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The Alignment of District and Campus Professional Development and Instructional Strategies in Reading

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This is to certify that the doctoral study by

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Walden University
2020

Abstract

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MA, Saint Leo University, 2012

BS, University of North Carolina Wilmington, 2007

Doctoral Study Submitted in Partial Fulfillment

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Abstract

The professional development (PD) for teachers on research-based reading practices has been ineffective in a Title I urban school district in the southeastern United States. Further, students' reading proficiency levels have not improved, as students have underperformed on standardized tests for the last 4 consecutive years. The purpose of this qualitative case study was to investigate teacher perspectives of reading PD and the alignment of classroom strategies to support student learning in Title I reading classrooms, and whether these strategies aligned with the reading pedagogical strategies presented in PD and implemented in the classroom. Guided by Guskey's Five Levels of PD, teacher perspectives of PD related to student success, teacher skill development, organizational support, and alignment with research-based reading strategies were investigated. A purposeful sampling of 10 third-grade reading teachers who attended PD were interviewed and observed in their classrooms. Archival document lesson plans were reviewed and triangulated. Data were coded and analyzed using inductive analysis. Findings from themes included the need for systemic PD, PD on research-based reading strategies, opportunities for peer collaboration, and classroom technical support following PD. Based on the findings, a 3-day PD project was developed for teachers. The findings from this study may lead to positive social change by providing research-based reading strategies to support teacher instruction and student skill development.

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Dedication

This study is dedicated to my family; your never-ending support and understanding during difficult times made this journey possible.

To Stephen Augustine, my handsome husband, you believed in me even when it did not look possible. I dedicate my completion of this journey to you because your motivation kept me going; your words of encouragement propelled me on. You are my muse!

To Donya, Shantel, Wasaun and Nhirisi, my beloved children: I dedicate this study to all of you so that you may know that you can go as far as you want.

To my sister Yasmin Enriquez and my brother-in-law, Victor Enriquez: I devote this study to you for reminding me on a regular basis that I am smart. You always said to me when I would get weary, "If anyone can do it, you can".

To Katie Commissaris: My friend, this is part your accomplishment and I am giving you an honorary doctorate for all those times you read and reread for me.

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Last but definitely not the least, my husband, Stephen Augustine. There is just so much to thank you for that all I can say is thank you for being you.

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Section 1: The Problem

The Local Problem

In a Title I urban school district in the southeastern United States, the problem is
that the professional development (PD) for teachers on research-based reading practices
has been ineffective. Further, students' reading proficiency levels have not improved, as
students have underperformed for the last 5 consecutive years, from 2014 to 2018.
Despite the implementation of district and campus reading PD in a Title I urban school
district in the southeastern United States, the concerted effort to train teachers on best
practices in literacy instruction has been ineffective in supporting teachers in teaching
reading. Although local school administrative teams have supported PD to address
student reading needs and increase teachers' knowledge of research-based reading
strategies for teaching reading to students in Title I schools, students' reading proficiency
levels have not improved in Douglas School District (DSD, pseudonym). The problem in
the local setting has contributed to students consistently underperforming in reading for
the last 5 consecutive years, from 2014 to 2018, as is evidenced on the district website in
the school district data report (DSD, 2014, 2015, 2016, 2017, 2018). Furthermore,
reading proficiency in third-grade at the target schools on the Florida Standards
Assessment (FSA) for the years 2014 to 2018 remained below 70%, which is the state's
required score for proficiency (DSD, 2014, 2015, 2016, 2017, 2018). In light of the low
performance results, the district administrators implemented a 5-year PD plan focused on
ensuring great teaching for every child. However, the scores have not increased; in fact
the target school data show a decrease in reading proficiency for the years 2014 to 2016

(DSD, 2014, 2015, 2016). In the PD plan, the district administrators discussed the need for PD to be results driven, standards based, content rich, school centered and job embedded (DSD, 2010).

For the years 2013 to 2015, the district administrators encouraged teachers to participate in 3-day teacher academy workshops, professional learning communities (PLCs), and weekly grade level meetings focused on discussing good practices (DSD, 2015). Local school administrative teams endorsed this endeavor as it addresses the need to educate teachers about research-based best practices for teaching reading, which can be used with students in Title I schools (S. Anthony, personal communication, July 30, 2016). Each year, the school administrative teams gather the school's student data and analyze them to create a School Improvement Plan (SIP). The administrators have meetings with other stakeholders such as the School Advisory Council (SAC), teachers, students, and community members for input to design a plan for improvement (D. Wright, Personal Communication, March 15, 2014). The district cluster chief and the Regional Superintendent then approve the SIP during the school board meeting. In 2014, under key findings in the SIP, the teachers expressed concerns about insufficient time spent collaborating with colleagues to share successful classroom practices and reported their top priorities for professional development were learning more about content knowledge in reading, and instructional practices (DSD, 2014). Furthermore, both district and school level administrators agreed that teachers needed to increase their expertise to improve students' reading proficiency levels.

Porche, Pallante, and Snow (2012) recommended specific PD in research-based strategies for teachers of low-performing students. Providing teachers with PD on different research-based strategies to support their reading instruction can help them support their struggling students (Goodnight, Wood, & Thompson, 2020). This PD should focus on building teachers' ability to implement these research-based strategies effectively. Perhaps enhancing teachers' knowledge through PD concentrated on areas of weakness would directly affect their quality of instruction approach. Messenger (2015) explained that teaching students research-based strategies could help them learn to read. Students can use these strategies to help with comprehension when they are reading.

Researchers have studied the challenges that teachers and coaches face in implementing best practices in comprehension instruction in low-performing schools and how PD based on knowledge building, coteaching, and coaching increases teachers' application of explicit comprehension instruction (Pomerantz & Pierce, 2019). Porche et al. (2012) studied the collaborative language and literacy instruction project (CLLIP) PD program and its implementation in a district with many elementary schools, where they made comparisons between intervention and control classrooms in the same schools. Pomerantz and Pierce (2019) reported that there was a significant increase in reading proficiency in fourth grade and an increase in teacher knowledge in reading strategies. Porche et al. (2012) suggested the need for continued PD such as coaching to support teachers in implementation and collaboration with peers. However, there is a gap between much of the PD provided for teachers and the execution of research-based reading strategies by teachers (Kennedy, 2016). Coggshall, Osher, and Colombi (2013)

reviewed the achievement gap and concluded that teachers play an important role in reducing the school-to-prison pipeline. Equipping educators with knowledge aligned with the curriculum through PD can help them be prepared to support student learning, thereby helping these learners experience success in school resulting in more pupils remaining in school rather than dropping out (Coggshall et al., 2013). Learners success requires that PD alignment be linked to the content taught (Forman, 2016).

Rationale

Evidence of the Problem in the Local Setting

As a teacher within the local district for the last 12 years, I have had the privilege to work closely with reading teachers as a mentor. These interactions have shed some light on reading teachers' struggles and challenges, specifically on PD initiatives and research-based reading strategies endorsed by the school district. The local problem guiding this qualitative study is the concern regarding PD for teachers on research-based reading practices that has been ineffective and students' reading proficiency levels have not improved as students have underperformed for the last 5consecutive years. One concern that resonated with me was low proficiency scores for Title I schools. Although there are other factors that could be attributed to low achievement scores for students, such as home environment, teachers expressed they do not feel equipped to teach reading and that the PD provided for reading teachers is not supporting their teaching (J. Banks, personal communication, March 18, 2016). Krashen (2016) analyzed the predictors of poor achievement in reading and found poverty as it affects the home environment was one of the strongest indicators of poor reading achievement.

In 2010, the new superintendent shared his vision to provide quality education for all students in the school district under study. The superintendent articulated his intention through the school district's motto: "To provide educational excellence in every school, in every classroom, for every student, every day" (DSD, 2010, p. 7). Low third-grade elementary reading proficiency scores from 2013 to 2015 prompted the superintendent to offer reading PD to teachers within the district; however, despite the implementation of reading PD, the third-grade reading proficiency levels remained below 70%, which is the state reading proficiency requirement for mastery on the state reading assessment (DSD, 2015). Although local school administrative teams endorsed the idea of PD to address the student reading needs and enhance teachers' knowledge of research-based reading strategies for teaching reading to students in Title I schools, the student reading proficiency levels have not improved (S. Anthony, personal communication, July 12, 2016).

I reviewed these data for the target schools and compared them with the school district and other schools within the region. The results showed that the Title I schools continuously performed below the other schools within their region. Table 1 shows a comparison of the reading proficiency scores for the target schools, region, and county for 2014 to 2018.

Table 1

Comparison of Third-Grade Reading Proficiency Percentage With Region and District From 2014 to 2018

Years	Target schools	Region	District
2014	54%	68%	51%
2015	44%	63%	46%
2016	47%	65%	50%
2017	46%		52%
2018	41%		47%

Note. Retrieved from http://fcat.fldoe.org/results/default.asp

My analysis of the aforementioned data supports and validates my concerns about PD and research-based reading strategies. The target schools' test results from 2014 to 2016 showed an average score of 17% less than the other schools in the region. In the course of the five years, the gap in the average scores continued to increase, which indicates that the students in the target schools are falling further behind. All teachers within the district receive the same PD; however, the results for students in Title I schools are lower. Perhaps, these low reading proficiency scores are a symptom of ineffective PD and alignment of reading strategies for teachers within Title I schools. The results are symptoms of the gap in practice possibly created by the PD provided to teachers in the Title I reading classrooms that are supporting this student population. Hence, it is important to investigate the teacher perspectives on the alignment of reading PD and reading strategies used to help understand the poor performance of the students at the target sites. Furthermore, observing the reading strategies utilized by teachers can help to

ascertain the alignment and support of these strategies in Title I reading classrooms as one factor in attainment of low scores.

The district administrators implemented a 5-year PD improvement plan from 2010 to 2015 focused on the use of research-based reading strategies for students in Title I elementary schools (DSD, 2010). One recommendation for increasing teacher competence in research-based reading strategies is "providing ongoing professional learning and support" (DSD, 2010, p. 6). Therefore, PD should focus on teacher knowledge of research-based reading strategies that can increase student learning. The ongoing PD, provided by district and campus administrators, included all teachers, instructional leaders, and staff with the goal to develop increasing reading knowledge and improving skills so they would be better prepared to address the instruction of reading for students in Title I elementary schools. It is the decision makers' belief that as the teachers build their expertise and utilize research-based reading strategies in instructing students, there could be an effect on reading proficiency and resulting in more students being college and career ready, which is the goal of the school (J. Banks, personal communication, March 18, 2014). The purpose of this study was to investigate teacher perspectives of reading PD and the alignment of classroom strategies to support student learning in Title I reading classrooms, and whether these strategies aligned with the reading pedagogical strategies presented in PD and implemented in the classroom.

Evidence of the Problem From the Professional Literature

If students do not learn to read by third grade, they are at a greater risk of dropping out of school (Annie Casey Foundation, 2010). Furthermore, in a report from

the National Assessment of Educational Progress (NAEP, 2014) policy experts explained

that more than half of all minority students are not graduating on time. The NAEP has

reported a low percentage of third graders reaching the proficient level in reading

assessments in the last five years (NAEP, 2014). The lack of PD tailored around research-

based reading strategies and the limited use of research-based reading strategies has

contributed to low reading achievement scores of students (Kindle, 2013). As a result,

there has a been a concern among stakeholders who have decided to address the situation

by providing financial support to different school districts to provide PD to the teachers.

Pomerantz and Pierce (2013) reported one such effort, in a study focused on improving

the PD efforts of the school district. The researchers explained that a school district

received a grant to improve poor PD practices and low student proficiency scores on

reading assessment in Title I schools (Pomerantz & Pierce, 2013). The school district

implemented a series of PD efforts focused on teachers' needs. The assessment scores

showed improvement after the teachers implemented the practices advocated in the PD

sessions they attended. Additionally, Yesilçinar and Çakir (2018) explained that

continued PD is important to ensure teachers are prepared. Teachers can stay informed

and up to date with information by engaging in PD sessions.

Definition of Terms

Pedagogy: Knowledge and practice of teaching (Pennington, 2015).

Pedagogical strategies: Strategies focused on building knowledge (Pennington,

2015).

Perspectives: A person's outlook or way of viewing something (Ferreira & Mäkinen, 2017).

Professional development: A comprehensive, substantiated, and intensive approach to improving teachers and principals' effectiveness in raising student achievement (DSD, 2010).

Research-based: Instructional strategies that have a high probability of producing the desired learning outcome for all students (Marzano, 2016).

Title I schools: Schools with high enrollment of students from low income families, that receive financial assistance to help ensure that all children meet challenging state academic content and student academic achievement standards (NCES, 2010).

Urban school: A school located inside a central city located within an urbanized area with a large population of 50,000 or more (NCES, 2010).

Significance of the Study

The significance of this case study was to investigate the reading strategies observed to support student learning in Title I reading classrooms, and the alignment of these strategies with the research-based practices advocated in the PD program that was in place. This case study will help to close the gap in PD practices by addressing a local school district problem and by focusing on the pedagogical reading strategies used by teachers after the implementation of pedagogical reading PD in a Title I urban school district in the southeastern United States. The school district under study provided little to no follow-up after the PD implementation. District and campus PD facilitators hold the belief that after delivering PD to teachers, the teachers return to their respective

classrooms and transfer the knowledge gained from the PD session to their classrooms (J. Banks, personal communication, March 18, 2016).

However, one principal reported, based on her observations when she visited the classrooms, teachers did not appear to grasp the concepts or knowledge of the PD to enable them to implement the PD in their classrooms. She further added that teachers expressed that they did not feel confident to implement the PD content following the completion of the sessions. Malone, Straka, and Logan (2000) reported that PD activities should be based on an assessment of the actual needs of the participants. D'Ardenne et al. (2013) related that investigating what teachers think they need and strategies they think have worked or not worked over the years can help tailor PD to focus on research-based reading strategies for struggling readers. In their study, Yesilçinar and Çakir (2018) discussed PD efforts that provided minimal benefit to the teachers because the sessions were designed based on generic topics and not teacher input. Periodic classroom visits with specific focus on implementation of PD could serve as an information base for all stakeholders, especially those who planned and presented the PD (Campbell, Longhurst, Wang, Hsu, & Coster, 2015). Data gathered during classroom observations provided a deeper understanding of the research-based practices used to teach Title I elementary students. This understanding helped illuminate PD content to better support teachers in the instruction of this target population. The University of Florida Lastinger Center for Learning staff (2016) discussed the importance of how specifically designed PD based on needs is critical to needs driven PD for teachers and hence for students' success.

Research Questions

Although local school administrative teams have supported PD to address student reading needs and increase teachers' knowledge of research-based reading strategies for teaching reading to students in Title I schools, students' reading proficiency levels have not improved as measured by state assessments for the years 2014 through 2018. Specifically, a symptom of this problem is evident in third-grade students' scores, which have been below proficiency levels in reading state assessment for the last 5 years (DSD, 2016). Consequently, these scores factor into the school grade, which has caused several Title I schools to receive a failing grade on the state school report card. Despite the district leadership's efforts in providing PD to teachers, the scores have shown little to no improvement through the years.

Using Guskey's (2014) model for PD evaluation, I explored (a) teacher perspectives of reading pedagogical PD and use of research-based reading pedagogical strategies and whether these strategies align with teacher practices, (b) teacher perspectives on how the PD has affected the development of teacher knowledge and skills, and on student learning, and (c) teacher perspectives on what is needed to better support them as they attempt to teach students to read. I used an archival data review of reading PD, SIPs, and campus PD plans to discern the alignment of the PD with teacher practices and district and campus PD provided by district administrators. In addition, I referenced the research question with the level of Guskey's conceptual model following each research question.

The five research questions that guided this study were:

RQ1. What are ELA teacher perspectives of how the research-based reading practices content delivered in district and campus level PD has supported student-learning outcomes in Title I schools? **(Guskey Level 1 and 5)**

RQ2. What are ELA teacher perspectives of district and campus level PD with respect to supporting their new knowledge, skills, and content development related to teaching reading in Title I elementary schools? **(Guskey Level 2)**

RQ3. Based on classroom observation, how does ELA teacher instruction align with the district and campus PD skills introduced in the district PD? **(Guskey Level 4)**

RQ4. What organizational support do ELA teachers perceive they need to further their knowledge and skills related to research-based reading practices to improve student learning in Title I elementary schools? **(Guskey Level 3)**

RQ5. Based on the archival data, how do archived district and campus PD documents align with ELA teacher's perspectives and observed classroom practices in Title I elementary schools? **(Guskey Level 3)**

Review of the Literature

Conceptual Framework

Desired student-learning outcomes. Desired student learning outcomes concentrates on ensuring that the PD influences students' learning. Guskey (2014) recommended that, in evaluating this level, there must be consideration given to the cognitive, affective, and psychomotor development of the student. To evaluate the level of student learning, sample students' work and state/local assessments are evaluated.

In this study, I used Guskey's (2014) Five levels of PD as the conceptual framework. A clear understanding of these five levels guided this study and provided clarity to the research questions. An analysis of research-based strategies implemented in Title I classrooms was used to support the five levels of PD proposed by Guskey: (a) desired student-learning outcomes, (b) new practices to be implemented, (c) needed organizational support, (d) desired educator knowledge and skills, and (e) optimal professional learning activities (pp. 14-15). An understanding of the levels of PD and research-based reading strategies can support teachers and students' success. The following paragraphs explain the five levels of PD as discussed by Guskey.

New practices to be implemented. This level of PD evaluation addresses the use of the information provided in the PD. Observations and interviews evaluate the new practices implemented. The participants have an opportunity to give their perception of the degree and quality of implementation (Guskey, 2014).

Needed organizational support. Teachers often need support to implement new practices. This level of PD evaluation informs future change through teachers' perspectives about the organizational support of PD implementation (Guskey, 2014). Teachers provide their perspectives through interviews. Stakeholders use this information to decide in what specific areas teachers need support and to ensure PD efforts are based on teachers' reported needs.

