology, discussion of the
conceptual underpinnings, and a definition of key terms were presented. Chapter two is the review of literature to provide foundation for this research study.
CHAPTER 2
LITERATURE REVIEW

*As iron sharpens iron, so one person sharpens another.*

Proverbs 27:17 (NIV)

The purpose of my qualitative case study is to research teacher understanding of the three tenets that comprise the concept of professional capital. This literature review addressed the following areas pertinent to this research: the paradigmatic framework of constructivism, the theoretical framework of social constructivism, community of practice, professional capital, human capital, social capital, and decisional capital. After reviewing the literature in these areas, gaps were noted in the research that focused on how professional capital improved school reform efforts through its implementation.

**Theoretical Paradigm**

The world view which aligns to my research topic and ascribes to an in-depth methodology format of my qualitative study is the constructivism paradigm. The constructivism paradigm posits that the meanings humans attribute to their experiences in the social world warrant an archetype appropriate for investigating these phenomena in the human sciences. Everyone creates their own reality within a social context and the reality within this context provides opportunity to further investigate for understanding, which is the inquiry aim of the constructivism paradigm.

The philosophical belief of the constructivism paradigm is that people construct, or create, their own understanding of reality; we construct meaning based on our
interactions with our surroundings (Guba & Lincoln, 1985). Constructivism’s foundational belief is that reality is socially constructed within various contexts and that knowledge is both transactional and subjective with varied findings created based on a person’s actions or identity. Lincoln, Lynham and Guba (2011) state that a goodly portion of social phenomena consists of the meaning-making activities of groups and individuals around those phenomena. The meaning-making activities themselves are of central interest to social constructionists and constructivists simply because it is the meaning-making, sense-making, attributional activities that shape action (or inaction) (p.116).

The historical context of the constructivism paradigm has as its foundation the seminal works of theorist Wilhelm Dilthey. As a student of theology, Dilthey was influenced by the hermeneutics tradition of interpreting Biblical text. Drawing from this scholarly background Dilthey (1900) in *The Rise of Hermeneutics* stated, “Human studies have indeed the advantage over the natural sciences that their object is not sensory appearance as such, no mere reflection of reality within consciousness, but is rather first and foremost an inner reality, a coherence experienced from within” (p. 231). Dilthey understood that humans needed to be studied within the contexts of their cultural and social lives and that this understanding was essential to the human sciences. With the lense of hermeneutics, Dilthey thought this method of interpretation would benefit the human sciences and expound upon the cyclical, back and forth movement between the parts and the whole when attempting to understand and interpret human science phenomenon within a social construct. “Such an art of interpretation has developed as gradually and as methodically and slowly as the experimental investigation of nature
itself. It originated in the individual virtuosity of the philologist of genius, where it continues to flourish” (Dilthey, 1900, p. 238).

Dilthey believed that understanding the meanings that individuals attribute to their experiences should be the objective of human sciences (Given, 2008). Dilthey’s seminal treatises explicate the concept of understanding within the human sciences and serve as the foundational tenets of the constructivism paradigm. In *The Rise of Hermeneutics*, Dilthey explains understanding as a way to involve a process of referring back from outer sensory phenomena to a reality that is inner (Makkreel, 2012).

As a paradigm, constructivism lends itself to varied qualitative research methods in which a researcher can gather data from various sources such as interviews, field notes, observations, and document analysis. This approach is both hermeneutical and dialectical in nature as best to fully capture and better understand individuals’ perception of their reality. Using the theoretical lense of social constructivism, the researcher will delve deeper into the participants understanding of professional capital within their community of practice.

**Theoretical Framework**

As opposed to the cognitive constructivist perspective of learning and knowing as individual within one’s mind, social constructivism posits that learning is social and extends beyond the individual’s mind into one’s varied social environments (Chen, n.d.).

Social constructivists stress that social group learning and peer collaboration are useful and meaningful to understanding (Schunk, 2012). Social constructivism emphasizes the role society and culture plays in constructing knowledge and is based on the assumptions that focus on reality, knowledge, and learning. There are two premises of
Dewey was an early proponent of humans understanding their world through interaction with their environment and he believed that this interaction is how individuals construct knowledge. Dewey (1916) posits that the development of an individual’s personality in the context of lived experiences and problematic situations is decisive. In this context, participation and democracy are the criteria of the learning processes, and at the same time learning must support the development of participation and democracy. According to the John Dewey Project for Progressive Education (2002) Dewey hoped for human understanding through social activity proposes:

The education of engaged citizens involves two essential elements: (1) Respect for diversity, meaning that each individual should be recognized for his or her own abilities, interests, ideas, needs, and cultural identity, and (2) the development of critical, socially engaged intelligence, which enables individuals to understand and participate effectively in the affairs of their community in a collaborative effort to achieve a common good (para. 1).

Drawing from Dewey’s idea of understanding through social engagement, Vygotsky’s sociocultural theory placed additional importance on the social environment as a facilitator of development and learning (as cited by Schunk, p. 240). The premise of sociocultural theory stresses that “…social interactions play a critical role in cognitive development. Therefore, all higher functions originate as actual interpersonal relationships between individuals” (Lutz & Huitt, 2004, p. 5).
The key elements of Vygotsky’s theory posit that knowledge can be constructed between two people, that social interactions are necessary, that self-regulation can only be developed through internalization, and internalization occurs when human socially interact (Vygotsky, 1978; Schunk, 2012). With respect to Vygotsky’s sociocultural theory the process of how a person learns within an interactive situation is vital for self-development.

Psychological and behavioral understandings of knowledge describe learning as an internal, individual, mental process in which the mind acquires and stores knowledge for future use in any context. A tenet of situated cognition theory is learning is not occur in isolation but within the culture and context of the situation (Lave, 1988, 1996).

The seminal works of Dewey and Vygotsky emphasize that knowledge is socially constructed and serve as the basis of the community of practice facet of situated cognition theory. Communities of practice is a group of individuals who regularly interact and share common goals or concerns (Wenger, 1998). The works of these seminal scholars contribute to the social aspect of the situated learning theory.

Community of Practice

To critically analyze teachers understanding and perceptions of professional capital within the context of a school, one must understand the environment in which someone works. This environment has been defined as a community of practice – “groups of people who share a concern, a set of problems, or passions about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, McDermott, & Snyder, 2002, p. 4).
Lave and Wenger (1991) influenced by the seminal works of both cognitive and social constructivist theorists, posit that there are general principles and recommendations for understanding and enabling learning within a community of practice. Shifting from a locus of learning only taking place in the individual mind to one which gives credence to learning taking place within a social setting; thus, illuminating the dynamics of functioning and working within a group or culture. Therefore, learning is a process that takes place in a participation framework, not in an individual mind (Lave & Wenger, 1991). Perception and understanding within a community of practice, is a combination of philosophical ideals and theories of perception, cognition, and activity within a social setting. It takes as its focus the relationship between learning and the social situations in which they occur and asks what kinds of social engagement, collaboration, provide the proper context for learning (Lave & Wenger, 1991). Vincini (2003) states that situated learning will:

• Provide an authentic context with authentic activities that reflects the way knowledge in your discipline will be used in real-life.
• Provide access to expert performances and the modeling of processes, as well as promoting the articulation of tacit knowledge to be made explicit.
• Provide multiple roles and perspectives.
• Support collaboration in the construction of knowledge.
• Build in reflection opportunities to enable abstractions from specific situations to be formed (para 5).

Lave and Wenger (1991) believe that knowledge and learning are intertwined within the context in which they occur. Lave (1988) states that learning groups are found
in many contexts and labels them as communities in practice. A community of practice is a self-organized and/or selected groups of people who share a common sense of purpose and a desire to learn and know what each other know (Wenger, 1998). This person-situation interaction is the basis of situated learning theory. The four premises of situated cognition theory are: (1) humans are social beings; (2) knowledge is a matter of competence with respect to valued enterprises; (3) knowing is a matter of participating in the pursuit of such enterprises; and (4) meaning is ultimately what learning is to produce. Drawing from their anthropologic backgrounds Lave and Wenger (1991) state that “learning is an integral part of generative social practice in the lived-in world” (p. 35).

Participation in social contexts becomes a way of engaging the learner that involves both absorbing and being absorbed in “the culture of practice” (p. 95). The primary focus of situated cognition is that learning is acquired through social participation and interaction within a community of practice (Wenger, 1998). According to Hung, Looi, and Koh et al. (2004, p. 195) we cannot escape the notion of being as:

…the emergence in situated cognition takes a firm stand on the role of communities of practice as situated contexts through which cognition and the context are always co-determined. A community of practice is a sustained social network of individuals who share a common set of core values and knowledge, including a past history, grounded on common practices. As communities are central to the changing and evolving nature of persons acting, we cannot escape the issue of changing phenomena and practice (9. 195).
The principle is that meaning, understanding, and knowledge are defined by relative actional contexts and not only self-contained structures; therefore, inclusive of the mind. (Lave & Wenger, 1991).

Professional Capital

From the onset, the concept of capital would suggest some tenets of a business ideology that emphasized accrued money and wealth, also denoted as financial capital. Merriam-Webster defines capital as a stock [supply] of accumulated goods especially at a specified time; also: the value of these accumulated goods. Hargreaves and Fullan (2012) define capital as “…an asset that has to be invested, accumulated, and circulated to yield continuous growth and strong returns (para. 4). The idea of capital has since evolved to have multiple meanings that transcend from the business world across many scholarly disciplines. The concept of capital, now has a place within the field of social sciences and education and has been ascribed new contexts and definitions to explain the various communal dynamics of individuals. According to Robison, Schmid, & Siles (2002) “social capital has emerged as a paradigm capable of bridging across various social science discipline” (p. 1).

To better comprehend these dynamics within the field of education reform, Hargreaves and Fullan (2012) have advocated for the concept of professional capital. Professional capital is a trifecta of capital ideologies that work in tandem to improve teacher quality and increase student achievement thus positively impacting education reform. This trio of capital ideologies are: human capital, social capital, and decisional capital.
Human Capital

Individuals bring their own education, skills, beliefs, and strengths to their community of practice. Think of the star athlete and what she, singularly, brings to the team. Individually she possesses many skills that she can contribute to her team if she so chooses. Human capital, as defined from the *Oxford English Dictionary* (n.d.) is, “the skills, knowledge, and experience possessed by an individual or population, viewed in terms of their value or cost to an organization or country”. Human capital is an economic concept that refers to an organization’s intellectual capital. The value of these collective intelligences constantly fluctuate, as the intellectual capital is individually owned. Having individual ownership, human capital can be extremely transient.

Though the earliest use of the concept of human capital dates back to 1776 by Adam Smith it was not until the late 1890s that the term human capital began being used in economics. By the 1960s economists found that human capital was invaluable to the business world and one’s personal assets. Nobel Prize winner Becker (1962), an economist from the University of Chicago, posited that the expenditure on education, training, and skills are investments in human capital. However, these produce individual, human capital and cannot be separated from a person like it is for one to move physical and financial assets (Becker, 1964). These investments in human capital greatly increases one’s income and allows for career opportunities otherwise inaccessible because of lack of education.

Taking this business concept of human capital and bringing it into the field of education carries the same connation of individual capital but added to the definition is having “requisite knowledge and skills” (Hargreaves & Fullan, 2012, p. 89). A teachers’
human capital investment is manifested by her knowing the subject content, pedagogy best practices, and having the ability to work with diverse groups of students. However, just as in the business world, human capital is about individual capabilities within a community of practice. This notion supports isolation among educational professionals; thus, not involving collaboration where teachers learn from each other.

A key aspect of human capital is obtaining the talented teachers needed to do the job of turning around student achievement at chronically failing schools. Being intentional in finding the individual, human capital, who is the right fit for the job. Ferris (2012) posit there are six components for recruiting, retaining, and supporting the teacher talent:

- A team approach. Teams of teachers take on the turnaround challenge together. The teams need to be handpicked by the principal or part of a broader district corps formed to tackle the turnaround challenge.

- Strong leaders. Teachers work in partnership with an effective leadership team with whom they share a vision for school improvement. Rather than relying on one superhero principal, skill sets of teacher teams, staff and the principal are strategically combined to create the necessary leadership capacity.

- Empowerment. Teachers have the authority to take action to meet the needs of their students through increased freedom/flexibility longer accountability time horizons, formal teacher-leader positions, and strengthened linkages between teacher teams and relatively small groups of students.

- Additional training and support. Teachers receive support and training specific to the turnaround environment, including support from school-based coaches and
mentor teachers. They have additional time for collaboration; meetings with coaches and mentor teachers; data-analysis tools and support; and the opportunity to attend summer institutes and complete additional course work.

- Prestige. Turnaround positions are viewed as desirable opportunities to do the most challenging work in the district.

- Compensation. Teachers receive additional compensation for teaching in a more challenging school and for additional work hours and responsibilities (para. 5).

Human capital can be likened Bandura’s philosophy of self-efficacy. They are both singular in nature for imparting change. Bandura (2006) posit that one’s self-efficacy is the reliance on self for motivation; emphasizes the evolvement and exercise of human agency where individuals exercise influence over what they do; it affects one’s goals and is influenced by an individual’s actions and the condition of the environment.

In 2010, Skaalvik and Skaalvik studied *Teacher Self-Efficacy and Teacher Burnout*. Part of this study measured teacher self-efficacy and its relation to collective teacher efficacy. There were 2,049 teacher participants in this study. Teacher self-efficacy was measured using the *Norwegian Teacher Self-Efficacy Scale* which measured six domains: instruction, adapting education to individual students' needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with changes and challenges. The results found that teacher self-efficacy and collective teacher efficacy should be conceptualized as different, but were positively correlated. To that end one must understand the concept of social capital.
Social Capital

Initially, Bourdieu (1986) considered social capital from a Marxist perspective of social class order. Though he vehemently denied ascribing to a Marxist philosophy Bourdieu felt that social capital defined one’s place with their community within society; therefore, he felt social capital networks contributed to the realities of social inequality.

In *The Forms of Capital* Bourdieu (1986) defined social capital as:

the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition--or in other words, to membership in a group-which provides each of its members with the backing of the collectivity-owned capital, a 'credential' which entitles them to credit, in the various senses of the word. These relationships may exist only in the practical state, in material and or symbolic exchanges which help to maintain them. They may also be socially instituted and guaranteed by the application of a common name (the name of a family, a class, or a tribe or of a school, a party, etc.) and by a whole set of instituting acts designed simultaneously to form and inform those who undergo them; in this case, they are more or less really enacted and so maintained and reinforced, in exchanges (p. 51).

Bourdieu acknowledges the exchanges within the social capital relationships gives access to the members to gain some credibility by having being a part of the group and that these connections are systematically maintained.

Because the social capital accruing from a relationship is that much greater to the extent that the person who is the object of it is richly endowed with capital (mainly
social, but also cultural and even economic capital), the possessors of an inherited social
capital, symbolized by a great name, are able to transform all circumstantial relationships
into lasting connections (Bourdieu, 1986, p. 52).

Most people view the dynamics of social capital as being beneficial for the greater
good but Bourdieu sees social capital as exclusionary and only beneficial for those within
the relationship and not necessary beneficial for those outside of the relationship. For
example, the Ku Klux Klan is a binding group; however, those outside of the group may
experience unpleasant consequences for being different. Also, Bourdieu’s view of
social capital explains the ways in which the hegemonic powers hold onto their position
through a range of subtle techniques which cumulatively forms an iron grip of control.
Pickett and Wilkinson (2011) state that persons who are separated because of income
inequalities have little if any trust in those who are outside of their community. This caste
view of social capital places people within a specific class and does not offer hope of
people connecting across the classes to build each other up to be successful as a
transformative group like the social capital ideology of Hargreaves and Fullan.

Just as human capital was aligned to Bandura’s self-efficacy; social capital is
aligned to his ideology of collective efficacy. Collective efficacy, according to Bandura
(2006), is the interactive relationship of the group that produces more with the individual
contributions together. In a collective efficacy study of seventy-nine schools Bandura
(1993) found that when the staff had shared belief in their efficacy, this belief positively
impacted the school’s performance. Kurz and Knight (2004) found that individual teacher
self-efficacy and teacher collective-efficacy were connected and by changing one would
greatly impact the other. Klassen, Tze, Betts, and Gordon (2010) critically studied teacher
self- and collective-efficacy research that spanned the from 1998-2009 and found that the best term, teacher efficacy, would be inclusive of both concepts because of related constructs of the ideology. To illustrate the shared ideology of these concepts and their relationships, see Figure 1.

<table>
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<th>Bandura</th>
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<td>Hargreaves &amp; Fullan</td>
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Figure 1. Human/Social Capital and Self/Collective Efficacy Mutuality

Hargreaves and Fullan (2012) posit that social capital is key to transforming the field of education through the intentional collaboration with colleagues to drive reform. Leana (2011) says, “Social capital, by comparison, is not a characteristic of the individual teacher but instead resides in the relationships among teachers” (p. 32). The seminal 1980s research of James Coleman on high school dropout rates and his investigation to the varied educational expectations between Catholic schools and public schools introduced the concept of social capital to educators as having an impact on student achievement. Coleman’s research revealed that the resource of collegial relationships among staff contributed to the organization’s productivity. Key to the productivity was having collegial relationships founded on trust. Where there was trust, there was gain; where trust was lacking, there was a loss in productivity – schools did not meet their goals.

Schechter and Tschannen-Moran (2006) posit that teachers’ collective efficacy is a powerful factor that affects various aspects of one’s community of practice. Bandura (1997) states that collective efficacy is an aggregate of teachers’ self-efficacy. Though self-efficacy and collective-efficacy are different they work in reciprocity to within social
capital relationships. Bandura (1993) believes that schools that have high teacher collective-efficacy are motivated to achieve because they do not accept low student achievement as a by-product of socioeconomic factors, lack of student ability, or familial background. These teachers believe the students can achieve and are willing to do the work to support their beliefs.

