Abstract
Visual thinking strategies (VTS) is a constructivist (Perkins, 1999) teaching approach developed by Philip Yenawine and Abigail Housen. This study will investigate the experiences of teachers using VTS.

Rationale
This study might provide insight as to how teachers become proficient in VTS. Which in turn might ultimately be used to positively impact student outcomes.

Statement of the Problem
Research has been conducted on the influence of VTS on the experiences of teachers using VTS.

Thesis
Visual thinking strategies (VTS) is a constructivist (Perkins, 1999) teaching approach developed by Philip Yenawine and Abigail Housen. This study will investigate the experiences of teachers using VTS.

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THINKING STRATEGIES ON TEACHER PRACTICE

Key Terms
Visual thinking strategies are inquiry-based practices grounded in a work of art and two specific questions: “What is going on in this picture?” and “What do you see that makes you say that” (Yenawine, 2014)?

General classroom instruction is any active teaching activity exclusive of a VTS session (Dintersmith, 2018).

VTS Program Schools participate in 3 years of professional development and curriculum implementation.

Independent VTS practice is conducted by teachers who have participated in VTS training and use the practice in their class without additional support.

Educator VTS skills are actions that support the six identified VTS skills (Yenawine, 2014).

Review of the Literature
Limited empirical research has been conducted on the influence of VTS on teachers’ perceived practice. However, there are numerous studies on the impact of VTS practice on student outcomes.

VTS might have implications for use as a treatment for teachers struggling with specific skill sets (student centered learning, critical thinking skills, encouraging student voice.)

Data collected from the interviews may be used to assist educators who struggle with implementing visual thinking strategies.

Key Terms – 6 VST Skills

Validates student voice

Elevates student vocabulary

Link and frame student remarks

Create a safe environment

Listen actively

Provide evidence

Research Questions
How does VTS teacher training and classroom practice influence VTS School participants’ perceptions of their teaching practice in general classroom instruction?

How does VTS teacher training and classroom practice influence independently practicing participants’ perceptions of their teaching practice in general classroom instruction?

How, if at all, do the perceived experiences of teachers participating in the VTS School program differ from teachers with VTS training who are practicing independently?

Population and sample size for VTSIP I & II

<table>
<thead>
<tr>
<th>Group</th>
<th>Population N</th>
<th>Sample n</th>
<th>Percentage of the population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent VTS teachers</td>
<td>&gt;200</td>
<td>12</td>
<td>6</td>
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<tr>
<td>Teachers working at VTS Program Schools</td>
<td>&gt;480</td>
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