Desired educator knowledge and skills. One driving concern of this level is whether the participants acquire the new knowledge and skills presented in the PD. Guskey (2014) explained that this level improves program content, format, and

organization. Information gathered at this level of PD evaluation helps the stakeholders understand to what degree or not the PD was helpful to the participants. Participants enhance their expertise at this level.

Optimal professional learning activities. At the end of PD, optimal professional learning activities assess the participants' perspectives of the design and delivery of the PD (Guskey, 2014). Participants complete questionnaires expressing their level of satisfaction and giving their perspectives about the PD design and delivery. These data are vital to the planning of future PD and assessing the activities presented in the PD. This tenet by Guskey of obtaining feedback on content, planning and presentation of PD may be an area of consideration upon completion of data collection and analysis and could have implications for project development. Guskey (2014) noted that this order is from a more complex to simple analysis of PD because the main goal is to improve student-learning outcomes; thus, planning must begin with clarifying those outcomes.

Conceptual Framework Relationship to Study and Research Question

The research questions in this study will assist in providing information on how current district-level PD to Title I schools is implemented to support student-learning outcomes and enhance teachers' expertise. I gathered details about the reading strategies teachers are using. In considering the expected outcome of PD, Guskey (2014) suggests that backward planning could help guarantee that school administrators ensure that the overall PD chosen aligns with the school's most important goals. Understanding the results and clarifying intended benefits enhance the possibility of a successful PD process. Furthermore, Guskey explains that systematically gathering and analyzing

evidence to inform what we do should be an integral part of PD process. Information gathered through PD evaluation should be both formative and summative to ensure evaluation of all aspects of the PD for effectiveness and purpose. In this research study, I incorporated Guskey's five levels of PD evaluation with a focus on the levels that address participants' use of knowledge gained through PD, organizational support and student outcomes. By using Guskey's levels of PD implementation to inform the research questions, I investigated teacher perspectives of reading PD and research-based reading strategies observed to support student learning in Title I reading classrooms and whether these strategies aligned with the reading pedagogical strategies presented in PD with the reading pedagogical strategies implemented in the classroom.

Review of the Broader Problem and Overview of Topics Covered

I conducted detailed searches in Walden University Library research databases. These databases included EBSCO host databases, Education Research Complete, Academic Search Complete, ERIC, and ProQuest. The terms searched included *professional development, teacher perspective, Title I schools, elementary schools, effective PD, reading 3-5, research-based strategies, evaluating PD, teaching strategies* and *literacy 3-5*. These search terms helped to identify specific research articles that can provide information that can shed some light on the current PD problem in the school district under study. I narrowed the search to include articles published within the last five years.

The Importance of Quality Professional Development

Educators have long been concerned about students' reading proficiency levels. Researchers and educators spend time collaborating on ways to affect reading proficiency (Wood & Turner, 2015). One overarching recommendation is the need for instructional reading support for teachers and students (Jenkins & Demaray, 2015; Tyrell & Spangler, 2010). Providing teachers with the necessary tools, through focused PD initiatives, to teach reading can help to increase students reading achievement (Jenkins & Demaray, 2015). With the continuous concern over students' performance came a focus on teacher's capacity to prepare students for the challenges. Kindle (2013) explained that providing PD that targets effective research-based reading strategies can equip teachers to assist students in developing reading skills to comprehend material at their grade level.

What teachers deem important to support them and the type of PD they receive has been a topic of interest in the educational arena and is a concern of this study. Hordern (2016) explained that teaching is a specialized practice that must be supported by all stakeholders. The teacher should be an integral part of the PD process as it is important to the constitution of professional knowledge (Angus Bartle & Greenbaum, 2003; Holmstrom, Wong, & Krumm, 2015; Hordern, 2016). It is therefore imperative that the teacher perspectives are considered in establishing what practices will be implemented in schools and at district and campus level PD (Holmstrom et al., 2015).

One school district in the District of Columbia took measures to empower the teachers by implementing a PD program called The District of Columbia Public Schools (DCPS) Takes a LEAP Toward More Effective PD. In this program teachers met once a

week for 90 minutes with experts from their area and worked collaboratively on teaching

ideas. Weisberg and Newcombe (2016) explained that the intent of this program is to

provide teachers with focused PD on each subject area and then to follow up with

observation visits to ensure and support implementation. Weisberg expounded that as

teachers engage in PD focused on their content area, and specific concepts they are

working on with their students, teachers will build expertise and be more prone to

achieve success in the classroom.

In providing PD, teachers who participate are better prepared to advance in their

craft of teaching. Althauser (2015) conducted a study about teacher efficacy and student

outcomes and found that job-embedded PD could provide what teachers need to improve

student achievement. Althauser (2015) reiterated the importance of collegial support in

helping teachers transform instructional practices. In essence, providing PD on specific

research-based literacy practices and allowing teachers time to collaborate could

influence classroom instructional practices and ultimately affect student progress in ELA.

Furthermore, PD should be a process in which the learner receives an opportunity

to engage in inner reflective thinking (Dadds, 2014). Dadds stated that, during PD,

teachers obtain opportunities to draw on each other's expertise and then evaluate their

own thinking in developing new understanding about the students they teach. Dadds

explained that unless we engage the learner in PD that fosters exchange, critique,

explanation and formation of new ideas, the efforts would be unproductive. Providing PD

tailored to build teacher expertise is imperative to ensure teacher growth and confidence

in supporting the students.

Stewart and Matthews (2015) conducted another study that focused on collaboration and organizational support. In this qualitative case study, the researchers focused on four rural principals' perception of PD provided by the school district and reported a need for the principals to engage in collaboration so that PD could enhance their knowledge at the school level (Stewart & Matthews, 2015). The researchers recommended that providing PD focused on organizational support as a way to improve teachers' knowledge and help principals in providing clarity and assistance to teachers. This level of organizational support can help to provide access to resident experts in the school building for the teachers of that school.

Similarly, Stewart and Matthews (2015) examined an administrative team's perception of specific PD and found that school leadership needed more support in providing effective PD. Stewart and Matthews (2015) findings showed that often times the PD provided by the administrative team was not geared to teacher's specific needs as the administrators strive to adhere to district and state recommendations. In a related study that focused on the effectiveness of reading coaches, the researchers concluded that teachers needed opportunities for PD through ongoing job embedded PD geared toward the instructional needs of students (Dean, Dyal, Wright, Bowden Carpenter, & Austin, 2016). Dean et al. explained that reading coaches could serve as day-to-day support for teachers within classrooms as they engage in ongoing PD. Although the researchers found no direct link between coaching and student achievement, the researchers established that PD support could assist teachers and build their capacity so that their knowledge and skills improved with targeted PD, resulting in additional knowledge and

skills needed to support student learning. Building teachers' knowledge and skills could prove to be effective in enhancing teacher capabilities and hence affect teacher performance in the classroom, thereby providing needed instructional support for students.

Peppers (2015) provided a model for specific approaches to PD. In this model, Peppers recommended identifying a reading coach who could guide the teachers by modeling quality literacy instruction. Peppers' research found that, when teachers are given the support, they need to implement new practices, the journey to becoming an expert is much smoother. This belief has long been the focus of Guskey and his work on PD and is now the driving force of this study.

Evaluating Professional Development

Likewise, evaluation of the PD process is equally imperative as the evaluation, and participants must receive follow-up support. Campbell et al. (2015) recommended the use of an observational protocol as an examination of PD models. Campbell et al. (2015) explained that this process could enhance teacher and student learning. Through this process, stakeholders will realize the effectiveness of the PD and identify areas where the teachers need the most support.

Another model recently evaluated for PD delivery is the use of multimedia PD for vocabulary instruction (Ely, Pullen, Kennedy, & Williams, 2015). Ely et al. (2015) found that providing PD through the videos promoted teacher knowledge and skills. However, the researchers established that teachers need an opportunity to practice, engage in dialogue and receive ongoing support to achieve continued success (Ely et al., 2015;

Guskey, 2014). The findings reported by Ely et al. (2015), all reinforced the recommendations of Guskey as it relates to effective PD.

While evaluating PD, there is also a need to focus Evaluating PD on the stakeholders who are responsible for providing and facilitating these PD initiatives. Mraz, Salas, Mercado, and Dikotla (2016) conducted a research in which they evaluated the purpose of literacy coaches and their roles in PD. In this research, Mraz et al. (2016) reiterated the need for some organizational assistance within the school building in the form of literacy coaches. They further explained the need for principals to be knowledgeable and seen as additional specialists in the building (Mraz et at., 2016). Stewart and Matthews (2015) discussed that literacy coaches could serve as another form of support within the building for the teachers as they enhance their craft of teaching. PD based on knowledge building, co-teaching, and coaching resulted in improvements in teachers' ability to engage in effective comprehension instruction (Pomerantz & Pierce, 2013).

Similarly, Cowen, Barrett, Toma, and Troske (2015) conducted a quasi-experimental study that evaluated the effectiveness of PD on teacher performance in specific subject areas. In this study, Cowen et al. (2015) explained that effectiveness of the PD is contingent on administrative assistance and collaboration. The backing of state and local policy makers, service providers, school leaders, and teachers all help to make PD effective (Cowen et al., 2015). The notion of district and school attention to PD, as proposed by Guskey is imperative to success of PD.

Evaluating PD is an ongoing process and utilizing Guskey's Five Levels of Evaluation are important to ensure that participants get the maximum benefit from their experiences. Holmstrom et al. (2015) conducted a case study that examined what teachers do during collaboration that leads to instructional improvement. Holmstrum et al. endorsed that teachers need to be able to reflect on practices to make necessary changes that can influence student outcome and boost professional growth. Guskey (2014) suggested that school leaders needed to reinforce PD and advocate for collaboration among teachers. Holmstrum et al. supported the premise that PD can develop teacher expertise.

Effects of Professional Development on Teacher Performance

The focus of PD is to improve teachers and principals' competence in raising student achievement; therefore, it is imperative to evaluate the effects of PD on teacher performance. Understanding that specific PD efforts could have a direct impact on the work teachers' produce and could be helpful to all stakeholders. Rodesiler and McGuire (2015) substantiated the importance of PD to continuous teaching improvement. The researchers explained that teachers needed to work in partnership with each other about teaching practices through grade-level meetings and PD opportunities. The researcher found that when teachers participate in PD that allows teamwork, they build knowledge and skills.

Rezzonico et al. (2015) examined the effects of a PD program to support educators' application of shared reading strategies. The results of this study indicated that PD help teachers as they build expertise in shared reading instruction. Teachers need to

build expertise through PD that is ongoing and allowed an input in the decision of the PD

practices (Fisher, Frey, & Nelson, 2012; Pomerantz, & Pierce, 2013; Rezzonico et al.,

2015; Thomas, 2015). High-quality PD enables teachers to reach their next level of

ability and improves their effectiveness in school classrooms (Thomas, 2015).

Likewise, Allington (2013) focused on research-based reading strategies and the

importance of implementing specific reading strategies such as vocabulary building and

decoding focused on building comprehension. In this research, Allington found that

providing the PD specific to teaching these best practices assisted in empowering

teachers as they transfer knowledge to their students. It is imperative that teachers have a

forum to discuss practices implemented and the effect of these practices on students'

success (Allington, 2013). Giving teachers a forum to discuss is a practice that can help

to empower the teachers.

More recently, Collins, Goforth, and Ambrose (2016) conducted a study in which

they evaluated the effectiveness of a specific PD model on students' inferencing and

reading skills. Through this research, Collins et al. (2016) discovered that specific PD

models could build teachers' expertise, which influences their teaching. Collins et al.

(2016) further explained that even though there was no instruction specific to any

particular group, the teacher participants instinctively implemented specific skills from

PD that directly affected students' skills. Teachers that participated in the PD utilized the

new knowledge and developed their skills, a component that is essential to the success of

PD participants.

Sharma (2014) discussed the premise of constructivism in the teaching-learning process. Sharma outlined different models that can be useful when utilizing the constructivist approach to learning. Sharma explained that the learning cycle model of instruction is effective in supporting teachers and their learning, and that the constructivist approach to learning is essential to students' success because of teachers' exposure to a variety of experience in the real world.

Effective Research-Based Reading Strategies

Understanding what students need to be successful in the classroom is vital to the teacher's success. Canady and Canady (2012) suggested that implementing reading strategies focused on students' needs could have a direct impact on student performance. Allington (2013) proposed that teachers who are equipped to address the needs of struggling students could be more productive. Building teachers' expertise in research-based reading strategies for struggling readers through PD focused on supporting the teacher and the student could be helpful. Furthermore, providing PD on ways to implement specific strategies in reading instruction ensures the PD is focused and meaningful to the participants.

In an effort to address the reading deficiencies in struggling students, the district administrators implemented a Response to Intervention (RtI) model. While this model is designed to identify candidates for special education, it is also used to provide support to struggling students who need intervention support. Hart and Stebick (2016) explained that providing explicit teaching through modeling and scaffolding could help teachers promote effective reading comprehension. Explicit instruction can help develop students'

ability to work with implicit ideas thereby becoming independent constructors of their

own meaning (Hart & Stebick, 2016).

In 2002, The No Child Left Behind (NCLB) Act mandated the use of research-

based instruction strategies in the classroom. Though teachers regularly implement a

variety of reading strategies in classrooms, reports from the Education Department show

schools all over the country struggling in preparing students for success as they report

low proficiency scores in reading assessments (NCLB, 2002). Over the years, researchers

have completed a plethora of studies aimed at identifying research-based reading

strategies for developing reading comprehension (Allington, 2013; Mudzielwana, 2013;

National Reading Panel, 2000; Pilonieta, Hathaway, Medina, & Casto, 2019). Some

reading strategies that have been identified as effective in supporting struggling readers

are close reading (Minnis & Nathan, 2016), key word cues (Liang, 2015), and specific

instruction on vocabulary development (Allington, 2013). In addition, research-based

reading strategies studied over the years that have proven to be effective in elementary

schools with a focus on third graders include questioning, summarizing, story structure,

and graphic semantic organizers (Mudzielwana, 2013; National Reading Panel, 2000).

The National Reading Panel (NRP) explained that arming students with these research-

based reading strategies helps to prepare them for success during reading comprehension

as they have a variety of techniques and systematic strategies to assist with their

understanding of the text.

Questioning. This reading strategy is effective in aiding students in

comprehending what they read (Mudzielwana, 2013; Phillips, 2013). Sencibaugh &

Sencibaugh (2015) explained that questioning for reading comprehension has two parts that work together to aide with student understanding of text, which include self-questioning and questioning the author. As students develop as readers, teachers can inculcate questioning techniques that students can use consistently when reading to help them enhance their progress, as they become proficient readers (Keith & Pridemore, 2014; Mahdavi & Tensfeldt, 2013).

Summarizing. Summarizing focuses on the important parts of a text, organizes, and integrates all of the information (Pascual & Goikoetxea, 2014). Identifying vital details in a text aids intellectual capacity, which boosts students' success. Wichadee (2014) explained that knowledge building occurs when the readers extract and integrate various pieces of data from text and combine it with what the reader knows. Reading comprehension strategy such as summarizing must be explicitly taught to assist students as they struggle through synthesizing information in text.

Vocabulary Instruction. Another strategy that has received myriad attention through research is vocabulary instruction (Beck & McKeown, 2007; Liang, 2015; Mahdavi & Tensfeldt, 2013). Nelson, Dole, Hosp, and Hosp (2015) studied the significance of vocabulary instruction in reading for understanding and found that, as students build their word knowledge, they also enhance their academic aptitude. As a result, it is imperative that language instruction be explicit and direct to ensure students reading experiences are enriched.

Through an understanding of the words within a text, readers enhance their intellectual capacity. Bui and Fagan (2013) proposed that using word web; a type of

graphic organizer, to teach new words is effective in aiding the child by using contextual clues. One specific type of graphic organizer for vocabulary instruction is the graphic semantic organizer, which can increase knowledge (Bui & Fagan, 2013; Keene & Zimmermann, 2013). These types of graphic organizers help the reader to build background and understanding by creating a picture of the text. Furthermore, vocabulary instruction supports children as they develop as readers and become proficient (Keene & Zimmermann, 2013).

Implications

Within the review of literature, I discussed gaps in practice and possible benefits of PD and research-based strategies that teachers can use to implement instruction in reading. The purpose of this study is to investigate teacher perspectives of reading PD and the alignment of classroom strategies to support student learning in Title I reading classrooms, and whether these strategies aligned with the reading pedagogical strategies presented in PD and implemented in the classroom. According to Guskey (2014), teachers should be provided with evidence that the instructional methods used after PD are effective in increasing student achievement. Findings from this study will provide insight for PD coaches, school district leaders, and teachers about the effectiveness of the reading PD and possible ways to improve teaching practices to support student-reading instruction.

One project might be the development of reading PD that better addresses the areas identified from the data as well as systems to support teachers in the implementation of reading strategies in the classroom. This project will be focused on

enhancing teachers' skills, which may yield positive outcomes on student academic achievement and assessment scores in reading. This PD project will follow the components of effective PD as described by Guskey and will be available as a resource for all teachers. Another possible project could be the implementation of ongoing online PD on research-based reading strategies, which will be made available to all teachers in the district.

The development of the final project was determined by the results of this study and will be meaningful to participants while promoting positive social change. By gaining a better understanding of teachers' perspectives of campus and district level PD and alignment with reading strategies, I identified emerging themes through the data that was collected and analyzed. Once I reviewed the data, I planned a project deliverable that incorporated the findings of this study. If teachers' expertise is enhanced, then students may become proficient readers; thus, meeting the state's proficiency requirement. Furthermore, as proficient readers, the students can progress in school to graduation and college, thus becoming self-supporting adults armed with making informed decisions in a democratic society.