The concept of social capital allows a person to increase his or her knowledge because they have access to other’s human capital resources via the interpersonal relationship. Within the dynamics of the collegial relationship there is no class system to hinder the passing along of knowledge as all within the group are working towards a common, shared goal. According to Leana (2011):

When a teacher needs information or advice about how to do her job more effectively, she goes to other teachers. She turns far less frequently to the experts and is even less likely to talk to her principal. Further, when the relationships among teachers in a school are characterized by high trust and frequent interaction—that is, when social capital is strong—student achievement scores improve (p. 33).

Little (1990) further expounds on the importance of collegial relationships to being detrimental to success or failure within the field of education. She expounds on how collegial relationships fall along a continuum based upon where the relationship falls either teams working independent of each other or interdependent upon each other. Little’s intent was to distinguish the forms of collegial relationships in hopes of “altering the fundamental conditions of privacy in teaching” (p. 511). Some view teachers as self-
governing entrepreneurs who, if the opportunity presents itself, may be available to meet with others.

Little (1990) posit that there are weak and strong collegial ties among teachers. These collegial relationships echo forms of communication that reflect independence towards interdependence upon each other. These four teacher-to-teacher exchange opportunities are: scanning and storytelling, helping and assistance, sharing, and joint work. Scanning and storytelling is the occasional communication and contact with colleagues within the community of practice. It is not intentional and is happen stance in nature. It is the most independent form of collegial communication and supports teaching in isolation.

The next type of collegial relationship on the collaboration continuum is helping and assistance. In this form of collegial communication, a teacher will offer advice, if asked and only if asked. A teacher has a need and is intent on communicating with a colleague to address that need and nothing else.

The third type of collegial relationship is sharing. In this interpersonal relationship teachers share their resources and advice on pedagogy practices. Though not total interdependence in nature sharing makes the teacher more public with colleagues.

The last type of collegial relationship type is joint work. Joint work, or teaming, is the total interdependence upon the collective wisdom, human capital and decisional capital, of one’s colleagues. This collegial relationship is dependent upon the mission of the structural organization and is instrumental in meeting the goals and vision of the organization (Little, 1990).
Decisional Capital

Another principle of professional capital is decisional capital. Decisional capital, as a concept, comes from case law (Hargreaves & Fullan, 2012). Case law is the basis of decisional capital and is decision making based on factual information (Hargreaves & Fullan, 2012). A plethora of research emerged that supported the decision-making efforts of nurses, accountants, law makers, and more. However, research revealed that teachers’ decision-making abilities are usurped by those at the federal, state, and local and school levels of education. These decision-making abilities are often referred to as autonomy.

The concept of teacher autonomy refers to the professional independence of teachers in schools, especially the degree to which they can make autonomous decisions about what they teach to students and how they teach it (The Glossary for Education Reform, n.d.). The National Center for Education Statistics report on teacher autonomy showed a steady decline in teacher decision-making opportunities and that one’s ability to make decisions is directly tied to one’s job satisfaction (Fullan & Hargreaves, 2012).

In education and working complimentary with human capital and social capital, decisional capital is one’s ability to make discretionary judgments as an educator. Teachers should be able to make decisions that affect pedagogy practices to positively affect student achievement. Research on teacher decision-making capabilities span many years and many perspectives on this concept to delve into the complexities of decision making. Rice and Schneider (1994) studied a decade of teacher involvement in decision making processes. According to this research, in the 1980s there was an intentional interest in building teacher capacity by increasingly including the teacher voice in classroom decision-making issues. Though studies for this type of participative decision
making had been ongoing, Rice and Schneider (1994) sought to answer persistent questions of “…how to engage teachers most effectively in decision making (para. 1). Hargreaves and Fullan (2012) posit the more you practice decision making with your colleagues, the better you become. Rice and Schneider (1994), drawing from this vein, replicated a study to see if a decade of practicing made a difference in empowering teacher as decision makers. The teachers were administered the instrument as used in the original research: The Decision Involvement Analysis Questionnaire. The study found that, after a decade, teachers believed that their influence in decision making had not increased.

Dietrich (2010) posit that many factors influence decision making: past experiences, cognitive biases, age and individual differences, belief in personal relevance, and an escalation of commitment. Dietrich consider these as factor that strongly govern one’s influence in decision making. Rice and Schneider (1994) agree that decision making processes are complex and rely on human involvement, who possess factors that are not controlled by the organization. Elliot (1996) while researching teacher decision making for Reading Recovery lessons found that “the nature of pedagogy reasoning and decision making revealed many complexities” of instructional decision making (p. 76). Lipman (1974) identified three dimensions of decision making: decision stages, decision content, and decision involvement.

To better understand teachers’ participation in decision-making, Sarafidou and Chatziioannidis (2012) studied educator involvement in school decision-making. They termed this involvement as multidimensional and classified decision making into three categories: managerial issues, teacher issues, and student issues. (Sarafidou &
Chatziioannidis, 2012). The quantitative findings of teacher participation revealed “teachers did not participate to the same extent in the different decisional domains, nor were they willing to participate equally in all types of decisions” (Sarafidou & Chatziioannidis, 2012, p. 178). Collins (2012) for her doctoral research study examined elementary teachers’ autonomy in making decisions for the best interest of all stakeholders. The research revealed a correlation between educator years of experience and the types of decision making he/she chooses to actively engage. In order for a teacher to get to the point of being comfortable in making sound judgments she must have experience, practice, and reflection from the onset of her career as an educator. According to Gladwell (2008) ten thousand hours is the amount of time needed for any professional to reach his or her stride and to be competent in decision-making. Through these accrued hours one becomes proficient and an expert at their craft. However, decisional capital can only be “sharpened when it is mediated through interaction with one’s colleagues (social capital)”, (Hargreaves & Fullan, 2012, p. 96).

Summary

This literature review gave an overview of the paradigmatic constructivist theory, the theoretical framework of social constructivism, community of practice, professional capital, human capital, social capital, and decisional capital. The next chapter describes the methodology used to investigate this study.
CHAPTER 3
METHODOLOGY

*You can’t understand the teacher or his or her teaching without understanding the* person the teacher is.* (Hargreaves & Fullan, 2012, p. 63)

The purpose of this study was to investigate elementary teachers’ perception of professional capital within their community of practice. This study used a qualitative case study method to better understand how teachers perceive the triadic concepts of professional capital within their workplace. The social constructivism framework was used to examine the teachers’ perceptions of professional capital. The qualitative case study provides a detailed look into the phenomenon being studied within a bounded system (Glesne, 2016).

The researcher studied the lived-experiences of K-5 teachers. The data collected from the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) and semi-structured interview with teachers provided the researcher with insight of professional capital concepts that presented during the teachers lived experiences within their community of practice. The selected data provided a refined understanding of professional capital precepts within the workplace.

Chapter three has been divided into the following sections for organization of this chapter. The first section begins with the research questions followed by an overview of the research design and explanation of the methodology selected. The second section describes the location and population from which the sample was selected. The third
section describes procedures and methods used to collect and manage data. The fourth section describes techniques used to analyze the collected data.

Research Questions

The following research questions were used to gather evidence regarding elementary teachers’ perceptions of professional capital within their community of practice:

1. What are teachers’ perceptions of professional capital within their community of practice?
2. How do teachers view professional learning within their community of practice?
3. In what ways do teachers feel that social capital interactions affect their pedagogy practices and contribute to their professional growth?

The study utilized a qualitative instrinsic case study design to study a contemporary phenomenon within a real setting (Glesne, 2016). The qualitative study allowed the researcher to examine, in details, the interconnected roots of teachers’ perception of professional capital within their community of practice. According to Denzin and Lincoln (2011, p. 3):

Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a
series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self.

At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Using the qualitative methodology will allow the researcher to interact with the participants via questionnaires, interviews, field notes, and observations. For the purposes of my study I will interact with the participants via a survey/questionnaire and a one-on-one semi-structured interview in order to collect qualitative data that will be coded for themes for teachers understanding of professional capital.

Case Study

The researcher used an intrinsic case study to examine the perceptions of teachers understanding of professional capital. The case study method involves studying a case within a real-life context; an in-depth exploration of a bounded system (individuals) base on more than one source of data collection. The researcher chose the intrinsic case study method because of interest in the phenomenon. The researcher investigated a contemporary, bounded system through detailed data collections involving collecting data from various sources. By choosing the intrinsic case study the researcher could delve deeper in understanding a specific, real-world phenomenon. The characteristics of a case study being holistic in nature, context specific, comprehensive, systematic, and layered made it the ideal method to collect qualitative data for this research.
Setting

The following section will provide a description of the region, the school, and the student population within the community of practice. Also, a description of the certified staff from which the teacher participants were selected is discussed.

District and School

This qualitative study took place in a high poverty, urban school district in the Southeastern region of the United States. Per the US Census Bureau (2015), the population of the city, where the study took place, was estimated at 153,721, as of July 1, 2015. Forty-two percent of the population consisted of Whites whereas 54.1% of the population consisted of African-Americans. Eighty-three percent of this population earned a high school degree while only 23% of the population had a bachelor’s degree or higher. The median income in 2015 was $36,519, while persons living in poverty was 26%. Though a small percentage of persons living in poverty, it exceeded the state (17%) and national (13.5%) percentages.

This study was conducted at an elementary school in the Southeast Region of the United States. This school is a new school: two neighborhood schools were merged to create a new school. This school has also been placed on the state’s “chronically failing’ list as a school that has not met academic expectations on the state’s summative 3rd-5th grade-level assessment. Also, this school is an inner-city school that has been designated as a Priority School as defined by the United States Department of Education (n.d.) in Demonstrating That an SEA’S Lists of Reward, Priority, And Focus Schools Meet ESEA Flexibility Definitions:
A school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group (p. 3).

Having this school status means that there is additional staff support from outside agencies who come in to review, refine, and implement processes that support administration and instruction. A State Effectiveness Support coach (SES), a Governor’s Office of Achievement (GOSA) coach, a national professional learning communities’ vendor, a school administrator manager, and a principal coach are currently assigned to the school to offer additional support. Currently there are four persons designated administrative staff, a counselor, twenty-nine certified classroom teachers and staff, eight certified support staff (Programs for Exceptional Children, Early Intervention Program and Connections), and twenty-one classified staff members within the community of practice.

Current student population surpasses seven hundred and the school is one hundred percent free breakfast and lunch for all students. A breakdown of the student population can be seen in Table 1.
Table 1

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Hispanic/Latino</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African-American</th>
<th>Native Hawaiian Other Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>0/1/1</td>
<td>-</td>
<td>-</td>
<td>27/16/43</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27/14/44</td>
</tr>
<tr>
<td>KK</td>
<td>1/3/4</td>
<td>-</td>
<td>-</td>
<td>67/61/128</td>
<td>-</td>
<td>-</td>
<td>1/0/1</td>
<td>69/65/134</td>
</tr>
<tr>
<td>1st</td>
<td>0/1/1</td>
<td>1/0/1</td>
<td>-</td>
<td>62/59/121</td>
<td>-</td>
<td>2/1/3</td>
<td>2/1/3</td>
<td>67/62/129</td>
</tr>
<tr>
<td>2nd</td>
<td>0/2/2</td>
<td>-</td>
<td>-</td>
<td>47/56/103</td>
<td>-</td>
<td>1/1/2</td>
<td>1/1/2</td>
<td>49/60/109</td>
</tr>
<tr>
<td>3rd</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58/54/112</td>
<td>-</td>
<td>1/1/2</td>
<td>0/1/1</td>
<td>59/56/115</td>
</tr>
<tr>
<td>4th</td>
<td>2/0/2</td>
<td>-</td>
<td>-</td>
<td>66/48/114</td>
<td>-</td>
<td>-</td>
<td>0/2/2</td>
<td>68/50/118</td>
</tr>
<tr>
<td>5th</td>
<td>0/1/1</td>
<td>-</td>
<td>-</td>
<td>31/42/73</td>
<td>-</td>
<td>2/2/4</td>
<td>0/1/1</td>
<td>33/46/79</td>
</tr>
<tr>
<td>All Grades</td>
<td>3/8/11</td>
<td>1/0/1</td>
<td>-</td>
<td>358/336/694</td>
<td>-</td>
<td>6/6/12</td>
<td>4/6/10</td>
<td></td>
</tr>
</tbody>
</table>

Participant Sample

The participants for this study were certified elementary teachers who work within the community of practice where this study took place. A convenience sample was used to collect professional capital survey data and semi-structured interview data. The convenience sample was composed of eleven certified K-5 general education teachers, and two Program for Exceptional Children (PEC) teachers who serve as co-teachers in inclusion classrooms, who work within the community of practice where this study took
place. According to Glesne (2016) the use of a convenience sample has low credibility but the researcher will argue that using a convenient sample located within the school where the teachers’ perception of professional capital will be investigated offers credibility to the study. The lived-experiences of these teacher will give credibility to the research as they are telling their stories in first-person. The teachers who are affected by the dynamics of social capital relationships were given a voice to address their concerns or to profess their success working within a collaborative environment.

There are forty-six certified educators and seventeen classified staff currently employed at the school. Of the forty-six certified educators, twenty-seven of them of classroom teachers: two pre-kindergarten teachers and twenty-five K-5 teachers. The demographics of the forty-six certified staff is as follows: forty-three females, three males; eight Caucasians, and thirty-eight African Americans. For the purposes of this study, the focus was on the K-5 teachers’ perception of professional capital. There are four kindergarten teachers with one grade-level vacancy (a teacher left after Christmas break); five first grade teachers, four second grade teachers, four third grade teachers, five fourth grade teachers, and three fifth grade teachers.

Data Collection

Data for this study were collected by administering the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) created for teachers to self-assess their understanding of professional capital. The researcher received author’s approval to use the survey for this study. See Appendix A. The validity and reliability of this survey is discussed further in this chapter. Per the cover page of the survey, the survey creators state:
In our effort to help teachers and leaders cultivate and circulate professional capital in their schools and systems, we have created a professional capital index. This index seeks to (i) assist teachers and school leaders to self-assess the status of professional capital in their schools, and (ii) deepen understanding of how and to what extent schools and educational systems develop and circulate professional capital. It was developed to allow teachers and school leaders to illuminate the ways in which professional capital is distributed throughout their schools and systems and to subsequently empower practitioners at every level to work collaboratively to improve the way all forms of capital are developed and circulated.

Data was also collected through semi-structured interviews. Specifically, three elementary teacher participants were interviewed. These sources of data collection provided the information needed to address the research questions. A detailed description for each data collection method follows.

Survey

The Teacher Professional Capital survey was created by Hargreaves & Fullan (2012) as a self-assessment instrument to measure teachers understanding of the interrelated components of professional capital and how these components work in tandem to catalyze school reform. Though this instrument is easily accessible to teachers, principals, and school districts; however, the researcher could not find any published research that used the instrument to measure teacher knowledge of professional capital within their community of practice and to guide education reform. The researcher was not concerned with the lack of research as per professional capital co-creator Michael
Fullan’s webpage, “All survey items were developed following a rigorous process of design and reliability and validity testing” (Fullan, 2017). The researcher received permission to use this professional capital research instrument to measure teacher knowledge of professional capital for doctoral research purposes as seen in Appendix A. This survey has thirty-six items, twelve items for each dimension of professional capital. On this five-point Likert scale measure, teachers were to indicate the degree to which they agree or disagree with a short statement specific for each form of capital. See Appendix B for Teacher Professional Capital Survey (Hargreaves & Fullan, 2012).

The Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) was administered during a regularly, scheduled faculty meeting, January 17, 2017, to the general education classroom teachers and PEC teachers, co-teachers, in attendance. The researcher read the introduction script to tentative participants and asked if anyone had any questions and emphasized that at this point you were free to leave and not participate. See Appendix C for introduction script. For those tentative participants who remained the researcher then proceeded to read the informed consent form to the remaining tentative participants. See Appendix D. Again, the researcher asked if anyone had any questions and reiterated that any tentative participant was free to leave and not participate. After giving tentative participants the opportunity to leave or stay the total number of survey participants were nineteen. At this time the researcher exited the room, as not to elicit bias in teacher participant responses. The chosen administrator designee distributed a hard copy of the consent form and the Teacher Professional Capital Survey (Hargreaves & Fullan, 2012). The administrator designee collect completed surveys and consent
forms in a large envelope, for each participant, and brought them to the researcher who was in a predesignated meeting room.

The researcher then inspected the collected surveys and informed consent forms to check for completeness. The researcher disregarded those surveys that were submitted without signed informed consent form. After removing incomplete survey submissions, a total thirteen surveys were analyzed for this research study. The demographic data of the survey participants was captured in the following table. See Table 2.

Table 2

*Survey Participant Demographic Data*

<table>
<thead>
<tr>
<th>Gender</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Setting</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>11</td>
</tr>
<tr>
<td>Program for Exceptional Children</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39</td>
<td>3</td>
</tr>
<tr>
<td>40-49</td>
<td>5</td>
</tr>
<tr>
<td>50-59</td>
<td>3</td>
</tr>
<tr>
<td>60+</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>3</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Level Obtained</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>4</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>6</td>
</tr>
<tr>
<td>Ed. S.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Long Have You Been a Teacher?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>1</td>
</tr>
<tr>
<td>1-2 years</td>
<td>1</td>
</tr>
<tr>
<td>3-5 years</td>
<td>1</td>
</tr>
<tr>
<td>6-10 years</td>
<td>3</td>
</tr>
<tr>
<td>11-15 years</td>
<td>2</td>
</tr>
<tr>
<td>16-20 years</td>
<td>2</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>3</td>
</tr>
</tbody>
</table>
Interviews

To gain a more in-depth understanding of teachers’ understanding of professional capital I will interview those participants who sign the consent form and volunteer to be interviewed. Though considered a basic mode of inquiry interviewing is a key method in the social sciences and provides the opportunity to use conversation as tool to gain knowledge about others. According to Brinkmann (2013), “People talk with others in order to learn about how they experience the world, how they think, act, feel, and develop as individuals and in groups” (p. 1). At the heart of interviewing is the interest of understanding the lived experiences of others and the worth of these experiences to the individual (Seidman, 2013).

