

## Abstract

A phenomenological study was designed to investigate teachers' attitudes towards blended learning for professional development, teachers' perceptions of effectiveness of blended learning within a Community of Practice, and motivations for participating in training using blended methods. Although blended learning has been used in higher education settings and in the business world for several decades, there is a paucity of research on blended learning for professional development of teachers in K-12 settings. School systems wanting to attract and retain teachers are tasked with providing flexible, affordable, and efficient staff development. Teachers who enrolled in a blended professional development course offered by a suburban school system in southern Maryland were included in this study. Data were collected through an open-ended questionnaire and semi-structured interviews. Responses were coded and analyzed for themes regarding the lived experiences of participants. Interpretations of teachers' responses provided insight to the needs and desires of teachers who participated in blended learning and ways for K-12 school systems to improve professional development offerings for staff. The study found teachers had positive attitudes towards blended professional development due to collaboration, support, convenience of scheduling, and autonomy. In addition, teachers' perceived effectiveness of blended professional development was impacted by the capability of the instructor and applicability to teaching. Teachers' motivation to participate in blended PD resulted from flexibility of scheduling, blended format, support of the community, and a need or desire for professional growth.

*Keywords: blended learning, Community of Practice, phenomenology, professional development, K-12 teachers*