Another part of the final project will be to promote positive social change within reading education. The first step in developing a project that will be dynamic in addressing the requirements for reading teachers in DSD will be to remember that a community is only as educationally involved and inspired as the teachers who are teaching the communities' families. Teachers who are mindful of the communities they serve are effective in promoting social change (Nevarez, Jouganatos, & Wood, 2019).

Developing a project that emphasizes on teachers' perspectives of campus and district level PD and alignment with reading strategies might directly influence social change in this district. The implications for positive social change stemming from this study are that results could be used to improve reading PD that are provided to teachers in order to increase teachers' expertise in reading instruction.

Summary

This literature review addressed gaps in practice as it relates to teachers' perspectives of campus and district level PD and alignment with reading strategies. The searches conducted provided an understanding of conceptual aspects of PD and research-based reading strategies. A search on Guskey's Five levels of PD provided a guide to PD implementation that is effective at ensuring alignment with strategies and practice. Through professional development, teachers will be able to learn about research-based reading strategies specifically targeted at supporting students in Title I schools (Forman, 2016).

Section 2 includes the methodology of the research. This section has detailed information about participants, data collection, and data analysis, issues of trustworthiness, assumptions, scope, and delimitations of the study.

Section 2: The Methodology

Introduction

The purpose of this study was to investigate teacher perspectives of reading PD and the alignment of classroom strategies to support student learning in Title I reading classrooms, and whether these strategies aligned with the reading pedagogical strategies presented in PD and implemented in the classroom. Guided by Guskey's (2014) five levels of professional development and research-based reading strategies, I explored teacher perspectives of PD provided by the district and campus, and the alignment of reading strategies used in the classroom with the reading strategies advocated in the PD to understand the gap in practice in the target urban school district in the southeastern United States. Through the years, student reading proficiency scores have been affected by different factors. In this research study, I analyzed the alignment between district and campus PD, and reading strategies as one outcome of the gap in practice. I gathered information about the teacher experiences and perspectives of the district and campus PD, as well as documented the reading strategies implemented by teachers to teach reading using a qualitative case study as the research design. In addition, archival documents related to district and campus PD were examined for alignment with practices observed and perspectives reported. Five research questions guided this qualitative case study using interviews, observations, and archival data review. The five research questions follow:

RQ1. What are ELA teacher perspectives of how the research-based reading practices content delivered in district and campus level PD has supported student-learning outcomes in Title I elementary schools?

RQ2. What are ELA teacher perspectives of district and campus level PD with respect to supporting their new knowledge, skills, and content development related to teaching reading in Title I elementary schools?

RQ3. Based on classroom observation, how does ELA teacher instruction align with the district and campus PD skills introduced in the district PD?

RQ4. What organizational support do ELA teachers perceive they need to further their knowledge and skills related to research-based reading practices to improve student learning in Title I elementary schools?

RQ5. Based on the archival data, how do archived district and campus PD documents align with ELA teacher's perspectives and observed classroom practices in Title I elementary schools?

Creswell (2013) explained that case study allows for the collection of rich in-depth data. Using a case study to investigate the research questions enabled me to gain an in-depth understanding of the reading strategies used by third-grade teachers in Title I reading classrooms after their reading PD. Furthermore, I was able to ascertain whether these research-based reading strategies align with the best practices advocated in the PD program currently in place at an urban school district by triangulating the data. I reviewed the archival data on campus and district reading PD and compared the reading strategies

observed in teacher participant classrooms with reported teacher perspectives gathered during the interview.

Qualitative Research Design and Approach

Qualitative researchers explore a problem and provide a detailed understanding of a central phenomenon (Creswell, 2012). Through qualitative research, the researcher has an opportunity to discern the experience, perspectives, behaviors, histories, and concerns of the participants (Creswell, 2012; Ormston, Spencer, Barnard, & Snape, 2013). Merriam (2009) explained that qualitative research addresses researchers' interest in understanding how people interpret their environment and experience. The research questions outlined in this qualitative research focus on understanding teacher perspectives and experiences about a central phenomenon. The central phenomenon being explored is teacher perspectives of reading PD and reading strategies observed to support student learning in Title I reading classrooms and whether these strategies align with the research-based practices advocated in the PD program.

Although there are several qualitative designs, the one best suited for this research is the qualitative case study research design. In considering which design is best for this study, I reviewed my epistemological view of knowledge. Yazan (2015) recommends that when deciding what design to use in research, understanding the different views that guide case study is important to the final decision. To ensure that a case study was the most appropriate for this research study, I analyzed and rejected other qualitative designs. These qualitative research designs included phenomenology, ethnography, grounded theory, narrative analysis, and critical research. None of these alternative research designs

were appropriate to the type of information needed to address the research questions. A phenomenological design is a qualitative research design in which the researcher seeks to understand the essence of human experience (Lodico, Spaulding, & Voegtle, 2010). This design would not be appropriate because it is considered "a phenomenological research is well suited for studying affective, emotional, and often intense human experiences" (Merriam, 2009, p. 26). Although documenting the experiences of teachers receiving professional development and teaching reading are important to my study, I would not consider them to be necessarily 'intense human experiences.'

Another qualitative research design evaluated was the ethnographic design. However, I determined that this design would not be appropriate for this study because it is more concerned with the culture of a group (Lodico et al., 2010). Furthermore, I spent time with the group to collect data (Lodico et al., 2010), but did not live with any of the participants. Time spent with the participants was in the form of interviews and observations lasting 60 minutes each.

A grounded theory research would not be appropriate because this research is not focused on building a theory. The researcher of this proposed research is interested in understanding the nature of a phenomenon. Furthermore, in a grounded theory research, the researcher collects data over a long period of time (Lodico et al., 2010). This research has been conducted in a short period as each participant was observed and interviewed only once.

A narrative analysis was also dismissed as an option because of its nature. A narrative analysis focuses on collecting the participants' experience in the form of a story

with a beginning, middle and end (Merriam, 2009). I have collected the participant

experiences, perspectives and practices through PD data review, interviews, and

observations; therefore, a narrative analysis was not appropriate for this study.

Finally, the critical research design was inappropriate for this study because the

goal of the Critical Research design is to "critique and change society" (Merriam, 2009).

Critical research focuses on the context and not on the individual. The proposed research

did not offer a critique; instead, the data collected and analyzed provided insight into the

problem. Ultimately, I gathered the participant perspectives of PD and analyzed their

practices, along with reviewing archival PD documents; therefore, a case study was the

best-suited design for this study.

Case Study Design

A case study is a detailed examination of one setting or a single subject often

selected by beginning researchers (Bogdan & Biklen, 2007; Merriam, 2009). Lodico et al.

(2010) explained that case studies are commonly used to study small group experiences

within a specific setting, which made a case study ideal for gathering the perspective of

teachers within the DSD. Furthermore, a case study allowed me an opportunity to use

interviews, observations, surveys, and questionnaires to collect rich in-depth data that can

shed some light on the teachers' perspective within DSD (Merriam, 2009). The case

study design therefore served as a good design for this study. The data in a case study

presents a detailed description, which allows the readers to see the experiences of the

participants through the researcher's analysis (Merriam, 2009). The detailed description

and analysis were essential in providing the stakeholders insight into the problem faced in

the target sites. This case study design was used to illuminate teacher perspectives of

reading PD and how they align with the needs reported by teachers using Guskey's

framework as a guide. Therefore, the case study design aligned with the purpose of this

research study (Creswell, 2012; Merriam, 2009; Yin, 2014). Information gathered in this

study has been used to design a project (see Appendix A).

<div align="center">Participants</div>

Population and Sampling

The setting for this case is a public-school district, DSD, in Southeastern United

States. The school district serves 99 elementary schools, three span kindergarten to sixth

grade, two span kindergarten to eighth grade, 24 middle schools, two span sixth to

twelfth-grade schools, 19 high schools, six exceptional students' schools, one virtual

school, seven alternative schools, and 35 charter schools (DSD, 2017). There are 73 Title

I elementary schools in the target district. These schools are divided into regions within

the district. However, only five Title I schools from Region I were targeted to serve as the

sample for this study. No participants were invited from the other Title I school in the

region, as I am presently an employee at that school. The target elementary schools are

appropriate for the study because they are Title I schools. Furthermore, the students in

these schools perform significantly lower in state reading assessments than their

counterparts. The teacher populations of these target schools are appropriate for the case

study sample to help understand teacher perspectives of reading PD and reading

strategies that support student learning in Title I reading classrooms. Likewise, these

teachers helped me to ascertain whether these strategies align with the research-based

practices advocated in the PD program through their responses to the interview questions and classroom observations.

The target sample for this study was 12 third-grade reading teachers employed at the five elementary schools. I invited all third-grade reading teachers from five Title I schools to participate in the research. The target sample included 12 elementary Title I reading teachers from target sites who have participated in district or campus PD and teach reading. Using a small sample helps with the providing an opportunity for deep inquiry and rich data (Creswell, 2012). Additionally, I used purposeful sampling to recruit third-grade teachers who have attended district or campus reading PD to take part in the study. This information was collected using a demographic survey. I asked the potential participants to verify that they have participated in district or campus PD on the demographic survey. Teachers who indicated that they have not participated in district or campus PD were not considered for the participant pool. This sampling technique is most fitting because it allowed me to choose from a pool of participants who have indicated that they have participated in district or campus level reading PD with experience teaching reading (Yin, 2014). Furthermore, this technique is closely tied to the problem of PD because it allowed me to target those directly involved, which also facilitated collection of data relevant to the problem. In addition, this technique supported answering the Research Questions for this study which were designed to collect interviews for sampling from teachers with varying years of experience.

Criteria for selecting participants. In order to understand the perspectives of teachers about PD and reading strategies in the Title I Schools in DSD, it was imperative

that the sample included staff members who teach reading to third graders. It was also

important to have a sample of teachers that allowed for data collection from educators

with different backgrounds and years of experience. The participants must also have

attended reading district and/or campus PD as this helped to ensure their perspective is

based on their experience. These requirements increased the credibility of the data

collected by reducing other factors that may affect the teachers' perspective. Novice

teachers and those with less than 3 years' experience may be focused on learning the

process of teaching and managing behavior (Tricarico, Jacobs, & Yendol-Hoppey, 2015).

Therefore, teachers with experience were preferred so that experience factors may not

affect implementation of reading strategies. This purposeful sampling allowed me to

gather rich, informative data to help develop next steps for providing PD and identifying

effective instructional strategies for teaching reading. The criteria to participate in the

study included (a) being a reading teacher in a target Title I school, (b) having

participated in district and/or campus reading PD, and (c) having a minimum of 1-year

teaching experience. Participants who met the criteria were included in the participant

sample.

     Access to participants. Gaining access to the participants entailed a series of

requests. To secure approval for research data collection within the target school district,

I submitted a Request to Conduct Research application to the Director of Research

Assessment and Accountability. The request to conduct research application included a

proposal overview, copies of data collection instruments, two recommendation letters and

the researcher's resume. Prior to submitting this request, I met with the assistant

superintendent who is directly over the region in which the target schools are located. I informed her of my intent to use the schools for which she is responsible and acquired her agreement so that when she is contacted by the Office of Research, Assessment and Evaluation regarding my study, she would be aware and knowledgeable of my research study.

On July 20, 2017, I received a contingent/provisional approval from the Director of Research, Assessment and Accountability. Approval from the district was contingent on the proposal approval from Walden University's Internal Review Board (IRB). After the approval of my proposal and associated documents by Walden IRB, I notified the Director of Research Assessment and Accountability of the Walden IRB approval and any changes recommended by the IRB. The next step was to submit an IRB approval to the Director of Research, Assessment and Evaluation to secure formal approval to conduct this research study in the target district.

Upon receiving approval to conduct research from the Director of Research, Assessment and Evaluation, I then contacted the principals of the identified target schools by emailing them a letter requesting their permission to include their school in the research study. Attached to the letter was a copy of the district's approval to conduct research. I emailed a follow up principal permission letter to all principals who did not respond within one week after the original letter. I made two follow up attempts after the original attempt to secure principal's permission. I made myself available to the principals to answer any questions they had about the study. After I secured permission from the target campus principals, I proceeded to gain access to the teacher participants. I

obtained district PD plans for the past 3 years from the district professional development office website where they are posted and considered public records (J. Banks, personal communication, March 18, 2016). I also obtained the campus PD plans for the last 3 years from the SIPs located on the district website.

I obtained the list of potential third-grade reading teacher participants from the school's email directory for each of the target elementary schools. I created a list specifically for this research with the names of all third-grade reading teachers and their district email addresses. I emailed an invitation to participate letter with a link at the bottom of the letter which went to the informed consent/demographic survey form, to all the potential teacher participants. The invitation to participate and informed consent/demographic survey form explained the responsibilities of the participant, such as the purpose of the study and the data collection procedures. I provided an explanation of the interview lasting no longer than 60 minutes and the nonparticipatory observation lasting no longer than 60 minutes. I also explained the voluntary nature of the study, the risks and benefits of being in the study, confidentiality of his or her participation, and contact information. The invitation to participate letter was sent by email from my Walden email address and the informed consent/demographic survey was included as an embedded link at the end of the Letter of Invitation. To ensure potential participants would not feel like it was a district mandate to participate, the voluntary nature of the study was reiterated at the top of the letter of consent. Participants were informed that by clicking on the demographic link, reading the informed consent and completing the

demographic survey, signified consent to participate in the study once the demographic survey was submitted electronically.

Information obtained from the online demographic survey included basic contact information, demographics, years of teaching reading, years of teaching in education, confirmation of grade level taught, whether they have participated in campus and/or district reading PD and personal email. Additionally, to preserve participant confidentiality participants were not identified by their IP addresses. I provided each participant an unsigned printed copy of the consent form prior to the interview to and reiterated pertinent information related to this project study, such as background information, procedures, voluntary nature of the study, risks and benefits in the study, payment, privacy, and contacts and questions.

After I sent the invitation and consent electronically to each third-grade reading teacher at the targeted elementary schools, I checked the results of the online consent form and demographic survey daily. I personally contacted each participant via email who completed the online consent form and demographic survey to schedule a date, time, and location to conduct a face-to-face interview and a nonparticipatory observation. I schedule each interview and use this initial meeting as an opportunity to build a rapport.

Researcher-participant relationship. I worked to develop a researcher participant relationship as a nonparticipant observer to safeguard each participant and created a comfortable environment. My role as the observer was pivotal to a successful data collection process; therefore, it was imperative that I developed researcher participant relationship by obtaining approval to conduct research from the target school

district, and Walden University IRB approval. Additionally, agreement regarding the demographic question portion of my study was acknowledged through the completion of the online survey, and acknowledgement of understanding the consent form prior to completion of the demographic survey questions. The arrangement process ensured that all participants understood his or her expected commitment to the research and possible responsibilities as a participant in the study. I resent the Letter of Invitation and electronic Consent form, and demographic survey one week after sending the first invitation. After one additional week, I sent a third request as I had not yet achieved the targeted participant sample of 12 teachers. There were 10 participants that agreed to participate within this region. Electronic data was kept secure by being stored in password-protected files on my home computer in my home office and all nonelectronic data was stored securely in my home desk. I will store this data for 5 years, per Walden University protocol

   Protection of participants. As evidence of my full comprehension of the ethical protection of all participants, I completed training with The National Institute of health (NIH) Office of Extramural Research. In accordance with the Institutional Review Board policy (IRB), each participant was required to give informed consent before being allowed to participate. Bogdan and Biklen (2007) explained that participants' exposure to dangers could not be greater than the benefits of the research. This research study had minimal risk to participants, and I did not have any administrative authority over any teachers in the district. In addition, none of the prospective participants worked with me or under my supervision. To ensure compliance with the IRB regulations, I sought the

participants' cooperation in the research, respected their privacy, protected their identity and was truthful with the notes and data reported.

In seeking the participant's cooperation in the research, I was open and forthcoming with the purpose, benefits and possible dangers of the research. Furthermore, participation was voluntary. I scheduled a meeting with the school principals to reiterate the voluntary nature of the study, discuss the purpose of the study, and address any questions or concerns raised by the principals. I compiled a list of participants who meet the original criteria of being a third-grade reading teacher in the target schools. All 10 participants that consented to the study stayed with the process to the end, therefore it was not necessary to contact any additional participants.

My target sample was for 12 teachers who met the participant criteria. However, I was able to recruit 10 participants that provided consent to participate in the study. Generally, in qualitative research studies the fewer the participants, the deeper the inquiry per individual (Marshall, Cardon, Poddar, & Fontenot, 2013). A small sample size helped me to gather rich descriptive data (Marshall et al., 2013).

To protect the participant's identity, no names were used, and a numeric pseudonym was assigned to each participant once the informed consent was completed. I requested a private email from each participant and used that email address to communicate. Any potential participant that choose not to participate on the initial survey was directed to a "Thank you" page and their names were removed from the list. No further communications were sent to those participants. Participation was voluntary and participants could end their participation at any time should they feel the need. Overall,

the safety, wellbeing, and confidentiality of all participants was priority throughout the study.

Data Collection

The data collection tools which were analyzed included interviews of teachers, observations of teachers, and a review of the archival data including lesson plans, SIPs, and PD plans. It was important to use a variety of data collection tools which would collect information about the phenomenon being studied. Each data collection tool focused on a Research Question and the results from all data collected were triangulated to respond to the central phenomenon under study regarding the teachers' perspectives of the alignment of PD practices with research-based strategies implemented in third-grade classrooms in Title 1 schools. The data collected were analyzed and coded to provide a clear understanding of the responses from the participants.

Participant Interviews

Each participant interview was conducted off campus as requested by the participants and lasted about 60 mins. Participants did not agree to be audiotaped, so all responses were typed verbatim. The lack of consent to be audiotaped was not a surprise due to the climate of the district at the time of the interviews. There were several changes being implemented including the dissolution of the reading department and the search for a new superintendent. Therefore, I reminded the participants that I needed to type their responses during the interview since audio recording was denied. Each participant agreed to the notetaking using the computer during the interview to capture their responses verbatim.