There are three types of interviews that a researcher can use to collect information and knowledge from study participants: structured, semi-structured, and unstructured. For a structured interview the researcher has an interview guide and the questions are fully established prior to the interview and remain unchanged throughout the interview. The interviewer plays a neutral role and does interject his or her opinion at any point of the interview (Robert Wood Johnson Foundation, n.d.). The semi-structured interview also makes use of an interview guide and allows for the questions to be prepared prior to interview; however, the researcher is given the opportunity to divert or expound on new ideas and themes that the interviewee may present during the interview. The unstructured interview is also a formal interview type with clear goals for the interview. Unlike the structured and semi-structured interview there is no interview guide to direct questioning, instead the researcher builds rapport with the participants thus getting them to be open

For this study the researcher used the semi-structured interview type. Bernard (2006) posit that in a situation where you have only one chance to interview that semi-structured interviewing is the best choice. The interview questions were created to align with the research questions query. See Appendix E for interview questions and alignment.

Interviews were scheduled to accommodate the teachers work week schedule either before school, after school, or during teachers’ forty-five-minute planning block. Researcher will read the interview script and inform the interviewee that the interview will be audio recorded to ensure accuracy in capturing the dialogue of the conversation as seen in Appendix F. To ensure anonymity of the participant will be assigned a study number for identification purposes. All information collected from the participant will be referenced with that number and not their name. For purposes of publication pseudonyms will be used to protect participant identity.

Thirteen teacher participants completed the survey and of those thirteen, nine signed the consent form to be interviewed. The researcher privately approached each of the potential teacher interview participants. When approached, four of the potential interview participants stated they had changed their mind. The remaining five agreed to be interviewed; however, two of them had to withdraw their interview because of unforeseen family and health issues that occurred during the data collection phase of this research. The remaining three teacher were interviewed for this study. These teacher
participants were given a pseudonym for their name to protect their anonymity. A profile of these interview participants can be found below in Table 3.

Table 3

*Interview Participant’s Profile*

<table>
<thead>
<tr>
<th>Name</th>
<th>Paulette</th>
<th>June</th>
<th>Teresa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>40-49</td>
<td>40-49</td>
<td>30-39</td>
</tr>
<tr>
<td>Degree Level Obtained</td>
<td>Ed.S.</td>
<td>Master’s</td>
<td>Bachelor’s</td>
</tr>
<tr>
<td>Number Years Teaching</td>
<td>16</td>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

The researcher stated the purpose of the interview, informed the interviewee of their right to ask questions whenever they need to, and ensured the interviewee had signed the informed consent form. The researcher asked questions from the interview protocol, and record the interview using a speech-to-text digital voice recorder while the researcher took notes in case of technology issues. The researcher transcribed recorded interview data and proceeded to identify themes within the collected data.

The semi-structured interviews for each teacher participant required a maximum of forty-five minutes of their time. The interviews took place in each of the teacher participants classroom; a familiar and comfortable setting within their community of practice. After reading the introduction of the interview protocol, informing the teacher participants to feel free to ask questions, and confirming their signature for consent, the researcher asked questions from the interview protocol. Teachers’ responses recorded
using a speech-to-text digital voice recorder while the researcher took notes in case of a technology problem with the recordings.

The teacher interview protocol, as seen in Appendix G, consisted of questions related to the triadic precepts of professional capital. With the lack of research on the topic of professional capital within one’s community of practice three teacher interviews were conducted in hopes of discovering ideologies that may need to be investigated in future research.

Interviewing teachers and analyzing their lived-experiences helped the researcher to understand how professional capital is perceived within the teachers’ community of practice. The questions emphasized one’s human capital, collegial relationships, and one decision-making capabilities that affected their professional development and growth.

Data Analysis

Data collected from the Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) was analyzed to gain a basic understanding of the teacher perceptions about professional capital within their community of practice. Per McClure (2002) using a questionnaire in a qualitative study is an effective way to measure values, facts, and attitudes held by an individual. Data gathered via the questionnaire helped to the researcher who situate teachers’ knowledge of the concepts of professional capital within their community of practice.

The researcher attributed respective teacher participant’s responses to their applicable survey item. For example: 8 participants somewhat agree that “I am able to advance the learning of the most disadvantaged students.” This was done for each of the thirty-six items on the survey.
The researcher used the participant’s responses on the questionnaire to help to contextualize the teachers’ knowledge of the concept of professional capital within the community of practice. The information gleaned from these responses helped the researcher to better articulate themes coded from interview transcripts.

The semi-structured interview data collected was transcribed using Express Scribe, a free software program for speech-to-text transcription. After reviewing the transcription for accuracy and making any necessary corrections, a copy of each teacher participant’s transcript forwarded to them for member checking. Member checking provided credibility and validity to the study by allowing the participant to verify the accuracy of the data collected (Creswell, 2013). After member checking approval, the researcher read and reread the transcripts and made notations in the margins to identify and code key phrases and terms.

The initial coding for this collected data was done using a priori coding followed by emergent coding to further analyze the data. A priori codes were determined prior to analysis of the data to thematically code the data. A priori codes the researcher used to initially categorize the collected data were based on the tenets of Little’s (1990) continuum of collaboration to code the teachers’ social capital relationships from weakest to strongest collaboration (Little, 1990). Little (1990) posit that there are weak and strong collegial ties among teachers. These collegial relationships go from those forms of communication that reflect independence towards interdependence upon each other. These four teacher-to-teacher exchange opportunities are: scanning and storytelling, helping and assistance, sharing, and joint work. Scanning and storytelling is the occasional communication and contact with colleagues within the community of practice.
It is not intentional and is happen stance in nature. It is the most independent form of collegial communication and supports teaching in isolation. Next in moving towards interdependence is helping and assistance. In this form of collegial communication, a teacher will offer advice, if asked and only if asked. There is intentionality needed to converse; a colleague will address an immediate need but nothing beyond that. Thirdly on the continuum, is sharing. In this interpersonal relationship teachers share their resources and advice on pedagogy practices. Though not total interdependence in nature, sharing makes the teacher more public among her colleagues. Lastly on the continuum, is joint work. Joint work, or teaming, is the total interdependence upon the collective wisdom of one’s colleagues. This collegial relationship is dependent upon the structural organization of the task and is responsive to the goals of the organization (Little, 1990). Based upon this continuum the researcher a priori coded the interview data using the following coding format. See Table 4.

Table 4

Social Capital Relationship Coding

<table>
<thead>
<tr>
<th>Social Capital Relationship</th>
<th>Relationship Description</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanning and storytelling</td>
<td>Exchanging ideas, anecdotes, and gossip</td>
<td>Blue</td>
</tr>
<tr>
<td>Help and assistance</td>
<td>When asked teacher offers helps or assistance</td>
<td>Red</td>
</tr>
<tr>
<td>Sharing</td>
<td>Materials and resources are shared</td>
<td>Purple</td>
</tr>
<tr>
<td>Joint Work (Teaming)</td>
<td>Teachers intentionally teach, plan, or inquire together</td>
<td>Green</td>
</tr>
</tbody>
</table>
After a priori coding the transcribed data the researcher then looked for emergent codes that would identify any themes, sub-themes or categories that presented themselves. Emergent codes are “those ideas, concepts, actions, relationships, meanings, etc. that come up in the data and are different than the pre-set codes” (Center for Evaluation and Research, p.2). Eight emergent codes were identified from the interview data: 1) relevant professional development; 2) self-directed learning; 3) trust; 4) freedom of expression; 5) professional to personal relationships; 6) dictated/scripted autonomy; 7) commitment and 8) triadic capital connections.

Validity and Reliability

Golafshani (2003) suggest that both validity and reliability can be applied to quantitative and qualitative research. However, since reliability and validity are common in quantitative research, which has its roots in the positivist perspective. Lincoln and Guba (1985) suggest the terms credibility, transferability, dependability, and confirmability as more appropriate to address the issues of trustworthiness in qualitative research. Creswell (2013) suggests qualitative researchers to employ triangulation to provide supporting evidence from multiple sources: member checking, rich thick descriptions, prolonged engagement of collecting data, peer review, negative case analysis, external audits, and declaring researcher bias. These varied methods will ensure a more trustworthy research study.

The professional capital survey used for this research was created following a rigorous process of design and reliability and validity testing. The survey used in this research had content validity, reliability, and construct validity. The three sub-scales in both the teacher and principal indexes show Cronbach’s Alpha coefficients higher than
0.7, which suggests high reliability (Conventionally, Cronbach’s Alpha coefficients higher than 0.7 are desirable). Content validity was established as the survey was produced and shared with over 12 experts to assess the relevance and clarity of the items. Expert feedback was used to gradually narrow down the number of items and enhance their clarity. Reliability of Professional Capital Index as Inter-item correlations between individual items were calculated and Cronbach’s Alpha values were computed and used as a measure of internal consistency. The construct validity of the professional capital index has been tested in two major ways. The first the administration of the professional capital survey in two school districts – one with a long trajectory of improved performance and one in the first few years of its improvement journey (Fullan, 2017). See statement of valid and reliable measures of professional capital survey in Appendix H.

Credibility

In terms of ensuring credibility, this study contains multiple sources of data (i.e., professional capital survey and semi-structured interviews) that allowed the researcher to triangulate the data to confirm claims (Creswell & Miller, 2000). To ensure that this study measured what it intended to measure, the teacher interview questions were aligned with the research questions as seen in Appendix E. In addition, trustworthiness was addressed by asking participants to read the transcripts of their interviews for accuracy, and make changes or modifications as necessary. Member checking was completed to extend trustworthiness by asking participants to verify statements and conclusions made concerning their perceptions of professional capital within their community of practice.
Transferability

Although the replication of this study in its entirety may not be transferrable in some educational settings, some of the information could be transferrable since teacher participants represented various races, education levels, and years of experience. Also, the use of quotes that amplify the voices of the teacher participants provided additional context, increased the likelihood that these findings are transferable to other contexts. The purpose of this study was not to generalize teachers’ perceptions across a variety of settings, but to understand how elementary teachers perceived professional capital within their community of practice.

Limitations

One limitation to this study is the use of a convenience sample from one specific community of practice. By doing this the researcher cannot take a broad view of the results to a wider population. The study was limited to teacher participants who worked at the school. Because this study focused on the teacher participant’s perceptions of professional capital within their community of practice generalizability did not occur for all elementary teachers in all public schools throughout the United States. Lastly, the voice of a male elementary teacher was a limitation. Though certified male teachers were employed at the community of practice, none chose to participate in this study.

Summary

This qualitative, intrinsic case study utilized qualitative data to investigate teachers’ perceptions of professional capital within their community of practice. Qualitative methods were employed, specifically thirteen survey responses and three, face-to-face, semi-structured interviews, for data collection. The survey data was
analyzed to situate teacher understanding of the precepts of professional capital within their community of practice. The interview data was analyzed, coded, and ten themes were reported. Further analysis of this collected data is found in the following chapter.
CHAPTER 4

RESULTS

*When the vast majority of teachers possess the power of professional capital, they become smart and talented, committed and collegial, thoughtful and wise. Their moral purpose is expressed in their relentless, expert-driven pursuit of serving their students and their communities and always learning how to do better.*

(Fullan & Hargreaves, 2012, para. 9)

The purpose in this study was to examine elementary teachers’ perceptions of professional capital within their community of practice. The results from this study will reveal how elementary educators perceive their human capital, social capital, and decisional capital within their school. To gain knowledge on teachers’ perceptions of professional capital the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) was administered and one-on-one interviews were done. By gaining knowledge of elementary teachers’ perceptions and insight on the concept of professional capital may compel teachers and school districts to further investigate the implementation of the triadic concept of professional capital to guide school towards effective reform. Furthermore, this study contributes additional research documenting the philosophy of professional capital in the field of education rather than adding to the overwhelming amount of research on teacher collaboration only.

This study utilized a qualitative methods approach to examine teacher perceptions. The elementary teachers completed the *Teacher Professional Capital Survey*
(Hargreaves & Fullan, 2012) and three elementary teachers were interviewed regarding their perceptions of professional capital. A social constructivism lens was used to understand the elementary teachers’ perceptions. The social constructivism ideology is a theory of knowledge that stresses the importance of interaction with others, culture, and social contexts to help one to construct knowledge.

The researcher used an intrinsic case study to examine the perceptions of elementary teachers’ understanding of professional capital. This case study method involves studying a situation within a real-life context. The researcher studied a contemporary bounded system through detailed data collections involving collecting data from various sources. By choosing the intrinsic case study the researcher could delve deeper in understanding a specific, real-world phenomenon to elementary teachers.

The goal of this chapter is to present the analyzed data derived from the study. For purposes of organization the first portion of the results will look at data collected from the administration of the Teacher Professional Capital Survey (Hargreaves & Fullan, 2012). The second portion of the results is comprised of data gathered from teacher participant interviews. The interview questions were constructed to contain queries designed to capture insight into the three tenets of professional capital: human capital, social capital, and decision-making capital. in the lived experiences of the teachers. The themes that emerged from exploring the lived experiences of the teacher participants answered the following research questions:

1. What are teachers’ perceptions of professional capital within their community of practice?

2. How do teachers view professional learning within their community of practice?
3. In what ways do teachers feel that social capital interactions affect their pedagogy practices and contribute to their professional growth?


For this study, teacher participants were conveniently selected from one elementary school located in an urban school district in the Southeast region. The teacher participants who completed the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012), consisted of thirteen female participants, while three teacher participants were interviewed. Additionally, this convenience sample made it possible to access a cooperative sample of elementary educators who shared common experiences and practices, thereby offering valuable information regarding elementary teachers’ perceptions of professional capital within their community of practice.

**Survey Data Results**

The *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012), was administered to gain preliminary knowledge of teachers’ understanding of the concept of professional capital. Nineteen surveys were administered but only thirteen surveys were returned accompanied with the participant consent form. The data from the collected teacher surveys were analyzed to glean knowledge of elementary teachers’ understanding of the concept of professional capital. Per Hargreaves and Fullan (2012) the survey was developed so teachers could communicate the ways that professional capital is distributed throughout their community of practice. This purpose of the survey aligned to McClure’s (2002) belief that a survey or questionnaire can be used in a qualitative study to collect information about the participants. For purposes of organization and flow of the survey
results section, the researcher presents a statement analysis of each section of the self-
assessment survey: human capital, social capital, and decisional capital. The teacher 
participant responses are categorized as “Agree” for those teacher participants who 
selected somewhat agree or strongly agree; as “Neutral” for those teacher participants 
who selected neither agree or disagree; and “Disagree” for those teacher participants 
who selected strongly disagree or somewhat disagree. Lastly, the responses were ranked 
from greatest to least; from left to right. Also, to maintain organizational flow, for each of 
the professional capital findings the number and type of teacher respondent, general 
education teacher or co-teacher, are presented within parentheses. A summation of the 
teacher participant’s knowledge of professional capital within their community of 
practice are at the end of each capital statement analysis section.

For the purposes of explicating the collective data for each professional capital 
section of the survey data the researcher will use all, most, some, or few teacher 
participants to numerically identify those having knowledge of the respective form of 
capital within their community of practice. The term all teacher participants will identify 
those capital statements for which ten or more participants responded as having 
knowledge of that form capital. Most teacher participants will identify those capital 
statements for which ten or more participants responded as having knowledge of that 
form capital. Some teacher participants will identify those capital responses for which 
seven to nine participants responded as having knowledge of that form of capital. And, 
few teacher participants will identify those capital statements for which zero to six 
participants responded as having knowledge of that form capital.
Human Capital Statement Analysis

In the first section of the *Teachers Professional Capital Survey* (Hargreaves & Fullan, 2012) teachers’ self-assessed for their understanding of the concept of human capital within their community practice. Human capital is the holistic quality of the individual. This form of capital evaluates individual talents and asks what skills and knowledge does the individual possess that can contribute to the growth of an organization. This section of the survey contained twelve statements, numbered 1-12, for teachers to evaluate themselves on their professional abilities. In this section of the survey, there were thirteen responses for each human capital statement item self-assessed. The responses for each human capital statement item are presented below.

Statement 1: *I am able to advance the learning of the most disadvantaged students.* See Table 5 for detailed results.

Table 5

*Human Capital Statement 1 Results*

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

One hundred percent of the teacher participants (11 general education teachers; 2 co-teachers) agreed that they are able to address the learning needs of the disadvantaged students within this community of practice.

Statement 2: *When students from my class move on to the next grade they are prepared for their class work in my subject area(s).* See Table 6 for detailed results.
Eleven of the teacher participants (11 general education teachers) agreed that when their students matriculate to the next grade they are prepared. One teacher participant responded neutral (1 co-teacher) and one teacher participant (1 co-teacher) disagreed with this statement.

Statement 3: There is only so much that I can do as a teacher; if a student doesn’t put in the effort, it is not always my fault. See Table 7 for detailed results.

Five of the teacher participants (4 general education teachers; 1 co-teacher) agreed that there is only so much she could do as teacher if a student does not put in effort to learn. Four teacher participants (4 general education teachers) responded neutral and four teacher participants (3 general education teachers; 1 co-teacher) disagreed to this statement.

Statement 4: I regularly search for professional learning opportunities to improve my teaching. See Table 8 for detailed results.
Table 8

*Human Capital Statement 4 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to Knowles (1975) a self-directed learner takes the initiative to self-assess their learning needs, create learning goals, and identify resources for acquiring new learning. One hundred percent of teacher participant (11 general education teachers; 2 co-teachers) responses reflected these educators as being intentional in pursuing professional learning opportunities to improve their pedagogy practices.

Statement 5: *I am offered the professional development needed to improve my teaching practice.* See Table 9 for detailed results.

Table 9

*Human Capital Statement 5 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Though no teacher participants disagreed to the statement, two teacher participants (2 general education teachers) were neutral in their response, and eleven teacher participants (9 general education teachers; 2 co-teachers) agreed that they were offered the professional development they needed to improve pedagogy practices.

Statement 6: *My school provides me with career opportunities that improve my professional growth and practice.* See Table 10 for detailed results.
Ten teacher participants (9 general education teachers; 1 co-teacher) agreed that their community of practice provided career opportunities to improve their professional growth and practices; two teacher participants (2 general education teachers; 1 co-teacher) were neutral and one teacher participant (1 co-teacher) disagreed.

