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Case stories of facilitating professional development

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Abstract

This article reports on an 18-month study of teacher study group facilitation in a 25 district consortium. The teacher study group was viewed as an alternative form of professional development within the context of a funded project. Case story, as a form of narrative inquiry, was used to work with participants to construct their own stories of personal experiences as members and facilitators of teacher study groups. The stories shared in this study indicate that facilitation of and participation in a study group as an alternative form of professional development affords an opportunity for transformation through personal growth and professional learning.



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