I typed each participant interview response as a word document into the interview protocol I created and saved each interview transcript individually. Using a word document to save the participants' responses allowed me to be able to organize and manage the data easily. Merriam (2009) explained that data analysis brings meaning to the data collected by the researcher. Hence, the data collected were analyzed and coded to provide a clear understanding of the response from each participant while analyzing their perspectives of how research-based reading practices supported student learning, how Reading PD provided supported their new content knowledge and skills, and the organizational support needed to teach reading in Title I Elementary schools. Each interview transcript was saved with a pseudonym to maintain confidentiality.

The first set of data analysis were completed for the participant interview responses. I analyzed the interview responses from all 10 participants. I read each interview response immediately after the interview and ensured all questions were answered. I then reread the interview responses and made notes and comments on the right side of the interview response to capture my interpretations. Once all the interview data were collected from all 10 participants, I created a spreadsheet with all the interview questions and participants responses. Using the spreadsheet made it easy to see multiple responses from multiple participants on one screen. I read the data on the spreadsheet to see words, phrases and ideas that were repeated across participants (see Saldaña, 2015).

I then color coded the responses from each participant identifying the data that answered the Research Question. The repeated words and phrases such as, effective ways to teach reading, skills needed to be successful and effective ways to train teachers are

examples of the categories that were evident from the data. I then reread the categories

multiple times to identify specific terms, common responses, and repeated responses to

develop themes. I reviewed each Research Question that was addressed by the interview

and identified themes that emerged for each question. Some themes that emerged were

based on Teachers' perspectives of instructional technical support needed to effectively

implement PD content and Teachers positively receive use of systematic scripted

approaches to teaching reading. Data were analyzed until no new themes emerged.

Bogdan and Biklen (2007) describe data saturation as the point where the information or

transcribed words of the participants becomes redundant. Next, I analyzed the data

collected from the archival data.

Archival data. The archival data consisted of the SIP downloaded from the

campus sites, lesson plans gathered from the participants, campus PD plans, and common

planning agendas collected from the participants and the school website. These data were

also focused on a specific Research Question. The SIP contained the proposed campus

PD plans for the school year and is available online. Therefore, I gathered the campus PD

data from the websites of the schools that were participating in the study. The campus PD

plans analyzed were generated from two sources, SIP and campus PD agendas. I also

looked at the strategies reported in the interviews. I reviewed all documents to identify

the alignment of ELA teacher's perspectives, classroom practices observed and proposed

practices from the campus PD plans. I recorded the data from all sources on the archival

data protocol that I created in word.

I collected the lesson plans from each participant during the interview. There were three participants that provided them to me at the observation. I read the lesson plans thoroughly and identified the reading practices that the participants used in their classrooms. Each strategy identified was marked; red highlighter for vocabulary strategies and yellow highlighter for comprehension strategies. I also recorded the researched based reading strategies reported by the teachers in their interviews and the ones observed during classroom observations. All strategies that were researched based were circled. I organized the data using a table created in Word. Using Word allowed me to be able to organize and code the data. I conducted several rounds of coding within both sets of data to identify the research-based practices teachers implemented to teach reading and grouped them in categories. I used the categories to identify themes emerging from the data and the categories. Some categories that were identified included: reading for understanding which can be addressed through specific strategies such as fluency and word accuracy and using research-based vocabulary strategies such as decoding to develop vocabulary. I collapsed the categories and merged them into themes. The themes that emerged from the categories were Teachers desire more PD in supporting content development and implementation of the reading curriculum, and Teachers desire input in deciding on PD content focused on teachers' needs. These themes are supported by the triangulation of the data collected from the archival review, interview, and observation.

Nonparticipatory classroom observations. The final data that I collected were the classroom observation data. I arrived early for each observation and signed in at the front office. I was escorted to the classroom for the observation. I selected a spot in the

back of the room to reduce distraction and maintain my role as a nonparticipator

observer. Each observation took about 60 minutes.

The reading lessons I observed were all scripted and centered on the strategies

outlined in the lesson plans provided. I was also observed some strategies that were

mentioned in the interview as strategies presented in PD sessions. It was evident that the

teachers had to adhere to the scripted lesson presented because each it was not until small

group instruction, which was also scripted, that I recorded instruction in research-based

strategies. During each lesson I observed and recorded the specific reading strategies that

the teachers taught in the lesson, and what strategies were incorporated in the small group

sessions. I noted that majority of the teachers were able to conduct small group

instruction which is imperative to the success of the students as they get one on one

contact with the teacher and an opportunity to practice the strategy with the expert. Small

group instruction was also scripted and focused on research-based reading strategies such

as main idea and context clues which have been proven effective in building student

capacity in reading. I also made note of the alignment between the strategies observed,

the strategies listed in the lesson plans and the strategies the participants reported during

the interview. I used an observation protocol I created in Word, which allowed me to be

able to easily code and organize the data set. The protocol was effective because I created

specifically to address the Research Question and collect specific data.

I read the observation data several times and recorded my notes in the margin of

the protocol. I then printed the observation protocol with my notes and used different

colored highlighters to code the phrases and words that were repeated and created

categories based on the repeated words and phrases. I reread the data and identified

categories such as: ways to teach comprehension and building teachers expertise. The

themes that emerged were based on the triangulation of the data and my interpretation of

what I observed. Two themes that emerged were PD focused on research-based reading

practices and small group instruction and PD focused on direct instruction that can be

beneficial to teachers. I added these themes to the archival data protocol and analyzed for

alignment and triangulation. I continued to recode the data until it was evident that I had

reached saturation. Researchers define saturation as the point during data analysis where

the information becomes repetitive and no new theme emerges (Merriam, 2009). There

were no new themes emerging and I noticed that the ideas started to become repetitive.

I analyzed all three data sets using repeated coding. I read and reread the data

several times and identified all possible categories and themes until no new themes

emerged from the data and saturation was reached (Creswell, 2012). I created a Word

document to look at the data side by side from all three data collection protocol. The data

from the interviews, observations and archival data were all triangulated using a three

column table. Triangulating the data helped to reinforce the credibility of the data

collected (see Merriam, 2009).

Role of the researcher. My role in this research has been that of the researcher as

an external, nonparticipant observer. My purpose was solely to collect data. I am

presently an employee in the district under study, which required that I carefully assess

my role as the researcher and address any possible biases I might have. I have no

administrative power over teachers in the school district or at my school; however, I

helped to ensure accuracy of information by eliminating my school as a research site.

Secondly, as an external, nonparticipant observer and an employee in the district

under study, I have my own opinions and views on different topics. To address my

biases, Lodico et al. (2010) suggested I take both descriptive and reflective notes. The

descriptive notes captured what I see during the observation while the reflective notes

allowed an opportunity to acknowledge my feelings and thoughts about the topic before

and after the observation or interview. I have maintained a researcher's journal

throughout the study and ensured that I record all my biases prior to each session.

Lastly, to help reduce the observer effect, I created a rapport with the participants.

Each interview started with basic questions not pertaining to the research aimed at

making the interviewee comfortable and relaxed. Engaging in conversation prior to

conducting the interview helped to reduce any possible anxiety that the individual might

have. I utilized this approach consistently with all participants at the beginning of all

interview sessions.

Data Analysis

This study was focused on answering five Research Questions geared at providing

some insight into the problem outlined in this research. The problem that guided this

study is the concern over professional development for teachers on research-based

reading practices has been ineffective and students' reading proficiency levels have not

improved as students have underperformed for the last 5 consecutive years. To achieve a

comprehensive insight into the phenomenon at hand, I needed to understand the teachers'

perspectives on strategies presented by the district and campus staff in PD sessions, research-based strategies teachers use in the classroom, and their perspectives on district and campus support in teaching reading. The five Research Questions enumerated below directed this study:

RQ1: What are ELA teacher perspectives of how the research-based reading practices content delivered in district and campus level PD has supported student-learning outcomes in Title I schools?

RQ2. What are ELA teacher perspectives of district and campus level PD with respect to supporting their new knowledge, skills, and content development related to teaching reading in Title I elementary schools?

RQ3. Based on classroom observation, how does ELA teacher instruction align with the district and campus PD skills introduced in the district PD?

RQ4. What organizational support do ELA teachers perceive they need to further their knowledge and skills related to research-based reading practices to improve student learning in Title I elementary schools?

RQ5. Based on the archival data, how do archived district and campus PD documents align with ELA teacher's perspectives and observed classroom practices in Title I elementary schools?

The 10 participants for this study were purposely selected from the six schools that agreed to participate in this study. Patton (2001) recommends the use of purposeful sampling in case studies because it allows for the collection of rich data. The data collected from the participants included interview responses, observations, and archival

data review. I conducted a participant interview with each participant at a private location of their choice. They all chose off campus locations and scheduled their classroom observations at the end of each interview. Each participant was allowed to speak freely and present their perspectives as it relates to teaching reading and the support they received from district and their respective campuses. The responses provided valuable information into the teachers' perspectives about the research-based reading pedagogical strategies provided in PD sessions and implemented in the classroom.

All five Research Questions were framed around Guskey's Five levels of professional development. This framework helped to focus the data collected on the teachers' perspectives to bring some understanding to the phenomenon. The teachers' responses, though varying in timing and experiences showed a clear consensus in perspectives.

Data Analysis Results

In this section I will outline a summary of the findings for each of the five Research questions. During the triangulation of the data themes emerged from each Research Question. Below are the Research questions, the themes that emerged, and the level of PD implementation that is addressed as suggested by Guskey's Five Levels of PD implementation, the conceptual framework I used to analyze the district's PD. Table 2 shows this information at a glance.

Table 2

Summary of Research Questions, Emerging Themes, and Conceptual Framework

Research questions	Emerging themes	Guskey's levels of PD
1. What are ELA teacher perspectives of how the research-based reading practices content delivered in district and campus level PD has supported student-learning outcomes in Title I schools?	Theme 1: Teachers believe the district needs to develop PD focused on instructing teachers on a systematic approach to teaching reading that is geared at promoting student success through research-based reading practices and continuous support.	Desired student learning outcome
	Theme 2: Teachers believe more instructional technical support is needed to effectively implement PD content.	
2. What are ELA teacher perspectives of district and campus level PD with respect to supporting their new knowledge, skills, and content development related to teaching reading in Title I elementary schools?	Theme 3: Teachers desire more PD in supporting content development and implementation of the reading curriculum.	New practices to be implemented
	Theme 4: Teachers desire input in deciding on PD content focused on teachers' needs.	
3. Based on classroom observation, how does ELA teacher instruction align with the district and campus PD skills introduced in the district PD?	Theme 5: PD focused on research-based reading practices and small group instruction.	Educators' knowledge and skills; PD activities
	Theme 6: PD focused on direct instruction that can be beneficial to teachers.	
4. What organizational support do ELA teachers perceive they need to further their knowledge and skills related to research-based reading practices to improve student learning in Title I elementary schools?	Theme 7: Teachers desire an opportunity to observe the implementation of research-based strategies in the classrooms.	Needed organizational support
	Theme 8: Teachers desire an opportunity to collaborate with colleagues as a form of organizational support.	
5. Based on the archival data, how do archived district and campus PD documents align with ELA teacher's perspectives and observed classroom practices in Title I elementary schools?		Needed organizational support; PD activities

RQ1: What are teachers' perspectives of how the research-based reading practices delivered in district and campus level PD has supported student learning outcomes in title I schools.

Teachers' perspectives of the district and campus level PD provided to support student learning outcomes in reading were that they needed to better understand the reading curriculum and need more support to influence student learning outcomes. There were two themes that emerged when these data were analyzed.

Theme 1: Teachers believe the district needs to develop PD focused on instructing teachers on a systematic approach to teaching reading that is geared at promoting student success through research-based reading practices and continuous support. Participants reported a positive experience with three scripted reading programs presented by the district. The participants perspectives are that these programs, Corrective Reading Program (CRP), Saxon, and Guided Reading (GR), are all helpful in supporting students' success. Participant T2, T3 and T9 all reported that they found the CRP beneficial in influencing their teaching practices to effect change in the reading results of their students. Participants T2 mentioned, "Corrective reading is scripted and if you go by the script it will work." Participant T3 said, "This is good practice and it supports all students." Participant T9 stated, "I like corrective reading because I know exactly what to do at each point. Also, it works!"

The next program reported by the participants that was presented in district/campus PD was GR. Participants enjoyed using GR and thought it helped them affect student learning outcomes. Participant T6 said, "I think guided reading was

helpful. It made me plan purposefully because my experiences were limited." Participant

T5 expressed similar sentiment saying, "The guided reading class was helpful. It taught

me how to do small group, what to say."

Participant T4;

> I enjoyed using guided reading. Teaching reading was not my strong point but
> using guided reading was helpful in supporting me to address my student's needs.
> I learned to how to use the student data and figure out what my students need and
> use that need to drive my guided reading group instruction.

> Another scripted approach noted by Participant T1 was the Saxon Phonics.

Participant T1 stated, "The Saxon phonics program for K-2 is a complex program when

you already have students a year or two behind. Teachers need more simplistic direct

programs." While T1 indicated she used this program and found it to be effective with

younger students, she expressed that it was not helpful for students beyond 2nd grade.

> The analysis showed seven of the participants requested more support in

implementing a scripted approach to teaching reading within their reading block as part

of their reading instruction. There were three participants that did not have any specific

program that they implemented during reading instruction that was helpful to their

students' learning outcomes. Participants T7, T8 and T10 did not mention a specific

approach from PD that they participated in; however, they all wanted a way to address

students' needs that is focused and detailed so as to effect student learning outcomes.

> Participant T7 expressed, "I needed to know what needs to be done at each stage

of struggle for students during reading instruction." Participant 8 recommends that

teachers do their PD at different schools with like demographics where they get to observe the "what and how" of teaching reading.

Participant T10;

> I have several teacher friends in other Title 1 schools, and we are all doing
> different things even though we are teaching the same strategy, maybe if we can
> fine tune the ones that work and use them across the board, we might get better
> results.

Research Question one was designed to elicit teachers' perspective of how the research-based reading practices content delivered in PD supports student-learning outcomes. It was evident in the participant discussions that there was no PD presented on specific research-based reading practices. However, majority of the participants were pleased with the programs provided to support their small groups.

In reading the responses of the participants and looking at the themes, I believe a request for more PD focused on a systematic effective way to teach research-based reading strategies and implementation support from district and campus staff would be helpful to the teachers and students. Teaching research-based reading practices presented in PD through a systematic ongoing approach with district and campus follow up would provide the support the teachers need to affect student learning outcomes while building their own knowledge. Guskey's first level of PD explained the importance of ensuring PD addresses desired student-learning outcome. Students' needs can be met through an ongoing, in-depth and systematic development for reading instruction focused on research-based practices rather than a one stop shop approach to teaching reading. PD

that outlines specific outcomes for the students and the participants has the potential to be successful and effective in impacting students' progress in the classroom.

Theme 2: Teachers believe more instructional technical support is needed to effectively implement PD content. All participants voiced that the district staff support was not helpful in influencing student learning outcome and that there needed to be some type of follow through from the district personnel after PD sessions. While there were eight participants (T2, T7, T4, T5, T8, T9, T6, T1) that thought support from the district personnel would be helpful, two participants (T10 & T3) believed it would be more beneficial if it came from the individual campus staff. The participants also reported that the district PD sessions were based on implementing the different computer programs.

Participant T2 stated her concern over lack of support saying, "I am struggling, and my students are struggling; we need more help with implementing this curriculum." Participant T4 also expressed, "It is hard to use the strategies because my students are far behind; I need to know what to do to get them to learn to read." Another participant explained that getting the support with the implementation of the strategies would be very helpful.

Participant T7:

> I know the support would help because after my principal and reading coach modeled how to do guided reading, I was able to implement it in my classroom in small group instruction. I have been doing it for over 3 years and they still come in and check on me and give me some more points to help fine tune the process.

Participant T5, T8 and T9 all expressed a desire for more instructional support. Participant T5 shared, "I do well when my principal and coach come in to support me." Participant T8 said, "[After attending District PD], I often do not know where to start to address my students' needs." Participant T9's response echoed the same sentiment, "Student reading instruction has not been supported, because teachers often do not know where to start with skill remediation. This creates an instructional system that leaves holes in student foundational skills."

Participant T6 stated,

> These practices [curriculum mapping] were helpful initially, however, there was no follow up or support offered to track the progress of implementing the reading practices and measuring their success. Also, once I had implemented what was presented at the PD session, I was lost as to what to do next."

Participant T1 explained:

> I believe being able to teach a strategy requires the teacher to be able to do it themselves. I could definitely benefit from some support and help during instruction that is geared at addressing my students' needs. District staff or campus administrative support can help me to better prepare and influence change in my students' success.

Participants' T10 and T3 responses varied as to whether technical support was needed from the District or Campus Staff regarding implementation of Research-Based reading PD strategies. Both participants expressed that they were not sure if it [District technical support after PD] would do any good. They both agreed that more support was

needed but they did not necessarily believe it should be from the District staff. Participant T10 expressed, "I don't think we need the support from the district, they have too much going on. I think the most benefit would be from the school-based support." Participant T3 mentioned,

> I don't even think we have a district coach. My [campus] reading coach and interventionist tell me about what the district wants us to do but I don't see the district tracking the progress of the implementations or measuring the success of what we do. All my support come from my school base staff.

All the participants expressed a desire to increase student learning outcomes and agreed it would require some type of instructional technical support and follow-up with them after attending district or campus PD. I can ascertain from their responses that some type of technical assistance is needed to fully support teachers in implementing Research-based strategies for students' success. They all agreed that technical support, whether provided by district or campus staff would be beneficial to them in implementing district and/or campus PD. Teachers focused on the design of the PD and their perspectives indicated that teachers did not believe the delivery method to be effective. Furthermore, their perspectives indicated that the delivery method of PD was missing the follow up individual instructional support component in the classroom.