Statement 7: *I am provided with feedback I need to improve my professional practice by administrators in my school.* See Table 11 for detailed results.

Table 11

| Human Capital Statement 7 Results |
|----------------|----------------|----------------|
| Agree | Neutral | Disagree |
| 13 | 0 | 0 |

One hundred percent of the teacher participants (11 general education teachers; 2 co-teachers) agreed that they receive feedback from administrators within their community of practice.

Statement 8: *I can readily access and consult with specialists who can support my teaching practice.* See Table 12 for detailed results.
Table 12

*Human Capital Statement 8 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Twelve teacher participants (11 general education teachers; 1 co-teacher) agreed that they have access and can consult with specialist who support their teaching practices while one teacher participant (1 co-teacher) disagreed.

Statement 9: *I am assigned to the class(es) that are best suited to my talent and expertise.* See Table 13 for detailed results.

Table 13

*Human Capital Statement 9 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

When responding to their class assignment nine teacher participants (9 general education teachers) agreed that their assigned class was aligned to their expertise; two teacher participants (2 co-teachers) were neutral and two teacher participants (2 general education teachers) disagreed.

Statement 10: *Our school places a high priority on attracting highly effective teachers.* See Table 14 for detailed results.
When self-assessing the recruitment of highly effective teachers seven teacher participants (6 general education teachers; 1 co-teacher) agreed that attracting highly effective teachers was the school’s priority while five teacher participants (4 general education teachers; 1 co-teacher) responded neutral and one teacher participant (1 general education teacher) disagreed that the school recruits highly effective teacher.

Statement 11: *In my school, teachers with little teaching experience are often placed in classrooms with the greatest needs.* See Table 15 for detailed results.

In this community of practice six teacher participants (5 general education teachers; 1 co-teacher) were neutral in responding to the placement of inexperienced teachers in classrooms with extensive needs; four teacher participants (4 general education teachers) disagreed with this statement and four teacher participants (3 general education teachers; 1 co-teacher) agreed.

Statement 12: *I feel that I have little influence when it comes to making school-wide decisions related to student learning.* See Table 16 for detailed results.
Table 16  

*Human Capital Statement 12 Results*

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

In this reverse Likert-scale statement six teacher participants (6 general education teachers) disagreed that they have little influence in school-wide decision making; four teacher participants (4 general education teachers) agreed; three participants (1 general education teacher; 2 co-teachers) were neutral in their response.

The overall results for the human capital statement analysis section revealed that six of the twelve statements reflect that most of teacher participants had an understanding of these human capital dynamics within their community of practice. These six statement items are numbered as 1, 2, 4, 5, 6, and 7. These statement items focused on teacher confidence in her pedagogy abilities, teacher professional development and growth. Two of the twelve statement items reflected that some teacher participants had some understanding of these human capital concepts within their community of practice. These two statement items were numbered as 9 and 10. These items focused on the teacher participant’s opinion of her classroom placement and teacher recruitment. The last three human capital statements reflected that few teacher participants were aware of these human capital concepts within the community of practice. These statement items were numbered as 3, 11, and 12. These statements reflected on teacher responsibility during student disengagement, teacher participant opinion of other teachers’ placement within the community of practice and individual teacher influence on school-wide decision making. It should be noted that the two teacher participants identified as co-teachers
selected the same responses for five of the twelve statement items: 4, 5, 7, 9, and 12. For human capital statements 1, 4, and 7, all teacher participants agreed that this human capital dynamic was a part of their community of practice. See Table 17 for summary of human capital statement results.

Table 17

*Summative Human Capital Statements Results*

<table>
<thead>
<tr>
<th>Summative Human Capital Responses</th>
<th>Statement #s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Teacher Participants</td>
<td>1, 2, 4, 5, 6, 7</td>
</tr>
<tr>
<td>(10 or more participant responses)</td>
<td></td>
</tr>
<tr>
<td>Some Teacher Participants</td>
<td>9, 10</td>
</tr>
<tr>
<td>(7-9 participant responses)</td>
<td></td>
</tr>
<tr>
<td>Few Teacher Participants</td>
<td>3, 11, 12</td>
</tr>
<tr>
<td>(0-6 participant responses)</td>
<td></td>
</tr>
<tr>
<td>All Teacher Participants</td>
<td>1, 4, 7</td>
</tr>
<tr>
<td>(100% of participant responses)</td>
<td></td>
</tr>
</tbody>
</table>

Social Capital Statement Analysis

The second section of the *Teachers Professional Capital Survey* (Hargreaves & Fullan, 2012) let teachers’ self-assess for their understanding of the concept of social capital within their community practice. Social capital is the collective quality of the group; individual’s human capital collectively working together to bring about reformation. This section contained twelve statements, numbered 13-24, for teachers to evaluate themselves on their perceptions of collegial relationships. In this section, there
were thirteen responses for each social capital item self-assessed, except for statement 
#18 for which only twelve teacher participants responded.

Statement 13: *My colleagues and I have high expectations for the learning of all students*. See Table 18 for detailed results.

Table 18

Social Capital Statement 13 Results

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

School Culture and Climate: Eleven teacher participants (9 general education teachers; 2 co-teachers) agree that they, along with their colleagues, have high expectations for all students; two teacher participants (2 general education teachers) responded neutral.

Statement 14: *I have time built into my regular school schedule to examine and improve my instructional practice with other teachers*. See Table 19 for detailed results.

Table 19

Social Capital Statement 14 Results

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Eleven teacher participants (9 general education teachers; 2 co-teachers) agreed that they had time built into their regularly scheduled day to collaborate with other teachers on their instructional practices while two teacher participants (2 general education teachers) disagreed with this statement.
Statement 15: *I regularly examine student work in collaboration with other teachers.* See Table 20 for detailed results.

Table 20

*Social Capital Statement 15 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Seven teacher participants (6 general education teachers; 1 co-teacher) agreed that they regularly examine student work in collaboration with other teachers while four teacher participants (4 general education teachers) disagreed and two teacher participants (1 general education teacher; 1 co-teacher) responded neutral to this statement.

Statement 16: *I work with other teachers to look into the reasons for differences in student achievement across classes.* See Table 21 for detailed results.

Table 21

*Social Capital Statement 16 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Nine teacher participants (8 general education teachers; 1 co-teacher) agree that they worked with other colleagues to explore differences in student achievement across classes; three teacher participants (2 general education teachers; 1 co-teacher) responded neutral and one teacher participant (1 general education teacher) disagreed.

Statement 17: *I am provided with opportunities to observe other colleagues teaching.* See Table 22 for detailed results.
Nine teacher participants (9 general education teachers) disagree that they are provided with opportunities to observe other colleagues teaching; four teacher participants (2 general education; 2 co-teachers) agree that they have an opportunity to observe other colleagues teaching.

Statement 18: *I provide feedback to my colleagues about their classroom practice.* See Table 23 for detailed results.

Table 23

<table>
<thead>
<tr>
<th>Social Capital Statement 18 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Only twelve teacher participant responses were collected for this statement. Six teacher participants (6 general education teachers) disagreed that they provided feedback to colleagues about their respective classroom practices; five teacher participants (3 general education teachers; 2 co-teachers) agreed and one teacher participant (1 general education teacher) was neutral.

Statement 19: *I share and try out new teaching methods with my colleagues to enhance student learning.* See Table 24 for detailed results.
Eleven teacher participants (9 general education teachers; 2 co-teachers) agreed that they try new teaching methodologies with their colleagues to enhance student learning while two teacher participants (2 general education teachers) disagreed with this statement. No teacher participant responded neutral.

Statement 20: I rely on the teachers I work with in this school for professional guidance and support. See Table 25 for detailed results.

Ten teacher participants (9 general education teachers; 1 co-teacher) replied they rely on the teachers within their community of practice for guidance and support while two teacher participants (1 general education teacher; 1 co-teacher) responded neutral and one teacher participant (1 general education teacher) disagreed.

Statement 21: I regularly participate in teacher collaboration meetings where our principal is involved. See Table 26 for detailed results.
Table 26

Social Capital Statement 21 Results

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

When self-assessing for attending collaboration meetings where to principal for this community of practice was involved eleven teacher participants (9 general education teachers; 2 co-teachers) agreed and two teacher participants (2 general education teachers) were neutral in their response.

Statement 22: *I have improved the way I teach as a result of collaborating with other teachers at my school.* See Table 27 for detailed results.

Table 27

Social Capital Statement 22 Results

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Collaboration: Eleven teacher participants (9 general education teachers; 2 co-teachers) agreed that they had improved their teaching as a direct result of collaborating with other teachers within their community of practice; one teacher participant (1 general education teacher) responded neutral and one teacher participant (1 general education teacher) disagreed with the statement.

Statement 23: *I have positively influenced student learning by working together with other teachers at my school.* See Table 28 for detailed results.
Twelve teacher participants (10 general education teachers; 2 co-teachers) agreed that by working with other teachers within their community of practice positively impacted student learning while one teacher participant (1 general education teacher) disagreed to this statement.

Statement 24: *I collaborate with teachers from other schools to improve teaching and learning in my and their classrooms.* See Table 29 for detailed results.

In response to collaborating with teachers from other schools to improve pedagogy and student learning ten teacher participants (8 general education teachers; 2 co-teachers) agreed that they work with teachers from other schools while three teacher participants (3 general education teachers) disagreed to this statement.

The overall results for the social capital statement analysis section reflected that for eight of the twelve social capital statements most teacher participants had an understanding of this social capital dynamic within their community of practice. These statements eight items are numbered as 13, 14, 19, 20, 21, 22, 23, and 24. Each of these
statements focused on the collegial relationships. Three of the twelve social capital statement items revealed that some teacher participants had some knowledge of these concepts within their community of practice. These statement items are numbered as 15, 16, 17. Again, these statements examined the nature of collegial relationships within the school. Only one statement out of the twelve was reflective of cause for concern. That was social capital statement 18. This statement revealed that few teacher participants had knowledge of the social capital dynamic within their community of practice. This social capital statement examined collegial relationships but with an emphasis on eliciting feedback to one’s colleagues. On this section of the survey those teacher participants identified as co-teachers selected the same responses for nine of the twelve statements 13, 14, 17, 18, 19, 21, 22, 23, and 24. There was no identified social capital statements or dynamic for which all teacher participants agreed was a part of their community of practice. See Table 30 for summary of social capital statements results

Table 30

*Summative Social Capital Statements Results*

<table>
<thead>
<tr>
<th>Summative Social Capital Responses</th>
<th>Statement #s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Teacher Participants</td>
<td>13, 14, 19, 20, 21, 22, 23, 24</td>
</tr>
<tr>
<td>(10 or more participant responses)</td>
<td></td>
</tr>
<tr>
<td>Some Teacher Participants</td>
<td>15, 16, 17</td>
</tr>
<tr>
<td>(7-9 participant responses)</td>
<td></td>
</tr>
<tr>
<td>Few Teacher Participants</td>
<td>18</td>
</tr>
<tr>
<td>(0-6 participant responses)</td>
<td></td>
</tr>
<tr>
<td>All Teacher Participants</td>
<td></td>
</tr>
<tr>
<td>(100% of participant responses)</td>
<td></td>
</tr>
</tbody>
</table>
Decisional Capital Statement Analysis

The last section of the *Teachers Professional Capital Survey* (Hargreaves & Fullan, 2012) let teachers’ self-assess for their understanding of the concept of decisional capital within their community practice. This section contained twelve statements, numbered 25-36, for teachers to evaluate their decision-making abilities within their community of practice. In this section, there were thirteen responses for each human capital item self-assessed except for statements 30 and 35 for which only twelve teacher participants responded.

Statement 25: *Most decisions that guide my professional practice are based on a set of moral values that are shared with the other teachers at my school.* See Table 31 for detailed results.

Table 31

*Decisional Capital Statement 25 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

In response to the decisions that guide their practices six teacher participants (5 general education teachers; 1 co-teacher) agreed their practices were based as a set of values that are share with other teachers at their school; four teacher participants (3 general education teachers; 1 co-teacher) were neutral in their response and three teacher participants (3 general education teachers) disagreed that their practices were based a set of shared values.

Statement 26: *I have developed an extensive set of teaching strategies to adapt my instruction to the learning needs of each student.* See Table 32 for detailed results.
Table 32

*Decisional Capital Statement 26 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

One hundred percent of the teacher participants (11 general education teachers; 2 co-teachers) agreed that they have a plethora of instructional strategies within their repertoire to address the varied learning needs of their students.

Statement 27: *I am confident that when a lesson isn’t going as planned, I can change the plan immediately without losing the intended objectives of the lesson.* See Table 33 for detailed results.

Table 33

*Decisional Capital Statement 27 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

All teacher participants (11 general education teachers; 2 co-teachers) were confident in their ability to change instruction plans without losing the aim of the lesson being taught.

Statement 28: *On any given day, I would be able to provide evidence of what worked and what didn’t in my lesson.* See Table 34 for detailed results.
One hundred percent of teacher participants (11 general education teachers; 2 co-teachers) replied that they are able to provide proof of what did and did not work during a lesson.

Statement 29: *It has become second nature to me to reflect on how well my lessons are going while I am teaching*. See Table 35 for detailed results.

Table 35

*Decisional Capital Statement 29 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

All teacher participants (11 general education teachers; 2 co-teachers) agreed that it was the norm for them to reflect on the effectiveness of their instructions in the midst of teaching.

Statement 30: *I regularly take time to reflect on what didn’t work in my teaching and figure out how to do things better next time*. See Table 36 for detailed results.

Table 36

*Decisional Capital Statement 30 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Only twelve teacher participants responded to this statement item. One hundred percent of the teacher participants (10 general education teachers; 2 co-teachers) agreed that they regularly take time to reflect on their pedagogy practices and figure out ways to improve.

Statement 31: *I am confident in my ability to mentor or coach other teachers.* See Table 37 for detailed results.

Table 37

*Decisional Capital Statement 31 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

When responding to mentor or coaching other teachers eleven teacher participants (9 general education teacher; 2 co-teachers) agreed they were confident in their ability to support other teachers while one teacher participant (1 general education teacher) remained neutral and one teacher participant (1 general education teacher) did not feel confident to in her ability to mentor other teachers.

Statement 32: *If other teachers visited my classroom, I would be uncomfortable displaying my teaching practice in front of them.* See Table 38 for detailed results.

Table 38

*Decisional Capital Statement 32 Results*

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
Only twelve teacher participants responded to this reverse Likert-scale question. Eight of the teacher participants (8 general education teachers) disagreed that they would be uncomfortable with highlighting their teaching abilities in front of colleagues; four teacher participants (2 general education teachers; 2 co-teachers) agreed they would be uncomfortable and 1 teacher participant (1 general education teacher) responded neutral.

Statement 33: *Most decisions in my teaching are based on a combination of research evidence and practical experience.* See Table 39 for detailed results.

Table 39

*Decisional Capital Statement 33 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Twelve teacher participants (10 general education teachers; 2 co-teachers) agreed using research and classroom experience to guide their decision-making while one teacher participant (1 general education teacher) remained neutral on her response to this statement. No teacher participants disagreed with this statement.

Statement 34: *I regularly analyze and act on data related to student performance with colleagues.* See Table 40 for detailed results.

Table 40

*Decisional Capital Statement 34 Results*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Data Driven Practices: Eleven of the teacher participants (9 general education teachers; 2 co-teachers) agreed that they consistently analyze data with their colleagues to improve student achievement. One teacher participant (1 general education teacher) responded neutral and one teacher participant (1 general education teacher) disagreed.

Statement 35: *The passion I have for my work improves the judgments I make in the classroom.* See Table 41 for detailed results.

Table 41

<table>
<thead>
<tr>
<th>Decisional Capital Statement 35 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

Only twelve teacher participants responded to this statement. All the teacher participants (10 general education teachers; 2 co-teachers) responded that their passion, commitment, for their job positively impacts their classroom judgments.

Statement 36: *My teaching is up to date with current educational research about effective practice.* See Table 42 for detailed results.

Table 42

<table>
<thead>
<tr>
<th>Decisional Capital Statement 36 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>13</td>
</tr>
</tbody>
</table>

One hundred percent of teacher participants (11 general education teachers; 2 co-teachers) agreed that their instructional practices are up to date with current researched-based best practices.
The overall results for the decisional capital statement analysis section reflected that for ten of the twelve decisional capital statements most teacher participants understood these dynamics within their community of practice. These statements were: 26, 27, 28, 29, 30, 31, 33, 34, 35 and 36. These statements were reflected on teacher participant instructional strategies, teacher accountability, using research-based best practices to drive decision-making, data-analysis of student work, judging one’s passion for the job, and one’s teaching being aligned to current research. One of the twelve decisional capital statement reflected that some teacher participants had an understanding of decisional capital. This was statement 32. This statement reflected upon one’s level of comfort in having a colleague come into their classroom to see their pedagogy practices in action. Also, one of the twelve decisional capital statement responses reflected few teacher participants were aware of this concept within their community of practice. This was decisional capital statement item 25. This statement examined if the teacher participant’s decision making was connected, or based, on a set of values pervasive throughout the school. For this section of the survey those teacher participants identified as co-teachers selected the same response category for eleven of the twelve statement being analyzed. These were statement items 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, and 36. Also, for seven of the twelve decisional capital statements all teacher participants agreed that this dynamic was pervasive within their community of practice. See Table 43 for summary of decisional capital statements results.
Table 43

*Summative Decisional Capital Statements Results*

<table>
<thead>
<tr>
<th>Summative Social Capital Responses</th>
<th>Statement #s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Teacher Participants</td>
<td>13, 14, 19, 20, 21, 22, 23, 24</td>
</tr>
<tr>
<td>(10 or more participant responses)</td>
<td></td>
</tr>
<tr>
<td>Some Teacher Participants</td>
<td>15, 16, 17</td>
</tr>
<tr>
<td>(7-9 participant responses)</td>
<td></td>
</tr>
<tr>
<td>Few Teacher Participants</td>
<td>18</td>
</tr>
<tr>
<td>(0-6 participant responses)</td>
<td></td>
</tr>
<tr>
<td>All Teacher Participants</td>
<td></td>
</tr>
<tr>
<td>(100% of participant responses)</td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Survey Statements Analysis**

Overall, the *Teacher Professional Capital Survey* (2012) survey revealed that teacher participants had knowledge triadic concepts of professional capital at work within their community of practice. For the most part all the survey participants responded favorably to the survey items self-assessing one’s knowledge of professional capital. Of the thirty-six survey Likert-score statements, thirty-one of the items echoed an understanding of professional capital by receiving a response majority greater than fifty-percent for the combined columns of ‘Somewhat Agree’ or ‘Strongly Agree’. Five of the survey items: human capital (items 3, 11, 12); social capital (item 18); and decisional capital (item 25); reflected a broad range of from ‘Strongly Disagree’ to ‘Strongly Agree’ with minimal difference in the number of survey responses in each of the five Likert-scale rankings. Overall, thirty-one of the thirty-six survey items showed that teacher participants had knowledge of the professional capital precepts within their school. Implications for these survey findings will be expounded upon in chapter 5.

