

ABSTRACT

Teacher Professional Development and Teacher Performance in a Secondary School

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This qualitative case study sought to examine the relationship between teacher professional development and teacher performance at a secondary school in Trinidad and Tobago. Data were collected from a mathematics teacher through interviews, self-questionnaires, and self-reports, as well as through classroom observations and document analysis. The emerging themes of the study were: 1) teacher knowledge and classroom practice, 2) teaching style and teacher performance, and 3) teaching belief and teacher performance.

Keywords: Professional development; Secondary school teachers; Teacher effectiveness; Case studies; Trinidad and Tobago