RQ2: What are ELA teacher perspectives of district and campus level PD with respect to supporting their new knowledge, skills, and content development related to teaching reading in Title I elementary schools?

The participants' perspective is that they need more support in developing their content knowledge. The themes that emerged from this Research Question show teachers' perspectives on the support they believe they need to develop their skills, knowledge and content. Three themes emerged from this Research Question.

Theme 3: Teachers desire more PD in supporting content development and implementation of the reading curriculum. Teachers reported participating in limited district PD focused on building their content development in implementing the reading curriculum. All participants expressed that PD presented by the district have not helped their skills and knowledge and the District Staff has not supported their content development. However, they all expressed total support and appreciation for their campus staff PD and support (Principals, Assistant Principals, Reading Coaches, and Interventionists).

Three of the participants talked about the support they got from the campus staff that was helpful to them in implementing the reading curriculum. Participant T9 said, "If it wasn't for my AP and interventionist, I would have quit. They are extremely helpful." Participant T5 explained in her interview, "I get excited when I know what I am doing. My coach is very helpful, I am happy for the support she gives me in teaching reading." Participant T3 shared her experience;

Recently we started doing double block common planning with campus coaches. We unpack the standards by week and decide on how many days to complete it. We were doing one standard a week, but we have realized that some standards

need more time. We narrow it down to what is done on that day. We focus on

what the standard is teaching and how to break it down to help the students get it.

On the contrary, some of the participants discussed different levels of confusion

about the reading curriculum. Participant T10 replayed a scenario where she had to stop

her lesson and regroup because she felt lost. "This curriculum, Duval Reads, is so

confusing and not helpful for the students' success" stated participant T10. Participant T1

says, "If the District would offer more sessions on reading, I would go that way I

wouldn't always be frustrated." Participant T4 stated; "I just want some help when I am

implementing the new reading practices. Many times I feel like I am feeling my way."

Participant T8 said:

> The district should provide teachers with more in-depth training on how to
>
> address the specific skills within each reading component (phonics, phonological
>
> awareness, fluency, comprehension, vocabulary, oral language). Such as, what
>
> research dictates should be taught at each grade level within each of these areas
>
> and how the correlating skill sets build. This way, teachers would have a better
>
> systematic approach to remediating students who are struggling.

Participant T6 stated:

> I do my own thing based on what I know; I only use the curriculum if I know we
>
> are getting visited. I would gladly use it with more fidelity if I understood exactly
>
> what I needed to do and if I could see its benefit to the students.

There were two participants that responded neutrally to the question. Participant T7 stated "I don't have anything that comes to mind" and participant T2 says "Not sure at this time."

The participants call for PD on reading curriculum content and implementing new practices are evident from the themes. Providing PD on the reading curriculum will empower teachers to understand the full depth of what they are expected to teach. They will also develop an awareness of the curriculum and be better prepared to implement it. Furthermore, providing support as they implement this new skill and knowledge will be beneficial to their expertise. Guskey's second level of PD implementation specifically suggests that teachers need support with implementing new practices. PD on reading practices followed by support during implementation will help to address teacher and student needs.

Theme 4: Teachers desire input in deciding on PD content focused on teachers' needs. The next theme that emerged was focused on allowing teacher input in determining PD content that is geared at addressing teachers' needs. The participants do not feel that the PD provided are based on what they need to be successful.

Participant T2 explained to me that, "PD on how to address the student struggles would be very helpful." This was echoed by Participants T9 stating, "It is insulting and a waste of time when PDs are boring, and the information is redundant."
Participant T7 said,

> I can't say I have ever left a PD training held by the district with any more content knowledge than I had going into the PD session. Most trainings consist of

someone regurgitating information to teachers that I feel they just memorized themselves.

Participant T3 noted;

I don't mind going to PD sessions, but I get flustered during the sessions because I don't think it will help me to get better. Frankly, I would feel better if they give me the chance to pick what I think and need and go to that PD.

Participant T1 expressed, "I got general information when I attended PD."

Participant T5 said, "They spent too much time on I-Ready and Achieve and that was not helpful." Participant T10 says, "I am just tired of going to sessions on how to implement computer programs, they are not helpful at all."

Participant T6 was very vocal and expressed that she feels passionate about this:

Those PD for reading when we separate was helpful in introducing engagement. But it looks different for others not in title 1. So, a big PD session like that was not helpful because our needs are different. I got really frustrated because they broke us up and we ended up with different regions and the district presenters had a lot of disclaimers because of the demographic we teach. I remember feeling frustrated. I don't feel I gained much from the sessions as it was too many of us and too many different scenarios.

Participant T8 explained:

Professional development topics tend to be sporadic, rather than continuing to focus on particular strategies/skills in depth over several sessions. Therefore, many things presented in PD do not get utilized in classroom practice because by

the time they are implemented there is not time for reflection – we have already

moved onto the next thing.

While majority of the participants discussed what was presented in PD and the

need for it to be based on developing their content knowledge, there was one participant

response that did not fit the emergent theme. Participant 4 stated, "Even when PD could

be helpful, there is no one making sure I understand what I am doing."

The participants' response to this Research Question supports the premise for PD

to be needs based. It is clear that the teachers want to have an input into what PD content

should be. They feel that they can best affect their content development if they have an

influence on what is presented to them in PD. Teachers want PD that presents the new

practice and how to use it. Looking at new practices to be implemented within the

classroom would support the questions of "What and How to teach" that were redundant

in the data collected. This theme directly connects to Guskey's second level of PD

evaluation. This level of implementation requires PD to identify and review new

practices to be implemented to address the change that needs to happen. The change that

is driving this study will affect teacher expertise as well as student learning outcome.

Allowing teachers input into PD content will help to ensure the new practices are those

that the teachers can benefit from.

RQ3: Based on classroom observation, how does ELA teacher instruction align with

the district and campus PD skills introduced in the district PD?

The data from Research Question 3 was collected using the observation protocol.

The observation protocol was organized to collect data on the reading practices teachers

implemented in the whole class lesson and reading practices the teacher modelled in the small group sessions.

After the observations I noted that all of the participants used different computer programs during the lesson and a student workbook for the program during whole group instruction. The teacher's focus was to facilitate the smooth navigation through the lesson online or in the workbook. I also noted that while the teachers mentioned the new or corrected the difficult vocabulary there was no explicit instruction in teaching the vocabulary. The teachers decoded the words for the students but there was no explicit instruction on how to decode and where to break the word apart.

In triangulating the data, there was a direct alignment with the practices implemented in whole group instruction and the ones presented in campus PD. However, I was only able to observe small group instruction for seven of the 10 participants. While the small group instruction for all seven participants was different, they all focused on research-based reading practices. There were three participants who conducted Guided Reading sessions focused on comprehension strategies (main idea and inference), two participants had centers focused on vocabulary strategies (context clues), and two participants had small group instruction that was teacher led. One teacher was working on reading and answering questions and the other teacher was working on test corrections. Absence of the implementation of research-based reading strategies from other teachers' classrooms can be attributed to the lack of expertise and knowledge. Teachers who avoid providing instruction on specific research-based strategies are often times lacking in the necessary knowledge and skill needed to effectively instruct students and support them to

success. As a result, it is easier to stick to the scripted lesson than attempting to move outside one's own comfort level.

My analysis is that the teachers can benefit from more reading PD focused on specific research-based reading practices that have been proven to be successful in influencing student learning outcome. I can ascertain from the observation that while there is an alignment between the PD they reported and the practices they are implementing from the PD, there is a need for more PD as the students reading proficiency levels show little growth. One theme that emerged from my analysis is for more PD on research-based reading practices and small group instruction. Small group instruction such, as guided reading, is one approach to addressing the struggles of low performing students. Therefore, it is imperative that teachers are equipped to provide small group instruction that is intentional and scripted to address the specific area of need that the student poses. Struggling students are best supported during small group instruction because the reading strategy presented during small group is modeled and the student gets an opportunity to practice with support.

Theme 5: PD focused on research-based reading practices and small group instruction. It was clear that the teachers adhered to the practices recommended and presented to them during campus level PD, however, it was equally clear that they are not prepared and equipped to present lessons focused on research-based strategies in a manner that is beneficial to the students. During my observation, I noticed students implementing the lesson verbatim and following the teacher manual. While there are some programs that must be done as is, it is also important that the teacher knows when

to stop the lesson and clarify misunderstandings, model the strategy for the students, engage in think alouds so as to guide the students thinking, and use questioning to extend students' knowledge.

The data from the observation protocol and lesson plans showed a connection between what is observed and what is planned. The PD plans from the different campuses also supported the strategies being taught in the observations. All participants adhered to the curriculum that was given and implemented lessons as they were presented. There was no variation from what was expected as outlined in the lesson plan and from the strategies reported. This made me believe that if the teachers are given the opportunity to participate in PD focused on specific research-based strategies that can influence student learning outcome, then they would use these strategies in their reading practice as well. I was able to observe exactly what they reported.

Theme 6: PD focused on direct instruction that can be beneficial to teachers. Another theme that emerged from the data was the need for understanding how to explicitly teach a reading strategy. Teaching a reading strategy requires the teacher to be confident in what she is teaching and how she is teaching it. Consequently, reading practices should be taught directly through modeling so as to provide the teacher with a visual of how it is supposed to look. Through my observations, it was evident that there needed to be more direct instruction in comprehension and vocabulary strategies. Allowing teachers an opportunity to participate in PD geared at teaching ways to explicitly teach would be beneficial to both teachers and students. This type of PD will build teachers' confidence and students' performance.

Guskey recommends that PD activities need to address participants' knowledge and skills. My perspective of the data is that the teachers need more PD focused on specific knowledge and skills. Through Guskey's PD implementation levels, it can be assured that teachers will benefit from the PD activities provided. PD that is focused on providing support for the teachers as they utilize direct instruction to present their lessons is essential to the overall success of the teachers and the students. Research Question 3 gathered data that addressed Guskey's level 4 and 5 of PD implementation. At these two levels of PD implementation, Guskey suggests that PD should be focused on different types of PD activities that enhance teachers' knowledge and skills.

RQ4. **What organizational support do ELA teachers perceive they need to further their knowledge and skills related to research-based reading practices to improve student learning in Title I elementary schools?**

The teacher's perspectives were that they needed more organizational support to enhance their knowledge and skills related to research-based reading practices to improve student learning. The data analysis produced three themes all geared at the type of organizational and instructional support the teacher believe they needed based on their perspectives.

Theme 7: Teachers desire an opportunity to observe the implementation of research-based strategies in the classrooms. The data showed that 100% of teachers are interested in getting an opportunity to visit another teacher's classroom to see what is going on. One way that the teachers can get organizational support is through

collaboration among the different teachers or other campuses to allow teachers an opportunity to observe each other.

Participant T2 shared:

>I do my best in trying to teach some of these strategies from the curriculum that these students need to understand what they read. I know they won't be successful if they don't learn them, but I sometimes struggle with how to present them. I find myself spending a lot of my personal time trying to learn how to do them myself. I am a visual learner so seeing it done right would be helpful. Sure would save me some time.

Participant T8 said:

>I love teaching reading but there are areas that I have to spend my time researching and teaching myself. I am much better now because of all the practice I have had with teaching; however, I notice some of the newer teachers teaching the same strategies in what seem to be more effective ways. It would really be helpful if we get ongoing support and opportunity to learn new and better ways.

>Participant T1 said, "Watching my reading interventionist. I have seen her small

group a couple times. It was the most helpful experience; I learned a lot from watching her." Participant T6 expressed, "I just need more opportunity to observe model teachers." Participant T3 echoed, "Opportunity to see other teachers implementing strategies would be good." Participant T10 shared, "My past principal was doing a practice where they travel to other schools and do learning walks. I learned a lot about teaching from that

experience. After that experience, I wish there was a way to connect teachers around the district."

Participant T4:

> My principal is so knowledgeable and helpful. She helps me with planning and implementing my lessons. I don't know how she does it, but she observes me teaching and then gives me feedback. And I am not talking about my evaluation observations.

Two of the participants responses that did not support the theme, Participant T5 and T9, however both reported no organizational support from the district. Participant T5 reported, "I had no district support." While participant T9 says, "District doesn't come to our school."

Participant T7 did not respond about organizational supported she stated, "I prefer to find my own material that is conducive to my actual classroom environment."

Teachers are excited about visiting other classrooms and observing other teachers present lessons. Visiting other classroom during implementation of research-based practices is an organizational support that provides an opportunity for the teachers to see one way to teach the reading practice and how the implementation should look. Being able to observe the reading practice will come as a support for the teachers when they return to their classroom and teach. Guskey's third level of PD implementation is concerned with providing needed support to teachers within the classroom after they participate in PD.

Theme 8: Teachers desire an opportunity to collaborate with colleagues as a form of organizational support. The teachers discussed different ways they collaborated with other teachers and how it was beneficial to them. Some types of collaboration they mentioned were PLCs and coaching cycles.

Participant T2 talked about spending time at the end of each day discussing with her peers and sharing what the day entailed. "I am sure it would be more beneficial if we could do this in a structured setting with clear goals and expectations." Participant T9 echoed the same sentiment saying, "It would be nice if the professional learning communities (PLC) would be based on needs and what we are teaching."

Participant T3:

> I believe it would be very helpful if we could discuss strategies and create things, we could use in the classroom during our PLC time. I think that it would be a very good use of our time. I am tired of doing book studies and having random discussions.

Participant T10 said, "We can do team data analysis during PLC. This tells us the areas that are challenging, or just need to review, assess, and go on. The collaboration, getting together to decide works well."

Participant T6 discussed:

> I just want more opportunity for PLC from the district. My Interventionist comes in and models the lesson for me and then observes me as I try it. She gives me feedback and helps me as I plan the follow up lessons and activities. I find it very helpful to be able to talk through the lesson with someone.

Participant T1 explained, "Working with my coach and my AP was very helpful. They modeled for me and check on my progress regularly. I think I grew because of that." Participant T7 felt the same way, she explained, "The support and follow up I get from the reading coach and my principal is very helpful; I am not scared when she visits because I know she is there to support [me]."

Participant T5 stated, "going through a coaching cycle is always helpful. I can have an opportunity to see my shortcomings and how to address them." Participant T8 talked about working closely with her principal and grade level chair to get feedback on her lessons. She explained, "Having an experienced person guiding me along the way helped me to become comfortable and proficient in my practices." Participant T4, "I enjoy when I get feedback and support, it encourages me to try new things.

Research Question 4 was focused on gathering data about organizational support that is needed to successfully implement new practices. The data analyses provided some insight into the use of different collaborative ways to support the teachers. Two specific approaches that came up were coaching cycles and PLC's. Through these two approaches, teachers get to collaborate with an administrative team to discuss the necessary support needed to implement new practices effective. Guskey advocates for the use of organizational support when teachers embark on new practices within the classroom. I believe using coaching cycles and PLC's are organizational supports that can be useful.

***RQ5*. Based on the archival data, how do archived district and campus PD documents align with ELA teacher's perspectives and observed classroom practices in Title I elementary schools?**

Research Question 5 is a triangulation of all the data collected. Through triangulation of the data I can ascertain teachers' perspectives of campus level PD has aligned with classroom practices. Teachers participated in campus level PD on different practices and those PD practices were the same ones evident during observations. On the other hand, there was a consensus that their needs to be more district level PD and more district staff support; therefore, it was difficult determine alignment with practices observed and practices presented. It is my interpretation that teachers do not believe there is an alignment with district PD as they report district PD as minimal to none.

To fully address this Research Question, data were triangulated from the interviews and observations. As a result, the themes that emerged from Research Questions 1, 2 and 3 can be used to address the teachers' perspectives of the alignment of PD and reading practices implemented. These themes reflect teachers' perspectives and ways to address the concern over alignment.

Evidence of Quality

Creswell (2012) recommends the use of member check to validate the data collected. Through member checking the participants could review the draft findings from the data and confirm my interpretations of their perspectives. All draft findings were emailed to the participants for review. The participants could add their thoughts and comments on the drafts. Using member checking is designed to increase the credibility,

validity and trustworthiness of the data collected (see Yin, 2014). Member checking helps

to identify any researcher bias or misunderstandings the researcher may have recorded

(Madill & Sullivan, 2018). Member checking also permitted the participants to ask

questions about the findings and make suggestions to possible changes. There were no

responses from the participants, therefore, no changes were made to the document.

Another way I established the quality of the research was by controlling my

biases towards the data collected. It was very important that I coded the data immediately

after each data collection and had the coding reviewed by an external reviewer to ensure

objectivity. The external reviewer, a veteran teacher with a master's degree signed and

dated the confidentiality agreement form, from the IRB website before interacting with

any of the information gathered. Additionally, my nonverbal communication was

minimal; I avoided facial expressions and monitored my demeanor. I ensured my

disposition was consistent across all interviews with all participants. I bracketed my

thoughts and comments to separate them from the participants' data. Using the brackets

helped me to minimize my biases and ensure my thoughts did not influence the findings.

Tufford and Newman (2019) explained bracketing as a method researcher use to help

them address any preconceptions they may have. Through bracketing the researcher is

forced to confront their own biases about the topic or the research (see Tufford, &

Newman, 2019).

I triangulated all of my data to increase the credibility of these data (Creswell,

2012). Merriam (2009) suggested the use of triangulation in qualitative research to

increase credibility and trustworthiness. I triangulated the data from the interviews,

observations, and archival data to certify that the themes are validated by all the data sources. Furthermore, triangulation helped to identify any discrepant cases.

Discrepant Cases

Having 10 participants lends itself to having discrepant cases. A discrepant case is described as one that presents conflicting data during the initial data analysis (see Gast, & Ledford, 2014). A case that does not fit the emergent patterns is classified as discrepant (see Patton, 2001). Identifying discrepant cases helps the researcher to add credibility to the research as wells develop a rich in depth understanding of the phenomenon being studied (Booth, Carroll, Ilott, Low, & Cooper, 2013). I reviewed the data and the coding to identify any data that might not fit with the themes. I maintained an open mind during the data analysis so as not to overlook possible discrepant cases. The data analyzed were consistent with the themes that emerged, and no discrepant case was identified.