Some of the professional capital survey items were interrelated to teacher participant responses to the semi-structured interview questions. These survey items are
reflected below is a partial table of the results. This partial table reflect those capital statement items that were found to correlate with the semi-structured interview data analysis. See Table 44.

Table 44

*Interrelated Professional Capital Survey Results*

<table>
<thead>
<tr>
<th>Human Capital</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. I regularly search for professional learning opportunities to improve my teaching.</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>5. I am offered the professional development needed to improve my teaching practice.</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Social Capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I regularly examine student work in collaboration with other teachers.</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>16. I work with other teachers to look into the reasons for differences in student achievement across classes.</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>18. I provide feedback to my colleagues about their classroom practice.</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20. I rely on the teachers I work with in this school for professional guidance and support.</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Decisional Capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. I regularly take time to reflect on what didn’t work in my teaching and figure out how to do things better next time.</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>35. The passion I have for my work improves the judgments I make in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>
These statement alignments are discussed further in this chapter for each of the respective a priori or emergent coded themes to which it correlated. This survey was not administered to quantitatively analyze teacher knowledge but to glean their understanding of the professional capital concept. The survey findings, in its entirety, is attached in Appendix I.

Interview Data Results

This section presents the major themes that emerged from the a priori coding and emergent coding of the semi-structured teacher participant interviews. A priori coding themes and emergent coding themes that presented were derived from the examining the lived experiences of the elementary teacher participant’s responses to the following research questions:

1. What are teachers’ perceptions of professional capital within their community of practice?
2. How teachers view professional learning within their community of practice?
3. Do teachers feel that social capital interactions affect their pedagogy practices and contribute to their professional growth?

Once the interviews were transcribed, the data was initially a priori coded using Little’s (1990) continuum of collaboration and then coded for emergent themes.

A Priori Code Analysis

The initial coding of the collected interview data was done using a priori coding. A priori coding was done to identify collegial collaboration themes. Little (1990) posits
that there are weak and strong collegial ties among teachers. Drawing from Little’s (1990) continuum of collaboration, the researcher coded the teachers’ collegial relationships from weakest to strongest. These collegial relationships span from those forms of communication that reflect independence towards interdependence upon each other. These four teacher-to-teacher exchange opportunities are: *scanning and storytelling, helping and assistance, sharing, and joint work*. See Table 45.

Table 45

<table>
<thead>
<tr>
<th>Social Capital Relationship Type</th>
<th>Relationship Description</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanning and storytelling</td>
<td>Exchanging ideas, anecdotes, and gossip</td>
<td>Weakest</td>
</tr>
<tr>
<td>Help and assistance</td>
<td>When asked teacher offers helps or assistance</td>
<td>Weak</td>
</tr>
<tr>
<td>Sharing</td>
<td>Materials and resources are shared</td>
<td>Strong</td>
</tr>
<tr>
<td>Joint Work (Teaming)</td>
<td>Teachers intentionally teach, plan, or inquire together</td>
<td>Strongest</td>
</tr>
</tbody>
</table>

Using the continuum of collaboration concepts to a priori code the collected interview data the researcher did not find any data to support the weakest (*scanning and storytelling*) or the weak (*help and assistance*) type of collegial relationships as identified by Little (1990). Through a priori coding it became evident that the pervasive collegial relationships that the teacher participants identified were *sharing* and *joint work*. Each teacher participant spoke of collegial collaboration as either strong (*sharing*) or strongest (*joint work*) or having characteristics of both.
A priori codes of *sharing* and *joint work* were easy to identify because of the pronoun used by the teacher participants. The use of the pronoun *I* noted that the teacher participant was *sharing* with her colleagues, while the pronoun *we* made it obvious that the teacher participant and her colleagues were purposefully working together for their students.

**A Priori Code 1: Sharing**

The nature of these *sharing* collegial relationships as expressed by Paulette and Teresa reveals an eagerness to share resources. Paulette states, “I go in and I know how to pull smart documents for us to use. I find PowerPoints for us to use,” while Teresa says, “…when I go to those little planning and stuff, I try to call them together right then and I try to tell them and share with them what I learned so maybe that will work for a student.” June said, “I network with colleagues across the district to share ideas.” The intentionally of these teachers’ sharing is a concept that lends this ideology to being a strong teacher-to-teacher interaction per Little’s (1990) collaboration continuum.

These teacher participants were not only willing to share resources but also willing to put in the man hours by pulling the resources for sharing with their colleagues. Sharing is caring is a slogan I have heard being taught at many schools and it was obvious that through sharing these teacher participants care about their colleagues.

**A Priori Code 2: Joint Work**

A priori code of *joint work* revealed a more direct intention in collaborating for the greater good of the students: Teresa expressed, “…we went over stuff that we know they are failing. Everything…we go back and discuss it”, while Paulette stated,
…we wouldn't be gossiping we'd be talking about something that didn't work. I was a math teacher and my math partner and I will be talking about how the children weren't getting it and what we need to do differently and reading constantly to see what can we do to help these children.

June matter-of-factly said,

Yes, we have to take full advantage of each of our collaborative planning sessions where they are formal or informal. We always we meet on a daily basis and whether it's for 10 minutes or 45 minutes. We meet on a daily basis because we are all in this for the success of our students.

Within this community of practice joint work is a mandated expectation on Tuesday and Thursday. These collaborative sessions are facilitated by the academic coach, district coach, SES, or professional learning vendor. These teacher participants realize that joint work is necessary for the success of their students. These educators keep this at the forefront as they were determined and student-centered focused in discussing with their colleagues what could be done to address student needs.

When coding the collected data for continuum of collaboration a priori themes it immediately became apparent that these teacher participants valued collegial collaboration opportunities. The results of a priori coding revealed that the teacher participants collaborate more towards interdependence end of the continuum with sharing and teaming being consistently identified within the collected data. This initial coding analysis of the data revealed that these teacher participants worked interdependent of each other and that collaborative collegial relationships ranked as strong and strongest for these educators.
These codes for the social capital also correlate to the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) social capital item statements: which looks at educators being intentional with planning and analysis of student learning. Survey item 15 showed seven of the thirteen participants somewhat or strongly agreed that they regularly examined student work in collaboration with other teachers. Survey item 16 revealed that nine of the thirteen respondents worked with other teachers to examine the reasons for differences in student achievement across classes.

**Emergent Code Analysis**

The second portion of the coding process involved analyzing for emergent codes to better understand elementary teachers’ perceptions of professional capital. The results of the emergent coding of this data revealed eight themes: 1) relevant professional development; 2) self-directed learning; 3) trust; 4) freedom of expression; 5) professional to personal relationships; 6) dictated/scripted autonomy; 7) commitment and 8) triadic capital connections. For purposes of organization and flow, of this section, the researcher has categorized five of the themes using the triadic concepts of professional capital: human capital, social capital, and decisional capital. The researcher has categorized the sixth and seventh themes as intrinsic themes. They were categorized as intrinsic because these pervasive themes were a holistic part of each of these teachers professional and personal beliefs; their synergistic *flow* as defined by Csikszentmihalyi (1990). Flow is Csikszentmihalyi’s term for the mental state that accompanies highly engaging activities. Time passes quickly and one’s attention is focused on the activity. The sense of self is lost. (Moneta & Csikszentmihalyi, 1996). This innate concept revealed itself throughout the interview dialogue. See Table 46.
Table 46

Emergent Coding Categories

<table>
<thead>
<tr>
<th>Human Capital Themes</th>
<th>Social Capital Themes</th>
<th>Decisional Capital Theme</th>
<th>Intrinsic Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Professional Development</td>
<td>- Trust</td>
<td>- Dictated Autonomy</td>
<td>- Commitment</td>
</tr>
<tr>
<td>- Self-Directed Learning</td>
<td>- Freedom of Expression</td>
<td></td>
<td>- Triadic Capital Connections</td>
</tr>
<tr>
<td></td>
<td>- Professional to Personal Relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the onset of my teaching career it became obvious that the only teachers who got to sign up and attend professional learning, that took place during the school week and during school work hours, were those teachers who were the principal’s friends. As a reflective practitioner, I knew that teaching math was a subject that I needed to improve upon and for my students to become mathematicians I had to get some help quickly. Math was not my strongest subject as a student and now as an educator I knew I wanted to improve my math knowledge and strategies for teaching math. I recall asking to attend a math workshop that took place during the school year. The putrid response I got, “You can wait to the summer to attend because you will get a stipend. You could use the stipend, couldn’t you?” At that very moment I chose to educate myself through self-directed research and networking to improve my math pedagogy practices.

Human Capital Themes

To gain knowledge on the teacher participant’s perception of human capital two interview questions were asked: What do you think contributes to being an effective professional development? How do you personally contribute to your professional growth? Two themes presented themselves as pervasive throughout the concept of human
capital; relevant of professional development and self-directed learning towards one’s professional growth.

_Emergent Code 1: Relevant Professional Development_

When responding to the interview question to assess one’s human capital perception Paulette stated,

Um…in the district I was in everybody taught reading. Our children struggled a lot. They were very low in reading after we got rid of that grant, Reading First Grant. So, I went to training on how to work with upper grades children on how to teach kinetic learning, teaching and learning those phonetic parts of the vocabulary…I could not wait to get back into the classroom.

June believed “…it has to fit the needs of the people receiving the professional development”. While Teresa discussed, “…that Math Conference that I went to…so that was very good. I was able to come and bring that right back in the classroom”.

Professional development and growth is essential to teachers continued growth. Professional development affects student achievement by increasing teacher knowledge and skills; thus, better knowledge and skills improve classroom teaching, and lastly, improved instruction increases student achievement. If one of the three are missing student learning will not occur. More importantly, if the teacher fails to apply new learning from professional development to pedagogy practices students will not benefit from the teachers’ professional learning (U.S. Department of Education). Specific and applicable professional learning is what these teacher participants desired and actively sought to obtain so they could address and positively impact student achievement.
Emergent Code 2: Self-Directed Learning

Adult learning theory states that self-directed learning (SDL) is an effective method for acquiring and refining knowledge. By employing SDL, the individual takes it upon herself to be responsible for what is to be learned, with or without help from others, to diagnose their learning needs (Knowles, 1975).

In response to the questions June blatantly stated, “I attend workshops. I do professional reading. I network with colleagues across the district to share ideas”. While Teresa says,

I'm trying to do my research…um…to see what kind of stuff I can bring back into the classroom. Google, I try to see because I've see Calkins has been around a long time and I didn't know. I know people were talking about her but why I didn't know. So, that’s how it is…trying to look up everything…and all that stuff so anything I keep hearing I'm like let me get into this. This year for me was trial and error so I say ‘okay’ but this didn't work so I can go back and see this and I want to see how this works with the writing and that's why I've been trying to research her and…um…see because this second half we're doing a lot of writing I had been writing to I'm like we going to get this down because it's not a big thing but I'm going to make it a big thing so I need to get to this professional learning.

Paulette, reflectively responds,

My professional growth, I…um… constantly look back on what I did to see what I can do to do it better…It's like I'm going back in my head trying to figure out what did I say how could I have said that differently and try to go back and redo something to make to make sure.
June has taken ownership of her learning by being intentional and networking with colleagues throughout the district. Teresa is constantly researching to learn about various instructional strategies and programs to address the needs of students. Paulette reflects on what she has done and how she can do it better for her students. These teacher participants, though each had a different approach to directing their learning, were all intentional on improving their pedagogy practices without having to be directed to ways for improvement.

When correlating the teacher participant interview human capital responses to the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) Item 4: ten of the thirteen respondents stated they *strongly agree* that they regularly search for professional learning opportunities to improve their teaching; while, for Item 5: eight of the thirteen survey respondents stated they *strongly agreed* that they were offered the professional development they needed to improve their teaching practices.

Social Capital Themes

When inquiring into the social capital perceptions of the teacher participants a series of questions were asked as one’s social capital relationships is significant to one’s professional growth by giving others access to one’s human capital (Hargreaves & Fullan, 2012). The following interview questions were asked to elicit participant responses: How much trust do you have in your grade level colleagues? Do you feel free to express your concerns with your grade level colleagues? Do you feel free to openly disagree with your grade level colleagues? Have you purposefully initiate collaborative planning opportunities with your grade-level colleagues? On a consistent basis or if a need arises? Describe this collaborative interaction?
The teacher participant’s responses revealed three pervasive themes: trust, freedom of expression and professional to personal relationships.

_Emergent Code 3: Trust_

Each teacher participant found trust to be an essential dynamic for their social capital relationships. June said, “We trust each other immensely there is a very good working relationship we are able to confide in each other without the fear of it going outside of that relationship.” Teresa, when speaking of her current colleagues, stated, “I always trust people until they show me otherwise but I feel like I can talk to them.” Paulette answered,

In the past in the past my colleagues and I we really had a very good, good, good, good confidentiality and we trusted each other because we knew that that when we go into a meeting that you need to know that your colleague got your back and we always had that type of relationship where I may not know what in the world you're talking about but end up meeting I'm going to be right there with you cause you're my partner…my working partner. We are a team and then we work together on making sure everything is right.

Collegial trust was not an issue for these teacher participants. According to Hauser, Perkmann, Puntscher, Walde, and Tappeiner (2016) the institutional trust and social trust of an organization’s employees has an impact on collegial networks. This is influenced by workplace social capital relationships. Hargreaves and Fullan (2012) posit not only do you have to trust people, you must trust the processes.
Emergent Code 4: Freedom of Expression

None of the participants felt hindered or restrained in discussing their classroom and student concerns. June stated, “Yes, we do talk frequently, as well as, we agree to disagree we respect each other opinions never the less. Teresa said, “I feel like I can talk to them and…um…express my concerns…what I agree with and what I don't.” Paulette put it simply, “Uh huh…in a very professional way.”

These short and matter of fact responses alliterates that fact that these educators have no qualms in freely expressing their thoughts and concerns with colleagues. Feeling to express yourself speaks to the high level of trust that these teachers have with their colleagues and there is an expectation of communicating both professionally and respectfully.

Emergent Code 5: Professional to Personal Relationships

When responding to the social capital questions each teacher participant responses revealed how their professional relationships had grown into sustained friendships. Teresa, while smiling, stated, “…like Miss Columbus, she left but me and her, outside of work, we go, we take trips together so we still have that relationship”. Paulette, reflecting on her past collegial relationships, said, “I hear people, now my friends, from down home. They say I don't have a room to hang out in…you gone”.

June’s professional to personal relationship stretched beyond the boundary of friendship:

My first principal…became a very close friend of mine we were able to have a professional relationship as well as a personal relationship…after her retirement she became caregiver for my infant son at that time and she still remains very close.
The freedom of expression theme aligned to the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) Survey item 18 showed that five of the twelve respondents *somewhat agreed* they could provide feedback to their colleagues on classroom practices while none *strongly agreed*. Survey item 20 revealed ten of the thirteen respondents *somewhat agreed* or *strongly agreed*, they could rely on teachers for professional guidance and support.

*When I taught at the alternative school it was easy to make classroom decisions. Why? I was the only fifth grade teacher and nobody came in with scripted expectations because they did not want to bothered with those kids over there. I could teach my students how I saw best fit their learning styles and I could make academic and behavior decisions in their best interest. It was my best two years of teaching. I wish all teachers could experience the true freedom of autonomy.*

Decisional Capital Theme

The concept of teacher autonomy is an educator’s ability to have professional independence within schools. To delve into teacher participant’s perception of decisional capital the following interview questions were asked: Do you feel as if you have complete control of all decisions that you make within your classroom; what takes place in your classroom? Why? Why not? Who/what guides your classroom decision making?

*Emergent Code 6: Dictated Autonomy*

Teresa, from the onset of her response, found it difficult to express her disdain for not having some autonomy and she tried to encapsulate all the things that bothered her in her desire to have some classroom control that would be in the best interest of her students.
No, I…uh uh…and I'm trying to see how to put it because…um…in my classroom I feel like I be teaching you know…you have to do what do you know…we have to go by the standards and going by that pacing guide and you know I'm…um… a few other things, but I feel like is that pressure where…I know I could be teaching, to me, that's going to be so much more like fundamentals and how to put it down and do it, but I got to…I feel this pressure that I have to do this and I have to do that so it's not how I want it.

June exclaimed, “I feel like I do not have complete control because I am bound to incorporate certain practices that have been directed from the district and so I don't have complete control.” When the researcher asked Paulette about her ability to make decisions in her classroom she immediately responded by vigorously shaking of her head and stating, “Um…uh uh”. When probed further as to why or why not she responded “I have an assistant in my classroom that doesn't agree with the decisions that I am making. Sometimes she will override my decisions”. Paulette further noted that “Whatever we discuss a collaborative planning”, a school mandated planning session, further dictates her classroom decision-making abilities.

No one teacher participant believed they had autonomy within their classroom. They felt as if other school personnel, school mandates, and district initiatives dictated or scripted what took place within their classroom. Each teacher participant shared a common consensus of not having teacher autonomy though they each felt they knew what would be in the best interest of their students.

There was no correlating item on the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) to measure teachers’ decisional capital perceptions as
founded by this theme; however, the concept of autonomy is complex and requires teachers balance their decision-making skills within the structure and constraints of a school system. However, per Pearson and Moomaw (2005) cumulative research on teacher autonomy has revealed a need for teachers to have independence in their classroom decision-making.

When I was being interviewed for an overseas teaching position in the Middle East, I was asked what makes you a teacher? I responded, “Being a teacher is who I was when I was growing up, it is who I am in my everyday life, and it is how I want to be remembered.”

Intrinsic Themes

The following intrinsic themes were found to be pervasive in the interviews and did not lend themselves to be categorized into a singular professional capital category. These intrinsic themes were commitment and triadic capital connections.

Emergent Code 7: Commitment

The first intrinsic theme, commitment, was interlaced throughout the teachers’ varied responses. Commitment, as defined by the researcher, is being dedicated to doing what is best for the students and treating them as if they were your own child. It was obvious that what these teacher participants did they did it in the students’ best interest as commitment was nuanced throughout their responses.

June stated, “...we are all this for the success of our students”. She later exclaimed, “I sometimes go against the grain and do what I know works best for my students...” Teresa stated, “...we went over like a lot of stuff that we know they are failing.” She continued with saying,
…because my kids on a whole other level I rather be doing something else. I need to move some of them up a little bit. I don't want to spend that much time on it if they get it right.

Paulette, reflecting on the past, stated, “our children struggled a lot they were very low in reading.” She also said, “I…um… constantly look back on what I did to see what I can do to do it better especially when I see that my children have not been successful.” Continuing in her passion to help the students, Paulette exclaimed, “I will be talking about how the children weren't getting it and what we need to do differently and reading, asking constantly what can we do to help these children…”

These teacher participants are committed to doing and giving the best to their students. Committed educators acknowledge and strive to fulfill their duties and responsibilities to their students. Educator commitment is essential to being a successful teacher (Mart, 2013)

The second intrinsic theme, triadic capital connection, was identified because neither of the teachers would attribute a single form of professional capital as the epitome of their professional growth. Each felt that all components of professional capital were instrumental to their teacher development and common among the teacher participants in their response to the closing interview question: Which do you think is the greatest contributor to your teacher growth and success: professional learning, collegial relationships, or autonomy within the classroom? No teacher participant could singularly identify one greatest contributor to their teacher growth and success because they each felt like they all worked in tandem contributing to their professional success.
Emergent Code 8: Triadic Capital Connections

The triadic capital connections theme was embedded within the teacher participant’s responses to the final closing question. The emergence of this theme speaks to the teachers being unconsciously knowledgeable of the concept of professional capital within their community of practice. To that end, Teresa responded by contextually explaining how each form of professional capital contributed to her professional growth:

I would say my professional development first because even when you'll pull up over there for collaborative and still and people come in like…huh…but at the same time I feel like I'm learning so much and how to do it because I don't know everything you know, it's a brand-new experience for me. By just going and learning what is needed and what can help and how to do this and the different trainers I go to and then these names getting thrown up and stuff, I can go back on my own and try to research and say maybe this will work. This year for me was trial and error, so I say okay but this didn't work so I can go back and see this and I want to see how this works with the writing and that's why I've been trying to research her and…um…see because this second half we're doing a lot of writing. I'm like we going to get this down because it's not a big thing but I'm going to make it a big thing so I need to get to this professional learning. I try to do as much as that as I can. Collegial relationships, yes, I'm able to go and talk to experienced teachers. Yes, that is my second one. Go talk to teachers and get that experience and it's a lot of teachers and here they tried to tell me and they kind of got me and show me different ways of doing things when especially’ some days
when it's like ‘this isn’t working’ you know or you get discouraged and you always have that relationship. Then the last one, I feel…autonomy.

June, when reflecting on the question, stated,

My professional learning because I learn from my colleagues and I am one who is not afraid to try something new and I think my professional learning whether it be through development or through networking or plan it with my colleagues or across the district that is what has helped me grow as a professional. I think our time, to me would be the second and that could lead to relationships, the third autonomy, because you have to learn to kind of move past some things.

Paulette captured this triadic capital connection best. She simply stated,

I think I would say it was a combination of all of them because autonomy in the classroom has guided me and knowing what I needed to know and what and where I needed to grow, and the professional learning help me to grow where I needed to grow, and then your collegial relationships, they are there to push you and give you their outside opinion to help you understand more.

Hargreaves and Fullan (2012) explicitly states, “It is the presence and product of these three forms of capital that is essential for transforming the teaching profession into a force for the common good,” (p. 88). These teachers innately embodied the precepts of professional capital as part of being an educator.

Findings

Data analysis for this study involved exploring survey responses, as well as, interview transcripts as to determine themes found within participants’ responses to the interview questions. *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012)
data revealed that teachers had knowledge of the triadic concept of professional capital within their community of practice. Of the thirty-six Likert scale items presented for thirty-one of them teachers responses showed that they had a basic knowledge of the precepts of professional capital within their community of practice.

Using Little’s (1990) four teacher-to-teacher exchange opportunities (scanning and storytelling, helping and assistance, sharing, and joint work/teaming) to a priori code data revealed two themes: 1) sharing and 2) joint work. These findings support that the elementary teachers, who contributed in this study, participate in collegial relationships where they function interdependently upon each other through their sharing and joint work for student achievement.

Through emergent coding eight main themes resulted from the data analysis: 1) relevant professional development; 2) self-directed learning; 3) trust; 4) freedom of expression; 5) professional to personal relationships; 6) dictated/scripted autonomy; 7) commitment and 8) triadic capital connections. To support the analysis, direct quotes from discussions were utilized to demonstrate participants’ perspectives of their lived-experiences. The results of the data analysis were offered in this chapter.

Summary

Chapter 4 described the data collected and provided a detailed description of the data analysis conducted in this study. The results were drawn from the Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) and semi-structured interviews conducted with three teacher participants. They included specific quotes and information from interview transcripts to support the analysis. Analysis of the survey data revealed that for thirty-one of the thirty-six professional capital statements teacher participants
agreed they were a part of their community of practice. Analysis of the sources of data revealed a total of ten main themes, two a priori coding themes and eight emergent coding themes, that facilitate the understanding of teachers’ perceptions about professional capital.

Direct quotes of the perceived factors that teacher participants believe contributed to their understanding of professional capital within their community of practice are included in this chapter.

Chapter 5 will provide a summary, conclusions, and implications that are based on results of the data found in Chapter 4 and the literature review found in Chapter 2.
CHAPTER 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

But why are trees social beings? Why do they share food with their own species and sometimes even go as far as to nourish their competitors? The reasons are the same as for human communities: there are advantages to working together.

(Wohlleben, 2015, p. 3)

Consider this: no matter how good a teacher is, no matter how much knowledge or skill he or she has as an individual, the students are limited by what that one person brings to that lesson or activity. When a teacher works on a team, the options and opportunities for students grow exponentially.

(Kramer, 2015, p. 15)

In the preceding chapter I provided a detailed analysis of the Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) and semi-structured interview data collected that addressed the four research questions that guided this qualitative study. Based on my analysis, the Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) revealed that most of the teacher participants responded as being aware of the dynamics of professional capital within their community of practice. Of the total responses to on the survey, thirty-one of the thirty-six reflected that elementary teachers within this community of practice understood the dynamics of professional capital. The interview data revealed two a priori codes and eight emergent codes as being pervasive throughout the collected data: a priori code 1) sharing and a priori code 2) joint work;
emergent code 1) relevant professional development; emergent code 2) self-directed learning; emergent code 3) trust; emergent code 4) freedom of expression; emergent code 5) professional to personal relationships; emergent code 6) dictated/scripted autonomy; emergent code 7) commitment; and emergent code 8) triadic capital connections. Overall, a total of ten themes were identified from the collected interview data. These themes respond to my research questions:

1. What are teachers’ perceptions of professional capital within their community of practice?
2. How do teachers view professional learning within their community of practice?
3. In what ways do teachers feel that social capital interactions affect their pedagogy practices and contribute to their professional growth?

This study aligned to the social constructivism perspective that individuals contextualize their knowledge based on their lived-experiences and in the situation in which it takes place (Dilthey, 1900; Schunk, 2012; Vygotsky, 1978).

The purpose of this study was to investigate the perceptions of elementary teachers in regards to their understanding of professional capital within their community of practice. It investigated the perceptions of teachers understanding of each precept of professional capital: human capital, social capital, and decisional capital. Teachers participants received an explanation of the study and agreed to participate by providing a signed consent form.

The findings represent the nature of qualitative, intrinsic case study research,
which focused on the lived-experiences of elementary teachers within their community of practice to discover understanding. I discovered that the ten themes represent a group of interconnected themes that are inseparable and contributed to the elementary teachers’ perception of professional capital. The findings were specific to this research study and are not intended for generalization; however, replication of the study may be appropriate. This chapter includes a summary of the findings, conclusions, and recommendations for future research.

Summary

The goal of this study was to investigate elementary teachers’ perception of professional capital at their school. To glean preliminary knowledge of elementary teachers’ understanding of professional capital the Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) was administered. The data collected from this self-assessment provided the research with a basic understanding of the teacher participants knowledge of professional capital. Overall, the survey findings leaned towards teacher having knowledge of the triadic concepts of professional capital. For the most part all the survey participants responded favorably to the survey items self-assessing one’s knowledge of professional capital.

The Teacher Professional Capital Survey (Hargreaves & Fullan, 2012) data was analyzed by each section. The overall results for the human capital statement analysis section revealed that six of the twelve statements reflect that on nine of the twelve statements the teacher participants were aware of these human capital precepts within their community of practice. These statement items focused on teacher confidence in her
Three of the human capital statements reflected a minimum understanding by teacher participants within their community of practice. These statements self-assessed a teachers’ responsibility during student disengagement, the teacher participant opinion of other teachers’ placement within the community of practice, and individual teacher influence on school-wide decision making. It was noted that the two teacher participants, identified as co-teachers, selected the same responses for five of the twelve human capital statement items. Hargreaves and Fullan (2012) posit that human capital is all about knowing, understanding and empathy: knowing your content area, knowing researched-based pedagogy practices, knowing and understanding how children learn, understanding diversity, and having empathy with the adult and students within the community of practice.

The survey results for the social capital statement section of the survey reflected that for eight of the twelve statements teacher participants understood this social capital dynamic within their community of practice. These statements items focused on collaboration and collegial relationships within the community of practice. Three of the twelve social capital statement items revealed that teacher participants had some knowledge of these concepts within their community of practice. Again, these statements examined the nature of collegial relationships within the school. Only one social capital statement reflected a cause for concern. That was social capital statement 18. This statement again examined collegial relationships but with an emphasis on eliciting feedback to one’s colleagues. Again, it was noted that in this section of the survey those
teacher participants, identified as co-teachers, selected the same responses for nine of the twelve social capital statements. Social capital exists only in relationship with other people. It is the catalyst of for improvement. Unfortunately, this concept has not caught on in the field of education (Hargreaves & Fullan, 2012). This statement reflects truth in that none of the general education teachers totally agreed on any of the social capital statements. Leana’s (2011) research found that those teachers who reported high social capital had increased higher math scores.

The overall results for the decisional capital statement analysis section reflected that for ten of the twelve decisional capital statements teacher participants had an understanding of these dynamics within their community of practice. These statements reflected on teacher participant instructional strategies, teacher accountability, using research-based best practices to drive decision-making, data-analysis of student work, judging one’s passion for the job, and one’s teaching being aligned to current research. One of the twelve decisional capital statement reflected that some teacher participants understood decisional capital; statement 32. This statement reflected upon one’s level of comfort in having a colleague come into their classroom to see their pedagogy practices in action. Also, one of the twelve decisional capital statement responses reflected cause for concern; statement 25. This statement examined if the teacher participant’s decision making was connected, or based, on a set of values pervasive throughout the school. There are professionals (i.e. nurses, lawyers) where decisional-making capital is the norm amongst the workers; unfortunately, teachers are often usurped of this form of capital.

For this section of the survey those teacher participants, identified as co-teachers, selected the same decisional capital response category for eleven of the twelve statement
being analyzed. Also, for seven of the twelve decisional capital statements all the teacher participants agreed that this dynamic was pervasive within their community of practice.

Overall, the *Teacher Professional Capital Survey (2012)* survey revealed that teacher participants had knowledge triadic concepts of professional capital at work within their community of practice. For the most of the statement items on the survey teacher participants responded favorably to the survey items self-assessing one’s knowledge of professional capital. Of the thirty-six survey Likert-score statements, thirty-one of the items echoed an understanding of professional capital. With the survey data revealing that many of the teachers agree to the varied precepts of each professional capital tenet as functioning within their community of practice. Baker-Doyle (2011) posit if the teacher community is organized and has strong teacher networks this could be the catalyst for school reform.

After conducting the semi-structured interviews data was a priori coded using Little’s (1990) four teacher-to-teacher exchange opportunities continuum (scanning and storytelling, helping and assistance, sharing, and joint work). This coding revealed two pervasive themes on how teachers collaborate: 1) *sharing* and 2) *joint work*.

The first a priori theme of *sharing* demonstrated that the teachers worked interdependently upon each other. Little (1990) posit, “sharing is a term that invites commonsense interpretations, appearing to promise a robust but harmonious exchange of insights and methods” (p. 518). June said, “I network with colleagues across the district to share ideas.” The intentionally of these teachers’ sharing is a concept that lends this ideology to being a strong teacher-to-teacher interaction per Little’s (1990) collaboration continuum. According to Little (1990) systematic *sharing* may reveal a plethora of
curriculum and instruction choices and could lead to engaged discussions and debate for prioritizing instructional best practices.

The second a priori theme of joint work revealed a more direct intention in collaborating for the greater good of the students. Collegiality as joint work anticipates truly collective action-teachers’ decisions to pursue a single course of action and to decide on a set of basic priorities that guide the teachers’ independent choices (Little, 1990)

Further coding of the interview data revealed eight themes: 1) relevant professional development; 2) self-directed learning; 3) trust; 4) freedom of expression; 5) professional to personal relationships; 6) dictated/scripted autonomy; 7) commitment and 8) triadic capital connections.

The first emergent theme addressed relevant professional learning. This theme revealed that all teacher participants perceived professional development as important if it was applicable to addressing their students current learning needs. Gulamhussein (2013) posit, effective professional development should align to the following principles: must be significant and ongoing; must be support that addresses the specific classroom challenges; should not be passive, engaging to teachers so they can participate actively in making sense of a new practice; provide modeling to introduce a new concept and to help teachers understand the new practice; and the content presented to teachers should be grounded in the teachers’ discipline or grade-level.

The second emergent theme addressed self-directed learning. Adult learning theory states that self-directed learning (SDL) is an effective method for acquiring and refining knowledge. By employing SDL, the individual takes it upon herself to be
responsible for what is to be learned, with or without help from others, to diagnose their learning needs (Knowles, 1975).

The third emergent theme addressed trust. Each teacher participant found trust to be an essential dynamic for their professional social capital relationships. Hargreaves and Fullan (2012) state, “you have to trust the processes of peer interaction as well as trusting particular people” (p. 159). June said, “We trust each other immensely there is a very good working relationship we are able to confide in each other without the fear of it going outside of that relationship.” Teresa, when speaking of her current colleagues, stated, “I always trust people until they you know go back and you know show me otherwise but I feel like I can talk to them.” Paulette answered, “In the past in the past my colleagues and I we really had a very good, good, good confidentiality and we trusted each other...”.

The fourth emergent theme addressed freedom of expression. None of the participants felt hindered or restrained in discussing their classroom and student concerns. This freedom of expression is founded upon the preceding theme of collegial trust. This level of trust allowed for each teacher to ‘push and pull’ their peers; to trust them in the process of school reform.

The fifth emergent theme addressed professional to personal relationships. When responding to the social capital questions each teacher participant responses revealed how their professional relationships had grown into sustained friendships. Per Deal, Puriton, and Waetjen (2009) people who work together eventually develop emotional connections which can develop into sustaining friendships. Each respondent happily talked about the
sustaining friendships they have and how these friends are an integral part of their professional and personal lives.

The sixth emergent theme addressed dictated autonomy. Each teacher expressed her disdain for not having some autonomy and she tried to encapsulate all the things that bothered her in her desire to have some classroom control that would be in the best interest of her students. No one teacher participant believed they had autonomy within their classroom. They felt as if others, mandates, or initiatives dictated or scripted what took place within their classroom. Each teacher participant shared a common consensus of not having teacher autonomy because they each knew what would be in the best interest of their students. According to recently data federal data from the National Center for Education Statistics (NCES), educators reported less classroom autonomy in school year 2011-12 compared to 2003-04. (Walker, 2016, para.1). “The data consistently show us that a big issue is how much voice, how much say, do teachers have collectively in the school-wide decisions that affect their jobs?” (Walker, 2016, para. 3).

The seventh emergent theme addressed the concept of commitment. As one of two themed categorized as instrinsic, commitment, was interwoven throughout the teachers’ varied responses. According to Hargreaves and Fullan (2012) teachers should connect everything back to their students and use this as their impetus for teaching. Commitment, as defined by the Oxford English Dictionary (n.d.), is the state or quality of being dedicated to a cause or activity. It is being dedicated to doing what is best for the students and treating them as if they were your own child for whom you want the best. It was obvious through the interview responses that what these teacher participants did they did it in the students’ best interest as ownership was nuanced throughout their responses.
Finally, the eighth emergent theme addressed the triadic capital connection the teachers attributed to their professional growth. The triadic capital connections theme was embedded within the teacher participant’s responses to the final closing question: Which do you think is the greatest contributor to your teacher growth and success: professional learning, collegial relationships, or autonomy within the classroom? The emergence of this theme speaks to the teachers being unconsciously knowledgeable of the concept of professional capital within their community of practice. Hargreaves and Fullan (2012) expressed this inclusive concept as a formula: PC (Professional Capital) = f (HC (Human Capital), SC (Social Capital), DC (Decisional Capital). “Effective teaching for the whole profession is a product of these three kinds of capital amplifying each other” (Hargreaves & Fullan, 2012, p. 88).