I will discuss the findings in the results section. I will discuss the findings for each Research Question, the themes that emerged from the data for the Research Questions and synthesize the findings as it relates to the problem of the study, the Research Questions, the literature review, and the conceptual framework.

Summary of Findings

This qualitative study was centered around investigating teachers' perspectives of reading PD and research-based reading strategies observed to support student learning in Title I reading classrooms and whether these research-based reading strategies aligned with the reading pedagogical strategies presented in PD and reading pedagogical strategies implemented in the classroom. In order to ascertain this, the data collection for

this study included a demographic survey, participant interviews, classroom observations, and a review of archival documents consisting of lesson plans and campus common planning agendas which contained some plans for reading PD. Merriam (2009) explained that in analyzing data collected in qualitative research, the researcher is able to bring meaning to the data collected. Furthermore, Guskey's recommendations for PD implementation can be a driving force in addressing the participants' request as gathered from the data. Hence, the data analysis in this study presented themes that support the need for PD geared at building teacher's expertise on reading pedagogical strategies as wells as providing support to the teachers as they implement the new strategies.

There were eight themes that emerged from analysis of the data which focused on the concern over lack of alignment with PD practices and instructional practices at the campus level for Title 1 reading teachers in five different Title 1 elementary schools. Rich, thick data was analyzed and the perspectives of 10 teachers within the DSD was highlighted in the themes that emerged. Martin, Kragler, Quatroche, and Bauserman (2019) discussed the importance of having the input of the teachers in deciding PD content. The problem that prompted this study was the concern over student's consistent low performance in reading. I believe that one way to address this problem is through the use of PD focused on teachers' needs and ways to support teachers, as is suggested by the themes.

Through the data analysis and review of Guskey's Five levels of PD implementation, it was evident that it would be beneficial to evaluate PD implementation in the DSD. Despite the PD efforts of the district, the data analysis still shows a need in

PD that can support the teachers in implementing research-based reading pedagogical strategies to increase the performance of students on standardized tests in Title 1 schools. Goodnight et al. (2020) voiced that teachers' expertise can be enhanced by providing PD that can help teachers support their struggling students. Supporting the teachers in implementing strategies for struggling students such as research-based reading pedagogical strategies is one area of concern that drives this study and is also an area of concern among the teachers as the results of this study indicate. As a result, this study used Guskey's Five levels of PD implementation to identify specific areas where each level of PD implementation can be improved for the school district.

Research Question one focused on level one and five of Guskey's level of PD. The data gathered from these two Research Questions provide insight into the teachers' perspective of PD they received that supported student learning outcomes. Guskey explains that PD needs to impact student learning and the participants in the PD must be engaged in optimal professional learning activities that assesses their perspectives of the design and delivery of the PD. "Principals and school leaders who have achieved success have allowed teachers to have a voice, take control, or lead professional development that is meaningful to their school context" (as cited in Martin et al., 2019, p. 181). From Research Question participants responses, I was able to ascertain that the teachers wanted support to implement a systematic approach to teaching research-based reading strategies within their classroom.

Research Question two focused on new practices that teachers feel need to be implemented to propel their classroom forward and better prepare their students. I believe

that once the teachers fully understand the curriculum, they can be more informed about what practices they need to implement and what support they need to implement the practices. Furthermore, providing the teachers with PD on the different areas that resonated from the data, such as support with implementing research-based strategies, will build their expertise and confidence in providing quality instruction to their students. Gutierez (2019) explained that PD design for the enhancement of teachers and students helps to yield maximum benefit to both stakeholders. Ultimately, using the data provided by the participants supports that student learning outcomes will be strengthened and in particular students' reading proficiency may improve.

Research Question three was focused on the last two levels of PD implementation proposed by Guskey. These two levels are concerned with the teachers' knowledge and skills and PD activities. From the data, the themes that emerged showed that the teachers want to enhance their knowledge and skills. Teachers reported they want PD that is geared at keeping them informed on what students need and building their content knowledge and skill base to be well prepared in the classroom. The themes that emerged from the data highlight specific practices, such as small group instruction and direct instruction, that can be addressed through well designed PD activities. Researchers such as Dean et al. (2016), Stewart and Matthews (2015), and Peppers (2015) all discussed the benefit of PD activities that build teachers' expertise and support them as they transition in their instructional practice. This Research Question provided data that are closely linked to what the teachers' perspectives are regarding their need in enhancing their knowledge and skills and shows some need for the use of Guskey's levels of

implementation to ensure success. I believe that using the five levels of implementation will help to address the concerns outlined by the teachers through the interview and observation data.

Needed Organizational Support is the third level of PD implementation discussed by Guskey and is addressed through Research Question number four. Organization support can be administrative or instructional. These two types of support can work together to provide a well-rounded positive experience for the teacher. At this level of PD implementation, the teacher receives maximum technical support from the district and administrative team at their respective campuses. Guskey (2014) explained that at this level, the stakeholders decide in what areas teachers need support. The information gathered from these data will be used to ensure the teachers receive the PD needed as well as the support to implement the new practices (Guskey, 2014). Technical support following PD can minimize poorly implemented instructional practices. The support from another individual works as an accountability and fidelity mechanism to sustain implementation of the new practice.

The final question from the research was addressed through the triangulation of the data. Question number five was focused on several of Guskey's five levels. Question five was geared at eliciting information on the need for organizational support as well the PD activities that are planned. In their research, Gutierez (2019), Riccards (2012), and Scarparolo and Hammond (2018) all discussed the need for PD to be planned and focused on content teacher needs with administrative assistance. The themes from this Research Question were evident within these data collected from other Research Questions.

Looking at all the Research Questions and themes, I determined that attention needed to focus on the systemic Reading PD provided for teachers in Elementary Title I schools.

The evidence of compliance and implementation with fidelity of the practices presented in different PD sessions, shows that teachers are willing to buy-in to whatever is presented in their PD sessions. Protheroe (2008) wrote a report on the effect of fidelity and explained that when an initiative is initiated with fidelity the result desired have a greater likelihood of being achieved. Therefore, the proposed project will have the potential to benefit all stakeholders as it will be important that it is implemented with fidelity. This project is based on the data collected from the participants. Here is my project recommendation that is derived from my data analysis of the five Research Questions.

Project Deliverable

In Section 3 I will describe a project which is derived from the findings of the research and the review of literature geared at suggesting PD for the district and the campuses. The overall need reported by the participants was for more organizational support from the district in the technical and academic areas. Specifically, participants suggested areas of concern for each level of PD as described by Guskey in the five levels of PD implementation. Participants expressed a need for more help in enhancing desired student learning outcomes through a systematic approach to teaching reading coupled with district and technical support. They also reported a need for more support in implementing new practices through PD focused on teachers' needs and PD activities that enhance their knowledge and skills. An adaptation of Guskey's Five Level of PD

Implementation could help to guide all PD practices implemented by the district and campuses as well as enhance teachers' knowledge which will ultimately impact students' learning and reading proficiency.

I conducted a review of the district PD plans dated 2010 to 2015 and found that they had outlined the specific areas of concern for reading and ways to address them. However, due to the lack of availability of any plan after those dates, I ascertained that whatever PD practices that are being used may be ineffective in addressing the concern of PD alignment with practices presented and practices implemented. With the limited data to support PD implementation it is hard to establish effective alignment of PD. There are many published articles on the effects of PD on teacher performance and student achievement. Researchers suggest PD as a primary way to impact change within the classroom and identify improvements in performance (Hargreaves & Elhawary, 2019; Welp, Johnson, Nguyen, & Perry, 2018). Ensuring that PD addresses teachers needs is one way of ensuring the effectiveness of the PD being presented (Covay, Minor, Desimone, Caines Lee, & Hochberg, 2016). Therefore, I have decided that a 3-day PD would be effective in addressing the concerns reported by the teachers. Guskey's Five Levels of PD Implementation and evaluation will be used to develop the PD evaluation plan. Guskey's PD plan addresses students' and teachers' need as well as ways to follow through and support participants. Section 3 will detail the 3-day PD and literature review focused on addressing the data findings.

Section 3: The Project

Introduction

In this research study, I focused on the problem of PD that is ineffective in supporting teachers in teaching reading despite the district personnel efforts to provide pertinent PD to the teachers at the target elementary school sites that participated in this research. I conducted interviews and observations of 10 Title 1 third-grade reading teachers and elicited their perspectives on PD and reading strategies. I found that teachers reported negative perspectives toward the level of support they received and believed the PD provided to be misaligned with the needs in the classroom. The participants specified that they could benefit from more district instructional and technical support related to learning gained in PD, providing input on PD content, participating in systematic PD on teaching reading, and being provided with opportunities to observe and collaborate with other Reading teachers around new PD knowledge and skills. In designing this PD project, I evaluated the content and the design to ensure teacher engagement (Moss & Brookhart, 2015). Based on the findings in Section 2, I have designed a 3-day PD plan focused on research-based reading strategies and direct instruction using an effective PD format.

The 3-day PD plan will incorporate all components of effective PD to address the needs of the teacher participants from Title 1 schools in the DSD. The PD participants will be third-grade reading teachers from the Title 1 schools who agreed to participate in the study. The PD implementation and evaluation must be consistent and structured to be efficacious. Hence, the content of the PD is in response to the lack of alignment of

research-based strategies presented in PD and those implemented by teachers in the reading classrooms. The areas outlined in this 3-day PD stem directly from the themes that emerged from the data analysis. However, future PD content can be gathered through teacher questionnaires and surveys so as to continue providing the teachers with needs-based PD continuously and consistently.

In this section, I will present the description and goals of the 3-day PD proposed and the rationale for choosing this plan. This section includes a literature review that focuses on planning and implementing PD that can positively affect teacher knowledge and practices to support student success in reading. Furthermore, I will discuss the PD description, PD evaluation plan, and PD implications. The completed 3-day PD plan can be found in Appendix A.

Description and Goals

The project, a 3-day PD curriculum that includes materials called *Train for Success,* addresses two areas of needs for the teachers in Title 1 schools. The data analyzed showed that teachers perspectives are they needed more PD based on their needs, as well as support to implement the PD content. I believe that PD on curriculum and material is an appropriate approach to addressing the phenomenon in DSD because it allows me to present a possible solution to the stakeholders of the district that they can use to address the concerns. The project is designed to embody an effective PD approach while addressing the area of concern in reading achievement. This 3-day PD can be used as the model for future PD initiatives.

Thus, the project, *Train for Success*, will provide teachers with a 3-day PD that presents specific research-based strategies, model direct instruction, allow opportunity for collaboration, provide support and mentoring and elicit teacher feedback. I have designed some goals for the proposed PD model and implementation centered around the themes that emerged from the findings. The following goals will be supporting the alignment of reading pedagogical studies presented in Title 1 schools PD and the reading pedagogical studies implemented within the classroom:

Goal 1: Participants will observe the implementation of direct instruction model by a master teacher and provide feedback about the lesson observed.

Goal 2: Participants will collaborate with a master teacher to plan a lesson, demonstrate the lesson and provide critique to peers on lesson.

Goal 3: Participants will write a lesson plan using one of the research-based reading strategies presented in the PD, incorporating a direct instruction approach.

Goal 4: Participants will provide feedback on PD implementation and analyze the PD process.

These goals will support the campus personnel in achieving alignment between what is presented in PD and what is implemented in the reading classroom.

Rationale

I conducted a case study to discern the teacher's perspective of the PD presented as well as the effect of the PD on their teaching practices and student's success. Three of the themes that emerged from the study that will be addressed in the 3-day PD study are (a) opportunity to collaborate, (b) needs focused PD and, (c) organizational support.

Therefore, the 3-day PD proposed in this project presents an avenue to provide training

focused a specific area of need for the teachers in Title 1 schools. Through this training

the teachers will observe direct instruction of a specific research-based strategy. The PD

will be presented to the teachers as an approach to addressing the lack of alignment

between Reading PD presented and research-based reading pedagogical strategies

implemented in the third-grade Title 1 classes in DSD. Bates and Morgan (2018) explain

that PD should positively influence teacher knowledge and practice and student learning.

The five Research Questions that guided this study are:

RQ1. What are ELA teacher perspectives of how the research-based reading

practices content delivered in district and campus level PD has supported student-

learning outcomes in Title I schools?

RQ2. What are ELA teacher perspectives of district and campus level PD with

respect to supporting their new knowledge, skills, and content development

related to teaching reading in Title I elementary schools?

RQ3. Based on classroom observation, how does ELA teacher instruction align

with the district and campus PD skills introduced in the district PD?

RQ4. What organizational support do ELA teachers perceive they need to further

their knowledge and skills related to research-based reading practices to improve

student learning in Title I elementary schools?

RQ5. Based on the archival data, how do archived district and campus PD

documents align with ELA teacher's perspectives and observed classroom

practices in Title I elementary schools?

The data collected contained teachers' perspectives pertaining to what they believe they need to enhance their expertise as well as strengthen the success of their students. The findings suggest that some improvement in the design and content of PD can positively address the teachers' concerns related to the support they believe they need. The conceptual framework that is guiding this study is based on Guskey's Five Levels of PD Implementation. I will present findings of similar PD models that incorporate all components suggested by Guskey (2014). I will explain all the areas of PD that must be addressed for the PD to be successful. I will also present suggestions on how each of these areas of PD can be developed in planning PD for the DSD. The success of the PD and future trainings is dependent on the full and unwavering support of the school district and all stakeholders.

Review of the Literature

The literature review outlined includes the analysis of peer-reviewed research articles about PD implementation and evaluation with specific focus on addressing the themes that emerged from the data collected from the participants. A proposed PD model that addresses PD implementation and evaluation can provide support for the teachers and help the District leadership staff achieve alignment between PD practices and research-based strategies implemented in the classroom, which can affect student learning outcome while building teachers content knowledge. Guskey's Five Levels of PD implementation served as the conceptual framework for this study and will continue to guide the recommendations that are presented in the project. The recommendations made in this 3-day PD are possible solutions to address the concern of the lack of

alignment between District PD and research-based strategies implemented in the classroom, as well as, ways to provide support to the teachers.

The findings of this study showed that teachers want more campus and district support in implementing new practices, input in PD topics, opportunities to collaborate and observe other teachers, and PD focused on teaching research-based reading strategies. All these areas of concern reported by teachers can be addressed through PD implementation and evaluation. Therefore, a review of different approaches to PD implementation that have been proven effective, as well as, a structured way to evaluate PD sessions is reviewed as part of the literature that informs this proposed 3-day PD project. The literature search included key words such as *effective PD models, PD implementation models, PD for reading teachers, PD in Title 1 schools, PD evaluation, change models, teacher development, differentiated PD and effective modeling*. The literature review was conducted within in the Walden University library databases and EBSCOhost database. The data bases included Academic Research Complete, ProQuest Central, Sage Premier and Eric. In the literature search, I focused on journal articles within the last 5 years.

It is an annual practice for school district staff to provide PD for teachers to attend during the summer before students return to schools. There is also a plethora of research that has been presented that provides data that has discredited the effectiveness of PD that is presented as a onetime initiative presented with no follow up or plan for implementation in the classroom (Scarparolo & Hammond, 2018). Providing PD that is isolated from the classroom with the expectation that the participants will return to their

classrooms and present PD content is a fallacy. The purpose of PD as described by Bates

and Morgan is to "positively influence teacher knowledge and practice and, in turn,

student learning" (Bates & Morgan, 2018, p. 623). PD should be designed and

implemented so that it changes the beliefs, knowledge, and practices that the teachers

implement in their classrooms (Carlisle & Berebitsky, 2011; Guskey, 2002). Thus, the 3-

day PD is designed so as to facilitate that teachers are equipped with knowledge and

skills to strengthen students' instruction and learning and have support to do so. There are

several PD models that have been used before and proven effective in bringing about

changes within the classroom and student performance.

Effective PD Elements

A review of the literature surrounding effective PD produced several models of

PD. Each model had a list of specific steps for PD that have been constructed to support

success and learning. Researchers have reported that when PD is effective, it is because it

was created with an understanding of how adults learn (Stewart & Matthews, 2015).

Furthermore, PD that is relevant to teacher's content knowledge will have a positive

influence on students' outcomes, enhance teacher practice and promote personal growth

for the teacher. Table 3 reflects the PD format implemented by four different researchers

that have proven effective in supporting PD implementation and evaluation.

Table 3

List of Proposed Effective PD Models With Author and Year

PD format	Author/year	PD steps
Effective Teacher PD Format	(Darling-Hammond, Hyler, & Gardner 2017)	1. Content Focused 2. Incorporate Active Learning 3. Engage teachers in collaboration 4. Use models and/or modeling 5. Provide coaching and Expert support 6. Include opportunities for feedback and reflection 7. Sustained Duration
Evidenced-based PD Format	(Scarparolo, & Hammond, 2018)	1. Information 2. Tailoring/Targeting the PD 3. Professional development 4. Observation 5. Coaching
An Innovation Teacher PD Format	(Ufnar, & Shepherd, 2019)	1. Discipline content knowledge 2. Pedagogical content 3. Inquiry strategies 4. Collaboration 5. Teacher renewal
PD Format for Primary School Teachers	(Ekinci, & Acar, 2019)	1. Planning 2. Goal setting 3. Feeling a need 4. Evaluation 5. Process of Development

Note. Table compiled by Augustine, D. (2020).

Evidence-based professional development. Scarparolo and Hammond (2018)

outlined five components of another PD model that has proven to be effective in

supporting the growth of teachers' skills and knowledge. The five steps are:

1. Information – Use surveys and questionnaires to gather information about the

    teachers' beliefs, attitudes, and practices. Review school data.