Conclusions

This study sought to investigate elementary teachers’ perceptions of professional capital within their community of practice. The social constructivism framework was chosen to examine teacher beliefs about professional capital within their community of practice.

The conclusion can be made that implementing the principles of professional capital for school reform would not be difficult as teachers already ‘do’ many of the things that professional capital encompasses. In finding the best way to implement the precepts of professional capital schools should investigate the school culture and guide teachers away from teaching in isolation as this keeps them from building collegial relationships and receiving feedback to guide pedagogy judgments.
The results of the study revealed that most teachers are aware of the precepts of professional capital as represented by the many themes elicited from the interview data. The results also revealed that teachers participating in this study worked near or in interdependence by employing the concepts of sharing and joint work in their teacher-to-teacher interactions. The results, more explicitly, revealed that teachers valued their social capital interactions with their colleagues and that those professional interactions can also lead to personal friendships. The results showed that teachers are intentional and purposeful in increasing their professional knowledge through professional development courses, self-directed learning via professional readings, networking, or reflection. The results also revealed that teachers desire decision making abilities in their classrooms but this capital is usurped by mandated district initiatives, school expectations, and sometimes colleagues. Lastly, the results revealed that the interwoven precepts of professional capital work in tandem to support and improve teacher professional practices.

Recommendations

Today’s educator is charged with providing a world-class education that is governed by business capital model that positions market profit above addressing a true path to school reformation. This approach is beneficial and profitable to business partners and is self-centered. The professional capital model for school improvement is not only student-centered but allows gives the teacher a pivotal role in the catalyst for the change.

First the researcher recommends further investigation of the human capital, social capital, and decisional capital statements that teacher participants did not identify as being prevalent within their community of practice. Further investigation into these are of
deficit will address the need and will ensure that when a school implements professional capital it will done with fidelity.

The research recommends that attention is paid to building and sustaining teacher autonomy as it shown that through data that teacher participants within this community of practice identified themselves as being decision makers; however, interview data revealed that the community of practice functioned in a dictated autonomy and not teacher autonomy. Further studies should be done to clarity true teacher autonomy and not autonomy from governing persons or agencies outside of the classroom.

The researcher also recommends that future studies specifically target and evaluate the professional capital knowledge of those certified teachers who serve as support teachers within the general education classroom: special education teachers and early intervention program teachers. After analyzing the survey data for two teacher participants, who identified as co-teachers and who’ve have never taught as a general education teacher, it became obvious that they have knowledge of professional capital as twenty-five of their thirty-six survey responses were aligned. How and where this knowledge was acquired needs to be investigated to build a community of certified support teachers who work within this and other community of practices throughout the nation.

Also, the researcher recommends that future studies should be inclusive of all school personnel: certified and classified staff. All staff members should feel that they are essential to student success within the community of practice. If all staff have buy-in, then all staff impact school reform. To leave the totality of school reform only in the hands of certified teachers then schools are including all human capital who can
contribute to student growth. Classified staff, in totality, is also most the same or greater than certified staff within some community of practice. Untapped human capital within the community of practice. Having one-hundred percent of staff involved could catapult school reform.

The researcher recommends that schools consider becoming a professional learning community or PLC as it is now commonly called. The PLC concept can serve as a guide for empowering all teachers by building the foundation of the school as one that is focused on success. A PLC mandates that all teachers work together by collaboratively eliciting their human and decisional capital to make sound judgments for student learning.

The literature review of this study revealed that research to investigate professional capital as a pathway to school reform is scarce and needs to be further explored. The results of this qualitative study suggest that education researchers should further investigate the inclusive concept of professional capital as an effective method for lasting school reform. Further studies should continue to investigate professional capital at the elementary level, middle, and high school levels. Additionally, further studies could extend this ideology to post-secondary schools. These future studies should also be inclusive of both public and private schools along with colleges and universities. Lastly, future research is needed to investigate pre-service teachers understanding of professional capital prior to becoming in-service teachers.

Closing

This study’s goal was to gain understanding of elementary teachers’ perception of professional capital within their workplace. I perceived that teacher participants were
unconsciously knowledgeable of the concepts of professional capital. Analysis of the survey data and themes coded from the collected interview data showed the intentionally of each teacher doing her best, using every precept of professional capital, to address the learning needs of her students. Per my study, the precepts of professional capital were pervasive throughout the teacher participant responses.

Epilogue

*After having collected my data for this research and preparing to defend, this lived-experience took place within the community of practice—my community of practice that was studied. I was walking down the hall towards the office early Monday morning when I was approached by a staff member who mentioned I should do a ‘shout out’ to our interim Saturday School custodian. I asked the infamous question why? The response was “he was cleaning when he saw a need with a group of students and he addressed it”. “What need? How did he address it?” I asked. The staff member responded, “He saw that a group of students were working on fractions. And he realized that some of them were struggling with the concept, so he stepped in and helped to teach them fractions. I approached the custodian who did not want to discuss what he did. He looked away humbly and said “Thank you”. I later went to the Saturday School teacher whose students he supported that day. When I asked what happened, she immediately begin giving him accolades. She said, “I was struggling trying to teach my kids about equivalent fractions. I was using a math technology program and manipulatives to guide my teaching them this concept. They were confused and I was too. The custodian walked by and saw we were struggling with equivalent fractions. He just stepped in and started teaching. He used the computer program I was using to teach the concept. He asked*
questions, checking for understanding, for each step of the process and then he referred back to the computer program to support students being successful with that particular fraction problem. But oh Ms. Walker, he then took away the manipulatives and the computer program and wrote an equivalent fraction problem on the board for the students to work on. He scaffolded his lesson. He went from easy to harder. The kids were loving it and they were working hard to answer the problem and they got it too. But one thing Ms. Walker, he did not have to do it. He just came in and started teaching because he saw a need. I wish more people were like that. Just step in when you see the need”. This type of interaction is what will make our schools and our students successful. This is professional capital – all school stakeholders are important and should be included in school reform processes.
REFERENCES


APPENDIX A

Author Permission
Re: Permission to use the Teacher Professional Capital Survey for Doctoral Research

Allison Edwards Walker

Tue 10/18/2016 8:58 PM

To andrew.hargreaves@bc.edu <andrew.hargreaves@bc.edu>

Dear Dr. Hargreaves,

Thank you for granting me permission to use of the Teacher Professional Capital survey for my doctoral research.

Allison

From: Andrew Hargreaves <andrew.hargreaves@bc.edu>
Sent: Friday, October 14, 2016 8:11:26 PM
To: Allison Edwards Walker
Cc: thayerkr@bc.edu
Subject: Re: Permission to use the Teacher Professional Capital Survey for Doctoral Research

Dear Allison

Thank you for your request. You have our permission.

I am copying this to my coauthor Michael Fullan for his information.

Good luck with your study

Andy Hargreaves

Andy Hargreaves
Brennan Chair in Education
Editor-in-Chief Journal of Professional Capital & Community
Education Adviser to the Governments of Ontario & Scotland

Lynch School of Education
Boston College, Camplain Hall 109
140 Commonwealth Avenue
Chestnut Hill, MA 02467
USA
Email: hargreas@bc.edu
Phone: 617-552-0680
Twitter: @hargreasebc

On Thu, Oct 6, 2016 at 6:30 PM, Allison Edwards Walker <Allison.Edwards.Walker@live.unc.edu> wrote:

Dear Dr. Hargreaves:

https://outlook.office365.com/owa/?viewmodel=ReadMessageItem&ItemID=AAH4ADmkODuZPDEZLTSOTYNSY26504L4U4jVJlyMn11SMNNNTAwZg8B... 1/2
3/12/2017

Re: Permission to Use the Teacher Professional Capital Survey/Questionnaire Instrument - Allison Edwards Walker

I am a doctoral student from Mercer University, writing my dissertation tentatively titled *Social Capital: A Collective Approach for Increased Teacher Effectiveness*, under the direction of my dissertation committee chair, Dr. Vincent Youngbauer, who can be reached at (478) 301-2581. The Mercer University IRB Committee Chair can be contacted at (478) 301-4101 or by mail at 1501 Mercer University Drive, Macon, GA 31207.

I would like your permission to use the *Teacher Professional Capital* survey/questionnaire instrument in my research study to gain a better understanding of teacher perceptions of professional capital within their community of practice with an emphasis on social capital concepts for professional growth. I would like to use and print your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities;
- I will include the copyright statement on all copies of the instrument;
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: allison.edwards.walker@live.mercer.edu

Sincerely,

Allison Edwards Walker
Doctoral Candidate
Re: Contact Us Form submitted on Michael Fullan

Allison Edwards Walker

Tue 10/18/2016 9:07 PM
Sent Items

To: Claudia Cuttress <ccuttress@me.com>

Hello Claudia,

Thank you for your response. Below is my formal request for use of the survey to give Dr. Fullan and yourself clarity on my research interest.

Dear Dr. Fullan:

I am a doctoral student from Mercer University writing my dissertation tentatively titled Social Capital: A Collective Approach for Increased Teacher Effectiveness, under the direction of my dissertation committee chaired by Dr. Vincent Youngbauser, who can be reached at (478) 301-2581. The Mercer University IRB Committee Chair can be contacted at (478) 301-4101 or by mail at 1501 Mercer University Drive, Macon, GA 31207.

I would like your permission to use the Teacher Professional Capital survey/questionnaire instrument in my research study to gain a better understanding of teacher perceptions of professional capital within their community of practice with an emphasis on social capital concepts for professional growth. I would like to use and print your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities;
- I will include the copyright statement on all copies of the instrument;
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: allison.edwards.walker@live.mercer.edu

Sincerely,

Allison Edwards Walker
Doctoral Candidate

---

From: Claudia Cuttress <ccuttress@me.com>
Sent: Friday, October 14, 2016 10:54:49 AM
To: Allison Edwards Walker
Cc: Michael Fullan; Santiago Rincon Gallardo
Subject: Re: Contact Us Form submitted on Michael Fullan

Hello Allison,

Thank you for getting in touch with us. We’re glad to hear of your interest in using the Professional Capital survey for your doctoral research. If all you need is the printable questionnaire, you can simply download the PDF version of the survey from Michael Fullan’s website, free of cost.

https://outlook.office365.com/owa/ViewMessage.aspx?Id=01AAC1D9CD5AE4ED5635BY0Y2DDYO230MEU4JW0jM018MTNNTAwZjG... 1/2
3/12/2017

Re: Contact Us Form submitted on Michael Fullan - Allison Edwards-Walker

If you prefer to administer the survey online through our survey platform, get access to survey results portal and to the database with survey responses - detailed information on the website - please write a brief request (1 or 2 pages) that includes:

- Your name and institution
- A summary of your research project
- A brief description of the school(s)/system(s) where you’re planning to administer the survey.
- Approximate number of respondents.
- Statement that the survey will not be used for external accountability purposes.

If you have any further questions, please don’t hesitate to contact us.

Best regards,
—Claudia

************
Claudia Cutress
cutress@mcm.com
410-221-2902

On Oct 13, 2016, at 7:46 PM, Michael Fullan <cutress@mcm.com> wrote:

Name Allison
Last Walker
Email allison.edwards-walker@live.mccc.edu

Message I would like to use the Teacher Professional Capital survey/questionnaire for my doctoral research. Please advise how I can forward a formal request to use your survey. Thank you.

https://outlook.office365.com/owa/?view=model=Read&messageitem&itemID=AAAVXADzxnNDELY5DTY50Z5quJ4LVJyMniSMTHnYTzAzcgG... 2/2
APPENDIX B

Teacher Professional Capital Survey (Hargreaves & Fullan, 2012)
Our book Professional Capital (Hargreaves & Fullan, 2012) advances a new strategy to revitalize the teaching profession so that it becomes a force of positive change that benefits all individuals, public education systems, and society as a whole. Professional Capital consists of three interrelated components: human capital (the quality of the individual), social capital (the quality of interactions within a group), and decisional capital (the capacity to make good decisions based on information and professional judgment).

In our effort to help teachers and leaders cultivate and circulate professional capital in their schools and systems, we have created a professional capital index. This index seeks to (i) assist teachers and school leaders to self-assess the status of professional capital in their schools, and (ii) deepen understanding of how and to what extent schools and educational systems develop and circulate professional capital. We have a school leader version, and a teacher version of the survey. Schools and systems interested can sign on for an online service and an automated report of the findings (for more information please contact us at: professionalcapital@icloud.com or visit www.michaelfullan.ca).

This school leader survey has 36 items (12 for each of the three dimensions of professional capital: human, social, and decisional capital). For each item you will be asked to indicate the degree to which you agree or disagree with a short statement. The whole survey should take about 15 minutes to complete.

We want to emphasize that this survey should not serve to assess schools, teachers, and/or school administrators as part of an accountability system of any sort. It was developed only to allow teachers and school leaders to illuminate the ways in which professional capital is distributed throughout their schools and systems and subsequently empower practitioners at every level to work collaboratively to improve the way all forms of capital are developed and circulated.

Many thanks for taking the time to complete this survey.

With our best wishes,

Andy Hargreaves and Michael Fullan
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am able to advance the learning of the most disadvantaged students.</td>
<td></td>
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<td>2. When students from my class move on to the next grade they are prepared for their class work in my subject area(s).</td>
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<tr>
<td>3. There is only so much that I can do as a teacher; if a student doesn't put in the effort, it is not always my fault.</td>
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<tr>
<td>4. I regularly search for professional learning opportunities to improve my teaching.</td>
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<td>5. I am offered the professional development needed to improve my teaching practice.</td>
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<tr>
<td>6. My school provides me with career opportunities that improve my professional growth and practice.</td>
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<td>7. I am provided with feedback I need to improve my professional practice by administrators in my school.</td>
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<tr>
<td>8. I can readily access and consult with specialists who can support my teaching practice.</td>
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<tr>
<td>9. I am assigned to the classes that are best suited to my talent and interests.</td>
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<td>10. Our school places a high priority on attracting highly effective teachers.</td>
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<td>11. In my school, teachers with little teaching experience are often placed in classrooms with the gravest needs.</td>
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<tr>
<td>12. I feel that I have little influence when it comes to making school-wide decisions related to student learning.</td>
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</tbody>
</table>
### SOCIAL CAPITAL

Please indicate the degree to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>My colleagues and I have high expectations for the learning of all students.</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>I have time built into my regular school schedule to examine and improve my instructional practice with other teachers.</td>
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<tr>
<td>15</td>
<td>I regularly examine student work in collaboration with other teachers.</td>
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<tr>
<td>16</td>
<td>I work with other teachers to look into the reasons for differences in student achievement among classes.</td>
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<tr>
<td>17</td>
<td>I am provided with opportunities to observe other colleagues teaching.</td>
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<tr>
<td>18</td>
<td>I provide feedback to my colleagues about their classroom practice.</td>
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<tr>
<td>19</td>
<td>I share and try out new teaching methods with my colleagues to enhance student learning.</td>
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<tr>
<td>20</td>
<td>I rely on the teachers I work with in my school for professional guidance and support.</td>
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<tr>
<td>21</td>
<td>I regularly participate in teacher collaboration meetings where our principal is involved.</td>
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<tr>
<td>22</td>
<td>I have improved the way I teach as a result of collaborating with other teachers at my school.</td>
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<tr>
<td>23</td>
<td>I have positively influenced student learning by working together with other teachers at my school.</td>
<td></td>
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</tr>
<tr>
<td>24</td>
<td>I collaborate with teachers from other schools to improve teaching and learning in my and their classrooms.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**DECISIONAL CAPITAL**

Please indicate the degree to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Most decisions that guide my professional practice are based on a set of moral values that are shared with the other teachers at my school.</td>
<td></td>
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<tr>
<td>26. I have developed an extensive set of teaching strategies to adopt my instruction to the learning needs of each student.</td>
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<tr>
<td>27. I am confident that when a lesson isn’t going as planned, I can change the plan immediately without losing the intended objectives of the lesson.</td>
<td></td>
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<tr>
<td>28. On any given day, I would be able to provide evidence of what worked and what didn’t in my lesson.</td>
<td></td>
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</tr>
<tr>
<td>29. It has become second nature to me to reflect on how well my lessons are going while I am teaching.</td>
<td></td>
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<tr>
<td>30. I regularly take time to reflect on what didn’t work in my teaching and figure out how to do things better next time.</td>
<td></td>
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<tr>
<td>31. I am confident in my ability to mentor or coach other teachers.</td>
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</tr>
<tr>
<td>32. If other teachers visited my classroom, I would be uncomfortable displaying my teaching practice in front of them.</td>
<td></td>
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<tr>
<td>33. Most decisions in my teaching are based on a combination of research evidence and practical experience.</td>
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<tr>
<td>34. I regularly analyze and act on data related to student performance with colleagues.</td>
<td></td>
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<tr>
<td>35. The passion I have for my work improves the judgments I make in the classroom.</td>
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<tr>
<td>36. My teaching is up to date with current educational research about effective practices.</td>
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</tbody>
</table>
If you are completing this survey upon invitation or at the request of a colleague, an administrator, or an organization, please proceed to the final section on the next page.

If you are taking this survey for self-assessment purposes only, you’re done! You don’t need to respond of the final section on the next page.
Professional Capital Survey
For Teachers

In this final section, you will be asked to provide some demographic information about yourself and the school you work in. This information will be used to examine trends in the aggregated data. Please note that this information CANNOT and WILL NOT be used to identify any survey respondents.

**School Information**

These questions are about the school you are currently working in. In responding to the questions, please mark the appropriate box.

**What type of school are you working in? (Please select all that apply.)**

- [ ] Pre-kindergarten
- [ ] Kindergarten
- [ ] Elementary school
- [ ] Middle school
- [ ] High school
- [ ] College/University
- [ ] Graduate school

**Where is the school you work in located?**

Country: ____________________________

State or Province: ____________________

**Which of the following best describes the location of the school you are working in?**

- [ ] Urban
- [ ] Suburban
- [ ] Rural

**How many students attend the school you are working in?**

- [ ] Less than 150 students
- [ ] 151-300 students
- [ ] 301-600 students
- [ ] 601-900 students
- [ ] More than 900 students

**How many teachers work in the school you are working in?**

- [ ] 1-2 teachers
- [ ] 3-6 teachers
- [ ] 7-10 teachers
- [ ] 11-15 teachers
- [ ] 16-18 teachers
- [ ] More than 18 teachers

**Background Information**

These questions are about you, your education, and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

**What is your gender?**

- [ ] Female
- [ ] Male
- [ ] Other
- [ ] Prefer not to answer
### Professional Capital Survey

**For Teachers**

**How old are you?**

- Under 25
- 25-29
- 30-39
- 40-49
- 50-59
- 60+

**What is the highest level of formal education that you have completed?**

- High School or Less
- College Degree
- Master’s Degree
- Ed.D. or Ph.D.

**Please list your professional license(s) or certification(s):**


**What is your current role as a school administrator?**

- Principal
- Vice-Principal
- Other (Please Specify)

**How long have you been working as a school administrator?**

- This is my first year
- 1-2 years
- 3-5 years
- 6-8 years
- 9-11 years
- 12-15 years
- 16-20 years
- More than 20 years

**How long have you been working as a school administrator at this school?**

Where possible exclude extended periods of absence (e.g. career breaks)

- This is my first year
- 1-2 years
- 3-5 years
- 6-8 years
- 9-11 years
- 12-15 years
- 16-20 years
- More than 20 years
What is your employment status as a teacher?

Part-time employment is where the contracted hours of work represent less than 90 percent of the normal or statutory number of hours of work for a full-time employee over a complete school year. Please consider your employment status for all of your teaching jobs combined.

☐ Full-time
☐ Part-time (30 – 50% of full-time hours)
☐ Part-time (less than 30% of full-time hours)

What is your employment status as a teacher at this school?

Please do not consider the probationary period of a contract as a separate contract.

☐ Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)
☐ Fixed term contract for a period of more than 1 school-year
☐ Fixed term contract for a period of 1 school-year or less

Please provide any final comments or suggestions you may have.

This is the end of the survey.

Thank you very much for your participation!

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APPENDIX C

Introduction Script
Hello Educators,

My name is Allison Edwards Walker. I am a doctorate student at Mercer University – Tift College of Education. I am conducting research on teacher perceptions of professional capital within their community of practice.

Participation in this research includes completing the *Teacher Professional Capital Survey* (Hargreaves & Fullan, 2012) about your understanding of professional capital. Completing this survey will take approximately 20 minutes. If you agree to participate in a follow-up interview about your perceptions of professional capital within your community of practice, that will take approximately 45 minutes. If you participate in both the survey and the interview, your total time commitment will be between 1 hour and 5 minutes.

Do you have any questions? If you would like to anonymously participate in this study, please remain in the room for further instructions. If not, you may leave.

Thank you.
APPENDIX D

Informed Consent Form
Informed Consent Form

Elementary Teachers’ Perceptions of Professional Capital Within Their Community of Practice

You are being asked to participate in a research study. Before you give your consent to volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

Investigators
The primary investigator in this study will be Allison Edwards Walker. Ms. Walker is a PhD candidate in Curriculum and Instruction candidate in Teacher Education Department at Mercer University in Macon, GA. You may contact Ms. Walker by phone at (478) 737-9063, via email at allison.edwards.walker@live.mercer.edu, or at the mailing address 399 Plantation Way #1102, Macon, GA 31210. To reach her advisor, Dr. Youngbauer, please call (478) 301-2581, email youngbauer_vw@mercer.edu, or mailing address 1400 Coleman Avenue, 111 Stetson Hall, Macon, GA, 31207.

Purpose of the Research
This research study is designed to understand how teachers perceive professional capital within their community of practice. The data from this research will be used to investigate educator understanding of professional capital and its effect on pedagogy practices and professional growth.

Procedures
If you volunteer to participate in this study, you will be asked to complete a 20-minute paper-based questionnaire. Upon completion, you may be invited to take part in a follow up interview.

Potential Risks or Discomforts
There are no foreseeable risks associated with your participation in this study. However, if you suffer from any risk factors such as discomfort, inconveniences; or any type of psychological, emotional, or social stress it is your right to temporarily or permanently discontinue participation in this study.

Potential Benefits of the Research
This investigation will allow you the opportunity to reflect on your understanding of professional capital at your school. In addition, this study will offer insight to how to nurture a culture of professional capital to ensure teachers’ professional growth and implementation of pedagogy best practices.

Confidentiality and Data Storage
To protect your identity, each participant will be assigned a study number for identification purposes. All information collected from you will be referenced with that number and not your name. For purposes of publication pseudonyms will be used to protect your identity. All information obtained during this study will remain locked in a secure location and only accessible by the primary researcher and advisor.

Participation and Withdrawal
Your participation in this research study is voluntary. As a participant you may refuse to participate at any time. However, if data collection has already taken place, you may not withdraw your submission of data. To withdraw from the study, please contact Allison Edwards Walker by phone...
at (478) 737-9063, via email at allison.edwards.walker@live.mercer.edu, or at the mailing address 399 Plantation Way #1102, Macon, GA 31210. A written notification of your withdrawal from the study is requested.

**Questions about the Research**
If you have any questions about the research, please speak with Allison Edwards Walker by phone at (478) 737-9063 or email at allison.edwards.walker@live.mercer.edu. You may also contact Dr. Youngbauer at (478) 301-2581, or youngbauer_vw@mercer.edu.

**Follow Up Interview/Observation:**
Upon completion of the paper-based survey you may be invited to take part in a follow up interview.
**Please indicate your decision below by selecting your preference.**

- [ ] I agree to participate in a follow up interview, if selected to participate in this part of the study.
- [x] I DO NOT agree to participate in a follow up interview, if selected to participate in this part of the study.

This project has been reviewed and approved by Mercer University’s IRB. If you believe there is any infringement upon your rights as a research subject, you may contact the IRB Chair, at (478) 301-4101.

You have been given the opportunity to ask questions and these have been answered to your satisfaction. Your signature below indicates your voluntary agreement to participate in this research study.

_________________________ _______ ________
Signature of Research Participant Date

_________________________ _______ ________
Research Participant Name (Please Print) Date

_________________________ _______ ________
Signature of Person Obtaining Consent Date
APPENDIX E

Interview Questions and Alignment
<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>RQ1</th>
<th>RQ2</th>
<th>RQ3</th>
<th>RQ4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many years have you been teaching? What grade level are you currently teaching? How long have you taught this grade level?</td>
<td></td>
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</tr>
<tr>
<td>Which you think is the greater contributor to teacher success: professional learning, collegial relationships, or autonomy within the classroom?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think contributes to being an effective professional development? HC</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>How do you personally contribute to your professional growth? HC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the social/interpersonal relationships that you have with your colleagues? SC</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Have you been intentional with developing relationships with colleagues? SC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you describe these relationships? SC</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Have you purposefully initiated collaborative planning opportunities with your grade-level colleagues? On a consistent basis or if a need arises? Describe this collaborative interaction? SC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel as if you have complete control of all decisions that you make within your classroom; what takes place in your classroom? Why? Why not? DC</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Who/what guides your classroom decision making? DC</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Which do you think is the greatest contributor to your teacher growth and success: professional learning, collegial relationships, or autonomy within the classroom?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
APPENDIX F

Interview Script
I am a doctoral student in the Tift College of Education at Mercer University with a research interest in professional capital. My dissertation study involves understanding how teachers perceive professional capital within their community of practice with an interest in collegial relationships affecting pedagogy practices and professional growth.

To aid me in note taking and accurate representation of your responses to each question, I would like to audiotape our conversation today. This information will be used for my dissertation study only. All information will be treated as confidential and a pseudonym will be used for your name. My doctoral committee and I are the only ones privy to the audio, which will be deleted after your responses are transcribed. I have planned for this interview to last about 45 minutes. During this time, I have seven questions that I would like to cover.
APPENDIX G

Teacher Interview Protocol
Interview Questions

Background Questions:

1. How many years have you been teaching? What grade level are you currently teaching? How long have you taught this grade level? What has been your previous settings for teaching: urban, rural, or suburbs?

2. What do you think contributes to being an effective professional development? HC How do you personally contribute to your professional growth? HC

3. Describe the social/interpersonal relationships that you have with your colleagues? SC Have you been intentional with developing relationships with colleagues? SC How would you describe these relationships? SC

4. How much trust do you have in your grade level colleagues? SC Do you feel free to express your concerns with your grade level colleagues? SC Do you feel free to openly disagree with your grade level colleagues? SC

5. Have you purposefully initiated collaborative planning opportunities with your grade-level colleagues? SC On a consistent basis or if a need arises? SC Describe this collaborative interaction? SC

6. Do you feel as if you have complete control of all decisions that you make within your classroom; what takes place in your classroom? Why? Why not? DC Who/what guides your classroom decision making? DC

Closing Question:
7. Which do you think is the greatest contributor to your teacher growth and success: professional learning, collegial relationships, or autonomy within the classroom?

HC= Human Capital
SC=Social Capital
DC=Decisional Capital
APPENDIX H

Valid and Reliable Measures of Professional Capitals
Does the Professional Capital Index provide valid and reliable measures of Professional Capital?

All survey items were developed following a rigorous process of design and reliability and validity testing.

Content Validity of Professional Capital Index. In the early stages of the development of the Professional Capital Index, an extensive review of existing items related to Human, Social and Decisional Capital was conducted, together with a careful examination of the key dimensions of professional capital presented by Andy Hargreaves’ and Michael Fullan in *Professional Capital: Transforming Teaching in Every School*. An initial list of 60 items (20 Human Capital items, 20 Social Capital Items, and 20 Decisional Capital items) was produced and shared with over 12 experts to assess the relevance and clarity of the items. Expert feedback was used to gradually narrow down the number of items and enhance their clarity.

Reliability of Professional Capital Index. The professional capital items have been tested for reliability on two separate occasions. Reliability tests have been conducted for each sub-scale (Human Capital, Social Capital, and Decisional Capital) separately. Inter-item correlations between individual items were calculated and Cronbach’s Alpha values were computed and used as a measure of internal consistency – that is, how closely related items in each set were as a group. Inter-item correlations among all items in each subscale are positive. The three sub-scales in both the teacher and principal indexes show Cronbach’s Alpha coefficients higher than 0.7, which suggests high reliability (Conventionally, Cronbach’s Alpha coefficients higher than 0.7 are desirable).

Construct Validity refers to whether the measurements obtained index reflect the meaning of professional capital. The construct validity of the professional capital index has been tested in two major ways. The first the administration of the professional capital survey in two school districts – one with a long trajectory of improved performance and one in the first few years of its improvement journey. Human, social, and decisional capital scores were significantly higher in the high performing district than in the low performing one, suggesting that the index provides valid measures of professional capital. The second construct validity test was a Principal Components Analysis to test the final list of 36 professional capital items. The PCA reveals the existence of three factors capturing three dimensions of professional capital which, overall, correspond to the three sets of items that make the survey: Human Capital, Social Capital, and Decisional Capital.

Retrieved from michaelfullan.com
APPENDIX I

Survey Findings
<table>
<thead>
<tr>
<th></th>
<th>Human Capital</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am able to advance the learning of the most disadvantaged students.</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>When students from my class move on to the next grade they are prepared for their class work in my subject area(s).</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There is only so much that I can do as a teacher; if a student doesn’t put in the effort, it is not always my fault</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>I regularly search for professional learning opportunities to improve my teaching.</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>I am offered the professional development needed to improve my teaching practice.</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My school provides me with career opportunities that improve my professional growth and practice.</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am provided with feedback I need to improve my professional practice by administrators in my school.</td>
<td></td>
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<td>5</td>
<td>8</td>
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<tr>
<td>8</td>
<td>I can readily access and consult with specialists who can support my teaching practice.</td>
<td>1</td>
<td></td>
<td>4</td>
<td>8</td>
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<tr>
<td>9</td>
<td>I am assigned to the class(es) that are best suited to my talent and expertise.</td>
<td>2</td>
<td>2</td>
<td>5</td>
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<tr>
<td>10</td>
<td>Our school places a high priority on attracting highly effective teachers.</td>
<td>1</td>
<td></td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>In my school, teachers with little teaching experience are often placed in classrooms with the greatest needs.</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>I feel that I have little influence when it comes to making school-wide decisions related to student learning.</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Social Capital</td>
<td>Strongly Disagree</td>
<td>Somewhat Disagree</td>
<td>Neither Agree or Disagree</td>
<td>Somewhat Agree</td>
<td>Strongly Agree</td>
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<td>13. My colleagues and I have high expectations for the learning of all students.</td>
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<tr>
<td>14. I have time built into my regular school schedule to examine and improve my instructional practice with other teachers</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td></td>
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</tr>
<tr>
<td>15. I regularly examine student work in collaboration with other teachers.</td>
<td>4</td>
<td>2</td>
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<td>3</td>
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</tr>
<tr>
<td>16. I work with other teachers to look into the reasons for differences in student achievement across classes.</td>
<td>1</td>
<td>3</td>
<td>5</td>
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<tr>
<td>17. I am provided with opportunities to observe other colleagues teaching.</td>
<td>3</td>
<td>6</td>
<td>1</td>
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<tr>
<td>18. I provide feedback to my colleagues about their classroom practice. *</td>
<td>4</td>
<td>2</td>
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<tr>
<td>19. I share and try out new teaching methods with my colleagues to enhance student learning.</td>
<td>2</td>
<td>6</td>
<td>5</td>
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</tr>
<tr>
<td>20. I rely on the teachers I work with in this school for professional guidance and support.</td>
<td>1</td>
<td>2</td>
<td>4</td>
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<tr>
<td>21. I regularly participate in teacher collaboration meetings where our principal is involved.</td>
<td>2</td>
<td>3</td>
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<tr>
<td>22. I have improved the way I teach as a result of collaborating with other teachers at my school.</td>
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<td>1</td>
<td>5</td>
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<tr>
<td>23. I have positively influenced student learning by working together with other teachers at my school.</td>
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<td>5</td>
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<tr>
<td>24. I collaborate with teachers from other schools to improve teaching and learning in my and their classrooms.</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>3</td>
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</tr>
<tr>
<td>Decisional Capital</td>
<td>Strongly Disagree</td>
<td>Somewhat Disagree</td>
<td>Neither Agree or Disagree</td>
<td>Somewhat Agree</td>
<td>Strongly Agree</td>
<td></td>
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</tr>
<tr>
<td>25. Most decisions that guide my professional practice are based on a set of moral values that are shared with the other teachers at my school.</td>
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<td>4</td>
<td>3</td>
<td>3</td>
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<tr>
<td>26. I have developed an extensive set of teaching strategies to adapt my instruction to the learning needs of each student.</td>
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<td>4</td>
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<tr>
<td>27. I am confident that when a lesson isn’t going as planned, I can change the plan immediately without losing the intended objectives of the lesson.</td>
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<tr>
<td>28. On any given day, I would be able to provide evidence of what worked and what didn’t in my lesson.</td>
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<td>29. It has become second nature to me to reflect on how well my lessons are going while I am teaching.</td>
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<td>10</td>
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</tr>
<tr>
<td>30. I regularly take time to reflect on what didn’t work in my teaching and figure out how to do things better next time. *</td>
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<td>3</td>
<td>9</td>
<td></td>
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<tr>
<td>31. I am confident in my ability to mentor or coach other teachers.</td>
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<td>1</td>
<td>4</td>
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<td></td>
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</tr>
<tr>
<td>32. If other teachers visited my classroom, I would be uncomfortable displaying my teaching practice in front of them.</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>33. Most decisions in my teaching are based on a combination of research evidence and practical experience.</td>
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<td>1</td>
<td>5</td>
<td>7</td>
<td></td>
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<tr>
<td>34. I regularly analyze and act on data related to student performance with colleagues.</td>
<td>1</td>
<td>1</td>
<td>3</td>
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<tr>
<td>35. The passion I have for my work improves the judgments I make in the classroom. *</td>
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<tr>
<td>36. My teaching is up to date with current educational research about effective practice</td>
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<td></td>
</tr>
</tbody>
</table>
Appendix J

IRB Approval
Friday, December 9, 2016

Ms. Allison Walker
Mercer University
Other
1400 Coleman Avenue
Macon, GA 31207-0001

RE: Elementary Teachers Perceptions of Professional Capital Within Their Community of Practice. (H1612343)

Dear Ms. Walker:

On behalf of Mercer University's Institutional Review Board for Human Subjects Research, your application submitted on 05-Dec-2016 for the above referenced protocol was reviewed in accordance with Federal Regulations 21 CFR 56.110(b) and 45 CFR 46.110(b) (for expedited review) and was approved under category(ies) 6, 7 per 63 FR 60364.

Your application was approved for one year of study on 09-Dec-2016. The protocol expires on 08-Dec-2017. If the study continues beyond one year, it must be re-evaluated by the IRB Committee.

Item(s) Approved:
Qualitative study designed to understand elementary teachers' perception of professional capital within their community of practice.

NOTE: Please report to the committee when the protocol is initiated. Report to the Committee immediately any changes in the protocol or conent form and ALL accidents, injuries, and serious or unexpected adverse events that occur to your subjects as a result of this study.

We at the IRB and the Office of Research Compliance are dedicated to providing the best service to our research community. As one of our investigators, we value your feedback and ask that you please take a moment to complete our Satisfaction Survey and help us to improve the quality of our service.

It has been a pleasure working with you and we wish you much success with your project! If you need any further assistance, please feel free to contact our office.

Respectfully,

Ava Chambless-Richardson, M.Ed., CIP, CIM.
Associate Director of Human Research Protection Programs (HRPP)
Member
Institutional Review Board

"Mercer University has adopted and agrees to conduct its clinical research studies in accordance with the International Conference on Harmonisation’s (ICH) Guidelines for Good Clinical Practice."