2. Tailoring/Targeting the PD – Use the information gathered to design the specific PD based on teachers' needs.

3. Professional Development – Provide the PD designed based on needs.

4. Observation – Visit classroom and observe, gathering data to record teachers' instructional practices.

5. Coaching – Literacy coaching provided by an expert in the PD content area.

These five components from Scarparolo and Hammond's PD model overlaps with the seven components discussed from Darling-Hammond et al.'s model. Scarparolo and Hammond (2018) used this model to train teachers how to implement an explicit/direct approach to teaching beginning literacy. At the end of the PD sessions, the teachers reported feeling equipped to teach the content and saw the process as beneficial to their success (Scarparolo & Hammond, 2018). Houck and Novak (2017) explained that ongoing training and support is necessary when implementing new practices. Both groups of researchers suggested the use of ongoing support for PD participants in the form of coaching and mentoring the teachers as they implement PD content (Houck & Novak, 2017; Scarparolo & Hammond, 2018). In providing ongoing support, the participants can be visited by experts in the area of study. Participants can also be afforded opportunities to observe and collaborate with other PD participants. In their research, Scarparolo and Hammond (2018) described a successful PD model and attribute part of the success to the amount of support and coaching the teachers received as they implemented the new practice.

An innovative teacher professional development model. More recently, PD models that have been implemented by other researchers in their studies outlined five components which focused on the stages of developing understanding related to adult learning. Ufnar and Shepherd (2019) described their five components in terms of knowledge development. The five steps are:

1. Discipline content knowledge

2. Pedagogical content

3. Inquiry strategies

4. Collaboration

5. Teacher renewal

The findings of their study were that teachers reported gains in pedagogical content knowledge and renewal of teaching (Ufnar & Shepherd, 2019). The teachers explained that after the PD sessions they felt renewed as teachers and ready to implement the PD content. The five PD steps described are all based on some level of knowledge development for the participants. This particular model focuses on enhancing teacher content knowledge. However, there are other PD models that focus on different areas of teacher development.

Professional development model for primary school teachers. Another PD format that has been used is described by Ekinci and Acar (2019). They explained five stages for an effective PD model as:

1. Feeling a need - Participants identify an area that they feel they need to improve in or an area of concern that they have.

2. Goal setting – Determine the target that will meet the needs of the participants.

3. Planning – Identify the what the PD is going to be on, when is the best time to implement and how to implement for maximum benefit to participants.

4. Process of development – Make the process relevant to the all stakeholders by allowing teacher input.

5. Evaluation – Look at how the PD addressed the need, also evaluate the process of the PD from beginning to end.

These steps were developed based on a research conducted by Ekinci and Acar (2019) in which they gathered data from 20 primary school teachers about their opinion on PD. The results of the study showed that utilizing an effective PD format can help to support the development of teachers. Each of these stages require close attention and focus on the intent of the PD and the proposed outcomes. The stages are continuous and are expected to function as a continuous cycle. These four formats have all proven successful in presenting PD that influences change. In these four PD formats, the researchers all advocate for specific practices to be in place to constitute effective PD. While the specific components are not named the same, an in-depth review of each stage and what is expected at each stage shows that all four formats have similar steps. These following four steps should be used when planning and implementing PD to help ensure the PD is effective; (a) PD should focus on content or needs that are determined by the participants, (b) PD should be an opportunity for teachers to collaborate with each other, (c) PD Participants must be afforded some form of coaching and support and, (d) PD

must be evaluated for effectiveness in affecting change. These four steps recommended by researchers can certify maximum influence of PD for the all the stakeholders.

Effective PD Formats

Effective PD formats follow specific steps that have been successful in PD implementation. Additionally, it is important that stakeholders who are charged with deciding what avenue is to be used to present PD to their teachers are informed about best practices for PD which have proven to be effective for reading teachers, specifically those in Title 1 schools. PLCs and coaching cycles are two models through which PD can be delivered. One strategy that could be incorporated with the PLC and coaching cycles is the use of learning walks. Teachers sometimes become stagnant as far as practices they incorporate within the classroom. A study conducted by Havice, Havice, Waugaman, and Walker (2018) reported that PD can help to promote teacher skills through networking and enhancement of self-efficacy. Havice et al. (2018) explained networking as an opportunity for the teachers to collaborate about their practices. Allowing teachers to visit with other teachers through coaching and learning walks can provide the teacher participants exposure to other approaches in teaching.

Learning walks. A learning walk is an opportunity for teachers to visit with each other and observe different classroom practices being implemented. Houck and Novak (2017) explained the benefits of teachers having an opportunity to observe other teachers in practice. A learning walk is nonjudgmental and geared at collecting data about specific teaching practices (Houck & Novak, 2017). Ginsberg, Bahena, Kertz, and Jones (2018) also promoted the use of learning walks coupled with lesson studies to enhance students'

academic success. In their research, Ginsberg et al. (2018) explained how they used learning walks to collect data that were later used during collaboration among teachers. An analysis of the data collected was instrumental in deciding what was working and possible next steps for the school personnel involved. The teachers reported that their expertise was developed through collaboration about the learning walks. Furthermore, the students felt their knowledge of the skill presented was adequate for them to incorporate during reading to experience success. Therefore, it is imperative that teachers get an opportunity to collaborate with other teachers in different settings.

Professional Learning Communities. Another PD format that is effective in supporting the development of teacher knowledge and skills to improve student learning is the use of PLCs. Through PLCs teachers collaborate with other teachers within their school and share ideas and practices. Stahl (2015) explained that PLCs promote change and are widely used because they often don't require additional resources, can be conducted within the school day and allow for small groups of teachers to work together. Ohlson and Donis-Keller (2017) reported a positive effect of PLCs on teacher retention and student success. They explained that teachers enjoyed engaging in discourse with their peers about their school data. Furthermore, teachers reported their experience in the PLCs to have a positive impact on their classroom practices (Ohlson & Donis-Keller, 2017). Being able to collaborate with other teachers about practices implemented in the classroom provides a chance for teachers to learn from each other.

Coaching cycles. Another approach that can be used to present PD that has been used in the educational arena is the use of coaching cycles. Coaching cycles have proven

successful in supporting teacher and improving students' success levels. Coaching cycles

have been described as an in-service PD program where coaches or peers observe each

other during instruction and provide feedback to foster individuals' improvement (Kraft,

Blazar, & Hogan, 2018). In observing each other and providing feedback, teachers will

develop their craft of teaching and develop their content knowledge on specific skills or

strategies observed. Ernest and Strichik (2018) explained that coaches should serve as

support for the teachers and administrators. Through coaching cycles, the teachers build

their capacity by using their own assets to enhance existing abilities and develop new

skills (Czajka & McConnell, 2016; Ernest & Strichik, 2018). Coaching provides support

and mentoring for the participants. Therefore, using coaching when implementing new

practices, such as research-based strategies, can make the process more manageable.

Research-based Reading Strategies

In the reading classroom, the primary focus is to provide intense and intentional

reading instruction to students to ensure they are equipped with the necessary skills to be

successful in school while becoming college and career ready. Over the years, researchers

such as Allington (2013), Harvey and Goudvis (2013), and Marzano (2016) have all

published books focused on reading instruction and present strategies that teachers can

use in the classroom. All three of these authors discuss different reading strategies that

have been used to build students' proficiency so they can experience success in reading.

Research-based strategies are strategies that support students in reading comprehension

and show a high level of success in student reading proficiency when mastered (Dean &

Marzano, 2012). These strategies have been deemed as effective in enhancing students'

abilities in reading. Iwai (2016) explained that teachers must implement effective

strategies to teach their students well. Harvey's Goudvis' six effective research-based

reading strategies that have been used with low performing students in Title 1 schools

include:

- Monitor comprehension

- Activate and connect to background knowledge

- Ask questions

- Infer and visualize meaning

- Determine importance

- Synthesize and summarize

Using these strategies help students learn how to interact with text and gain maximum

understanding from what they read.

Monitor comprehension. Harvey and Goudvis (2013) explained that in

monitoring comprehension it is important to understand what is read. Harvey and

Goudvis (2013) suggested a list of skills that must be incorporated during reading to

support comprehension. These skills require the reader to listen to their inner voice,

notice when meaning breaks down, annotate text as they read, talk about text before,

during and after reading and employ strategies to help correct misunderstandings. It is

essential to understand that comprehension monitoring refers to the ability to evaluate the

adequacy of one's understanding for speech or written text (Yeomans-Maldonado, 2017).

Reading without comprehension is futile for the students because reading in the

educational arena is completed for a specific purpose. Most reading completed in the

classrooms is to read and understand so as to complete a task or for enjoyment of a story. If the student does not understand what they read then their ability to complete the assigned reading task is diminished and they will not be successful (Droop, Van Elsäcker, Voeten, & Verhoeven, 2016). Consequently, it is imperative that students monitor their comprehension and incorporate other strategies when reading.

      Activate and connect to background knowledge. Another strategy that students can incorporate when reading is activating and connecting to background information. This is a strategy that allows the reader to recall what they know about the topic. Through this strategy the reader can activate their background on the topic and prepare to make connections with the new information. One way to activate and connect to background knowledge is by previewing the book and making predictions about what they are about to read (Käsper, Uibu, & Mikk, 2018). Making predictions is one of the earliest strategies that students engage in before and during reading. This strategy is typically used for students in Prekindergarten through 2nd grade. However, it can be incorporated in higher grade levels for struggling readers. The use of predicting in reading is helpful to students as they prepare their minds for the information presented in the text. When students make predictions before and during reading it allows their brains to analyze the information and better understand it.

      Harvey and Goudvis (2013) suggested that in activating and connecting to background knowledge, the reader must reflect on their experience by activating their schema to read strategically. Hayden, Lorch, Milich, Cosoreanu, and Van Neste, (2018) explained that students who engage in predicting before and during the reading of the text

were better prepared to engage in discussion about the text, and they also showed a higher level of comprehension of what they read. The end result of reading is understanding. Therefore, it is important that students are aware of their own thinking and realize when they are confused. Saiful1, Jabu, and Atmowardoyo, (2019) described the importance of predicting, calling the strategy a metacognitive approach that helped the reader clarify their misunderstandings and build new knowledge. Iwai (2016) contended that metacognition is essential in developing a student's ability to monitor their own learning process. Using metacognition to prepare the brain is essential to understanding when reading.

Ask Questions. Allowing students to ask questions is a strategy that can assist students in helping them learn about their surroundings. Likewise, in reading when a reader questions the author, the ideas, and the information, it helps to support comprehension of big ideas (Harvey & Goudvis, 2013). Iwai (2016) described questioning as one type of metacognitive reading strategy. Metacognition is described as thinking about your thinking (Anderson, & Perlis, 2009). In thinking about your thinking, the reader must pay attention to the information presented in the text while focusing on their own thinking. When focused on their own thinking, the reader will be able to realize when they are confused and then ask themselves questions to clarify comprehension.

Reynolds and Goodwin (2016) explained that in providing students with scaffolding as needed through questioning, the teacher could help students increase their own comprehension of grade-level text. Teachers' use of questioning can occur anytime when students are engaged in reading. Students should be encouraged and taught to ask

questions before reading the text, during reading and after reading. When students read and ask themselves questions, they must also monitor for comprehension so that they can identify the answers to their questions as they read (Harvey & Gouvdis, 2013). The students' self-questioning and answering of questions fosters comprehension. Use transition sentences at the end of each paragraph to knit the paper together.

Infer and visualize meaning. Inferring and visualizing when reading are two strategies that can be incorporated individually or together to build meaning. Harvey and Goudvis (2013) explained inferring as using information from the text partnered with the reader's experience to develop new information. Visualizing is described as creating an image in the mind to represent details in the text while reading. Both strategies support comprehension. The ability to make inferences is essential for comprehending oral and written discourse (Westby, 2019). Visualizing while reading allows the reader to create visual images based on the text details (Harvey & Goudvis, 2013). The visualization created by the reader represents the student's level of understanding. Harvey and Goudvis (2013) explained that visualizing also entails hearing, tasting, smelling, and feeling the words and ideas. This level of connection with words brings reading to life and promotes success for the students. Furthermore, making connections keeps the reader engaged so they are able to identify important information.

Determine importance. When students read, they incorporate many skills and strategies to help them to be successful and experience some fulfilment from the reading experience (Käsper, et al., 2018). In the school setting, students read to complete an assigned task. The ability to complete the task is contingent on some level of

understanding of what was read. Determining importance is fundamental to being able to complete different reading task. Harvey and Goudvis (2013) explained that the reader must be able to analyze the information and determine what the author presented as most important from the entire text. The important information is the main idea, which is different from the interesting information. Stevens, Park, and Vaughn, (2019) discussed that identifying the main idea can help the reader glean a full understanding of the text. In determining important details in the text, Harvey and Goudvis (2013) also recommended the use of coding the text and making notes on the sides of the text to help track understanding. Tracking understanding can assist with higher levels of analyzing and comprehension. Readers determine what is important in the text and then synthesize that information and develop a good summary of the text.

Synthesize and summarize. Summarizing is a learning strategy by which students find important information in a text and combine it into a short, coherent text (Pirc & Pečjak, 2018). Stevens et al. (2019) explained that while finding the main idea of a text and writing a summary are complex tasks that readers must master, both strategies are effective in supporting comprehension of the text being read. Stevens et al. (2019) discussed the importance of being able to incorporate these strategies during reading for success in different standards-based assessments. Being able to summarize text is evidence of understanding what was read. In summarizing the reader must be able to decipher what is important and merge the details together to present a shorter version of what is read. The strategy of summarizing used with synthesizing supports the reader to engage with the text and become more aware of what has been read.

Therefore, being able to synthesize information read with background knowledge is evidence of a higher level of comprehension. Harvey and Goudvis (2013) explained that when students synthesize information, they "merge what is known with the new information to form a new idea, perspective, or insight, generate knowledge," (p. 9). Mastery of this strategy is an indicator of the student's level of reading and comprehension; it is a reading habit of proficient readers. Over time and with practice, synthesizing and summarizing becomes easy for the students and a part of their interaction with text.

These research-based reading strategies can be incorporated individually or combined. While each strategy is designed to support comprehension in different ways, all six can be combined and work well together to monitor and support understanding. When planning for the presentation of these strategies within a PD format, it is important to understand the participants and their learning experiences to better prepare the PD for their advantage. In this case, the participants are adults and using the right approach to present PD to them is vital to a successful presentation.

Adult Learning Theories

Executing a PD model within the school system requires consideration of the participants. Adult learners are not always prone to participate in activities unless they see a benefit to them (McGrath, 2009). One widely used adult learning theory is andragogy, an adult learning theory, particularly as identified by Knowles (1984), and its counterpart, the instruction of adult learners Angus Bartle, and Greenbaum, 2003, McGrath (2009) explained that andragogy has five key areas:

1. Adults must know the learning objective

2. Learners need to have high self-esteem

3. The learner has a bank of knowledge

4. Learners must be motivated

5. There must be a safe environment for learning.

Using the concept of adult learning in planning PD will help to promote the PD content because the PD will address the different areas that are of interest to adult learners. These five components will help to promote a safe environment for learning as well as buy-in from the participants. These components allow the participants to realize their own importance and contribute to the process of PD implementation through participation. Addressing these components when planning PD will help to encourage teachers to participate and be active in the PD sessions. Teacher buy-in when moving towards change is essential to a successful transition to new practices.

Implementing Change in Education

In analyzing the necessary areas that must be evaluated to address the concerns of the teachers in Title 1 schools in DSD, it is evident that the proposed 3-day PD project will in fact initiate changes in the content and implementation of PD as well as the practices implemented in the classroom. Favre and Knight (2016) explained that change can be fostered through the strength, design, and successful implementation of the new initiative. In this case, the 3-day PD design and implementation that is based on a successful model will help usher in a smooth transition to the desired outcome. Successful implementation of change is dependent on the ability of teacher educators

within the PD program to facilitate a focus on the critical elements of the teaching

innovations being taught (Favre & Knight, 2016). Favre and Knight (2016) believed that

teachers' self-efficacy plays an important role in their willingness to approach changes

within their practice.

Niklasson (2017) stated that change is imperative. Educators are tasked with

preparing students for the 21st century, which requires some adjustments in the manner in

which classrooms instruction is executed. Niklasson (2017) evaluated the importance and

responsibilities of the principals in fostering change within the schools. The researcher

stated that principals should be the foundation for the PD designed to implement the

changes in practice as they are leaders in the building and leadership is important

(Niklasson, 2017). Savage and Pollard, (2016) believed that for change to be effective,

there must be a shared vision within the personnel in the schools. Change can happen

when all the participants agree on certain implementation milestones to be accomplished

over time (Savage & Pollard, 2016). Change can be considered a necessary process for

growth that can positively affect a school's progress.

Implementing new endeavors comes with challenges (Dress, 2016). Hence, it is

vital that the stakeholders responsible for the implementation of the PD and advocating

for change in the form of new practices be mindful of different aspects of change. The

stakeholders must also be cognizant of how they can ensure the process is smooth and

well received to guarantee maximum benefit to all. Implementing change in education

requires the support of all stakeholders. The proposed project in this study describes a

suggested endeavor to help implement some changes in current practices.

Project Description

The proposed project will be a 3-day face to face PD, entitled *Train for Success*, that is geared at enhancing teachers' expertise in direct instruction of specific research-based reading strategies. It is also designed to build teachers' content knowledge through coaching and mentoring. Through the PD the teachers will observe direct instruction of research-based strategies, collaborate with colleagues, and receive immediate feedback from coach mentors after teaching a lesson.

Each teacher participant will be assigned a coach as a mentor to model reading strategies, observe their lesson implementation and provide feedback. Teachers will participate in reading PLCs as part of their collaboration. The reading PLC will serve as a community for the teachers to ask questions, make suggestions and share ideas about research-based strategies implemented in the classroom. As a result, the objectives for the PLC meetings are (a) identify PLC components that are used at their campus and those that need to be implemented, (b) create a plan for strengthening the PLC practices within their individual campuses, (c) analyze schoolwide student data, (d) develop lesson plans, and (e) discern learning needs for the individual students. PLCs have been proved as an effective tool to foster collaboration among teachers about practices they implement within their classrooms as well as areas of weakness that they feel they need to work on (Antinluoma, Ilomäki, Lahti-Nuuttila, & Toom, 2018). To foster the work of the PLC, I will support the members in reviewing and analyzing the campus data from the most recent assessment to identify possible areas where they can be supported for improvement. I will encourage the participants to bring their data from their reading

assessment and there will be a guided discussion during the PD, using reflective questions provided, and possible areas of needs and how to address those areas.

Potential Resources and Existing Support

The resources for this PD include existing supports such as the district-based reading specialist and the campus-based reading coaches. The district coaches will serve as the facilitators of the PD as they are the experts in the field of reading and can effectively model the research-based reading strategies. The campus-based reading coaches will participate in the sessions along with the teachers from their campuses and serve as the immediate support at the school level. Reading coaches are tasked with mentoring and supporting teachers as well as student data at the school level. Thus, they understand the necessary instructional shift that is required to promote student achievement and mastery in reading. Each campus administration participating in the PD will be responsible to provide support materials and any other resources needed for their personnel. Support materials needed include materials which are typically obtained as part of the normal PD process for each campus.

The support materials that will be needed for the PD include access to the internet, copy machine, copy paper, stationary, chart paper, pocket folders, notepads, audiovisual presentation devices, PD handouts, and a training room. School administrators can volunteer a room at their schools for the training or the district personnel can provide a district training room. Each teacher will need access to the internet which will be available at the chosen sites. Additionally, the teachers will have the use of the laptops provided to each them by the school district.

Potential Barriers and Solutions

Implementing an initiative like the one proposed in this doctoral project study requires the full cooperation of all the stakeholders. Considering the current state of the district with all the budgetary restrictions, reduction of financial support from the State and the rise of charter schools, proposed changes could be met with many challenges. These challenges can be seen as barriers to the proposal of any new initiative.

One barrier will be the need for experts in the field to monitor and support implementing the plan effectively and in a timely manner. Each of the five schools participating in the PD will need to have one master teacher to monitor campus implementation and provide technical support following the PD. The reading department has been downsizing for the past 5 years. A possible solution to the lack of personnel could be to ask principals for recommendations of expert school-based coaches and/or master teachers to help facilitate the PD. The teachers recommended by the principals would serve as support along with the campus coaches to help the teachers implement the PD content.

Another barrier that may evolve is the financial aspect of the proposed PD. The recommendation is for the sessions to be presented prior to the beginning of the school year and at different vacation times to help provide options for staff attendance. In addition, the campus participants will be encouraged to attend as a team to ensure the validity of the design and implementation. If the sessions are conducted during vacation time, then the district personnel from the PD department can award the teacher participants PD points that can be used towards their recertification. The district policy is

to offer stipends for teachers who attend summer PD. This practice can continue and be extended to additional sessions at specific times. Additionally the district staff can offer PD credit for hours attending the Reading PD to all participants. While offering PD hours will serve as an incentive to attend, the hours may also be used for recertification.

Teachers are not always susceptible to change and often prefer adhering to what they believe they know. However, the proposed PD is in response to the teachers' requests therefore, it is more likely that they will be motivated to attend and participate in the PD. Additionally, it is possible that the district leaders would be inclined to consider implementing the PD proposed as it has the potential to support change by strengthening teachers' skills and improving knowledge related to Reading instruction. District leaders and teachers are motivated to strengthen the Reading instruction for students in Title 1 schools.

Project Implementation and Timetable

The proposed PD is designed for summer implementation. Two days will be presented during the summer. The first two days sessions will incorporate the modeling of the research-based reading strategies using the direct instruction. The participants will be given opportunities to observe the teaching of a lesson using direct instruction by the facilitator. The last day will be designed as the final stage of PD implementation. During this session, the time will be used to allow the participants to meet as a PLC. The participants will have an opportunity to teach a lesson and gather feedback from their peers. They will also collaborate with the PLC and gather sample lesson plans that they can use in their own classroom when teaching those research-based strategies. My role is

to present the findings of the study and seek the permission the school principals to present the PD to the teachers.

The objectives for the PLC meetings are (a) identify PLC components that are used at their campus and those that need to be implemented and (b) create a plan for strengthening the PLC practices within their individual campuses. The participants of the PLC will debrief and share experiences from the lesson they taught, provide recommendations for future PD, and discuss concerns. If the campus principals accept the PD, the PD would be listed on the district platform for registration. The PD for the 3 days is designed to begin at 8:00 am and conclude at 4:00pm with an hour for lunch. Participants will be responsible for their own lunch. Below is a table showing a proposed schedule for each day.

Table 4

PD Implementation Timetable

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Day	Presenter	Activity
1	PD Facilitator	- Observe a model direct instruction lesson - Take notes during lesson - Collaborate with master teacher about lesson implementation - Critique lesson for improvements
2	PD Facilitator PD Participants	- Write a lesson plan using direct instruction - Collaborate with PLC on lesson plan and implementation - Critique lesson plan and modify as needed
3	PD Facilitator	- Share lesson implementation experience - Collaborate with PLC members to gather sample lessons on other research-based reading strategies.

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Roles and Responsibilities

The PD will be designed to help teachers become knowledgeable about research-based strategies and skills needed to instruct students in reading. My role and responsibility will include helping to facilitate the 3-day PD and provide support during the PLC collaboration sessions. This project will require the participation of all the stakeholder, district personnel, campus administrative team and teachers.

The District personnel will be responsible to provide support in the form of Reading coaches. The role of the Reading coaches will be to provide support to campus level master teachers/reading coaches. The district coaches will collaborate with campus coaches and support them during implementation. The campus-based coaches will be responsible for coaching and mentoring the teachers at their individual schools. The

coaches will monitor the teachers' implementation and provide feedback after the lessons. The teachers' role will be to attend the PD sessions, actively participate by providing their input and execute the PD content with fidelity. The teachers' responsibility will be to execute the reading strategies presented in the PD. The students will be the recipients of the teachers' new knowledge and skills.

Project Evaluation Plan

The evaluation plan for this project will be both formative and summative. Formative evaluation will be in the form of a checklist at the end of each session. This information will be used to determine if any changes need to be made to improve the quality of the PD. The summative evaluation will be completed at the end of the session. This will be in the form of a checklist and questionnaire focused on obtaining teachers' perspectives to evaluate their level of agreement as to whether the goals of the PD were met and to evaluate the effectiveness of the PD format.

Goals 1, 2 and 3 will be evaluated using a checklist (See Appendix A) to be completed by each participant at the end of each day after participating in PD. The PD evaluation checklist for each session has two sections; one section requires the participant to rate their experience while the other section requires them to provide short response answers to the questions. The responses on the checklist will inform the facilitator about the teachers' perspectives of the PD sessions presented and how the content affect their knowledge and skills related to teaching research-based reading strategies using a direct instruction approach. The facilitator can also use the information to make modifications to the PD presented so as to address all the participants' concerns.

Goal 4 will be evaluated using both a checklist and a questionnaire (See Appendix A). The checklist and questionnaire will be completed by each participant after each session the third day of PD. The final evaluation is a five question summative evaluation that requires the participant to write a response to each question. The results from the evaluations of this PD cycle can be used by the school's administrative personnel to make necessary adjustments to the PD sessions while adhering to the different components of PD design. Burke (2017) explained that aligning PD to teacher's knowledge and beliefs can help to enhance the benefit of PD. Using the data provided by the teachers to plan PD for the teachers is a well-intentioned practice that can benefit the campuses involved.

The evaluation goals for the proposed PD are designed to have a positive effect on the PD designed and benefit of the entire PD. Utilizing my proposed 3-day face-to-face PD will assist the district personnel and campus administrative team in addressing the teachers' concerns, influence student success and build teacher expertise. The goals for the proposed PD design are:

Goal 1: Participants will observe the implementation of direct instruction model by a master teacher and provide feedback about the lesson observed.

Goal 2: Participants will collaborate with a master teacher to plan a lesson, demonstrate the lesson and provide critique to peers on lesson.

Goal 3: Participants will write a lesson plan using one of the research-based reading strategies presented in the PD, incorporating a direct instruction approach.

Goal 4: Participants will provide feedback on PD implementation and analyze the PD process.

Through these goals the district personnel can provide the teachers with effective PD in practices that teachers can benefit from.

The key stakeholders that will benefit from this proposed PD project are the campus administrative team, the teacher participants, and the students. The District personnel can also benefit in that they will be able to closely monitor the implementation of a format to PD that may be used throughout the district. The campus administrative team will get an opportunity to monitor their teachers as they build expertise. The teachers will develop their knowledge of Reading research-based strategies and direct instruction that they can use in their classrooms for Reading instruction. The students will benefit from quality instruction used for Reading instruction and on strategies that can help them become proficient readers. Overall, the result of this proposed project has the implication to effect possible changes.

Project Implications

Local Impact

The proposed PD project is designed based on the findings of Section 2 of this research project. In Section 2 an analysis of the data showed that the participants desire PD that is focused on teacher and student needs with campus and district support. Addressing these concerns through 3-day face to face PD can possibly start a practice that can ultimately support the academic achievement of the students and build the teachers' expertise in the instructional practices of different skills (Covay et al., 2016). In their research, they found that there was an increase in teacher knowledge when teachers' prior knowledge was considered in the PD planning. Understanding the needs of teachers as it

pertains to the use of research-based reading strategies within the classroom and how to help them expand their knowledge and skill is vital to successful PD.

Providing PD is one medium that can assist the district personnel in bridging the gap in academic practices and students' achievement levels. Based on the data collected, it is the teachers' perspectives that the lack of alignment with PD practices and instructional practices is a campus level concern for Title 1 reading teachers in the five different Title 1 elementary schools. Therefore, designing PD that is needs-based with teacher input can assist the campuses in resolving teacher concerns and strengthening teachers' skills, thereby possibly increasing students' achievement levels. The findings presented in this paper and the proposed 3-day PD design can benefit all stakeholders and have the potential for positive social change. The performance and competence of teachers, administrators and students will all be positively influenced by the outcome of the proposed PD practice within the schools.

In addition, the benefit of the proposed PD can be far reaching, as it can be extended outside the district. Gargani and Miller (2016) discussed the efforts of education leaders in identifying practices that can be adopted to effect change within other school districts. An implication to social change is the development of teachers who possess the necessary knowledge and skill sets that are needed to support student success in Title 1 schools. These teachers can start a generation of highly qualified, skilled professionals equipped to affect change in the lives of the students they teach.

Conclusion

In Section 3, I discussed the project goals and rationale for choosing a 3-day PD. I presented a literature review related to the eight themes that emerged from the data analysis of the interviews and observations. I discussed how the training would be implemented and the process that will be taken if the proposed PD project is accepted. The recommendations are to plan and present a 3-day PD based on the teacher identified needs, ensure that the PD follows a model that has proven effective, conduct follow up sessions with teachers, and finally, provide feedback and mentoring to the participants of the PD. I also included a description of the goals, project description, project evaluation, and project implications.

In Section 4, I will discuss the projects strengths in building teacher's expertise in research-based reading strategies and influencing change proficiency levels of the students in Title 1 schools. I will also reflect on the development of the proposed project and how my knowledge has developed through the process of developing the project. I will also ponder on what I have learned about leadership and change through my doctoral journey.

Section 4: Reflections and Conclusions

In this section, I outline the project strengths and limitations, and I present

recommendations for alternative approaches. I also reflect on how I developed as a

scholar, and what I learned from my project development and evaluation and leadership

and change. I analyze the importance of the work I did through reflecting on the process I

endured in completing a doctoral study and the learning I experienced over time. I

conclude by discoursing the implications of my study, the applications, and directions for

future research.

The purpose of this study was to investigate teacher perspectives of reading PD

and the alignment of classroom strategies to support student learning in Title I reading

classrooms, and whether these strategies aligned with the reading pedagogical strategies

presented in PD and implemented in the classroom. I analyzed the data collected and

determined that a 3-day PD would help to address the concerns that emerged from the

data. The 3-day PD is entitled *Train for Success*.

Project Strengths and Limitations

One strength that can be connected with this project study is that there were

several data collection methods that were used to gather the data from which this project

evolved. Eyisi (2016) explained that these data collection tools are instrumental in

providing "abundant data about real life people and situations" (p. 93). The demographic

surveys allowed me to identify the participants who have the experience and insight

needed to gather the necessary information that guided this study and met the established

participant criteria. The information provided from the open-ended interviews was

detailed and specific to answering the research questions. The observations and archival

data were very instrumental in helping me to triangulate the data with the information

from the interviews.

Another strength of the project is the *Train for Success* PD that emerged from the

data analysis. Through this 3-day PD, the participants will develop their knowledge of

teaching research-based strategies using a direct instruction approach. The PD was

developed based on the observation and interview data analysis results, which indicated

that the teachers wanted more support in teaching research-based reading strategies, input

in the content of PD, and more opportunity to collaborate with their peers. Gutierez

(2019) explained that PD initiatives have been ineffective in the past because of the

"negligence" of PD models. Gutierez (2019) attributed the ineffective of PD to the lack

of focus on teacher's needs. Because this 3-day PD content is focused on the needs of the

teachers as disclosed by the teachers, the implementation of the content is immediate, and

teachers can practice what they learn from the PD. Through the PD sessions the teachers

will be able to observe a master teacher present instruction on a research-based strategy

using direct instruction. The PD will benefit district personnel, administrators, and

teachers in current practices as well as future.

Another strength of the project is the PD format used to present the 3-day. The PD

format allows for the participants to collaborate and plan their own lessons. *Train for*

Success provided an arena for the teachers to work with their peers and plan for

something they believe they needed. The teachers can build a collection of strategies and

approaches to teaching research-based strategies from their peers. They can discuss their

strengths and weaknesses and offer each other suggestions and support in finding ways to address their own deficits. Ultimately, the *Train for Success* PD provides a platform for the teachers to develop and present their input about what they feel they need from the district and the schools as far as PD is concerned. Teacher and student success in the different research-based reading strategies will only further support the importance of teacher input in deciding what they need to be successful.

Last, the activities planned for the third day of the training is geared at allowing the participants to collaborate with each other in a reading PLC group. The project will help to fill the gap in practices by advocating for the implementation of continuous sustainable PLC initiatives within each Title 1 school that participated in the study. Gargani and Miller (2016) explains that for PLC to be effective they must be routinely evaluated. In this project, Guskey's Five Levels of PD Implementation is used to guide the planning and ensure the effectiveness and sustainability of the PLC initiative. Each PLC session ends with the completion of a survey by each participant. Again, the results from the surveys at the end of each session will provide real time data to the administrators hence allowing them to make immediate modifications as needed.

One limitation of this project could be whether the district leaders decide to implement the proposed project initiative. Rahman (2017) discussed that many policy makers do not give much credibility to qualitative research. If the district leaders choose not to implement the proposed PD, then that could result in the conditions within the schools continuing as they have been with little reading progress demonstrated for students in Title 1 Reading assessments. Furthermore, the concerns of the participants in

regard to PD that is geared at providing them more skills and knowledge on research-based reading strategies would not be addressed and the results from the state and local assessments may not improve.

Another limitation for the project could be the dissemination of the data. The District leaders would be the ones responsible to share the data with the participants and the stakeholders. It is incumbent that the data be shared in a timely manner with objectivity allowing the participants to have an input in analyzing the data and sharing their views. Consequently, the buy-in of the stakeholders is imperative to the adoption of this initiative. Fagan et al. (2017) wrote a conference paper in which they explained that if the stakeholders do not see the benefits and are unable to present the proposed changes as beneficial to their efforts, then the efforts proposed in the training would be futile.

Recommendations for Alternative Approaches

An alternative approach to the current PD project (3-day PD) proposal is requiring teachers to participant in coaching cycles. Participants in the study reported that they found it beneficial when the school administrative team or coaches modeled for them. Therefore, allowing teachers to participate in coaching cycles can prove productive in that the teachers get an opportunity to observe another teacher implement effective instruction.

Scholarship, Project Development, and Leadership and Change

I believe my journey throughout this doctoral degree in Curriculum Instructions Assessment has afforded me many opportunities to think about myself as a scholar as well as apply myself as a reflective practitioner. I believe that in being a scholar I have

developed my content knowledge of reading and my abilities in teaching as a practice. I believe that I was able to do this because I spent time reflecting on what is and what could be. I pride myself in understanding that I can be an agent of change and sometimes the onus is on me to initiate that change.

I began this journey seven years ago and have come to realize that every interaction with my cohort, coworkers and professors had a purpose and help to shape me thoughts about what was going to be my project study. I experienced some success as a third-grade teacher; however, I also observed my colleagues struggle as I fought with my own ability to support my struggling students. As I looked within myself and aspire to be a reflective practitioner, I tried to understand what was needed to ensure the success of third graders as it relates to the necessary knowledge and skills teachers would need to prepare the students they teach. In my self-reflections, I realized that teachers need to engage in continuous PD that is focused on specific knowledge and skill building.

After completing all my course work, I started my project study approximately two and a half years later. My first approach was to expand my knowledge of research-based strategies, effective theories of education, and conceptual framework by reading peer-reviewed research articles. Through my reading I was able to understand the significance of conceptual framework and how to frame my own project study. I was able to collect and analyze data and developed as a reflective practitioner. I realized that my proficiency in instructing, coaching, and supporting others improved and my approach to taking on leadership during decision making became automatic.

I always had an interest in student reading proficiency and some of the factors that directly influenced proficiency. I have several conversations with colleagues at work, members of my cohort at the time, my instructors, and my committee. At the end of my search, I realized that gathering data on teacher perspective of PD and research-based reading strategies could prove beneficial to developing an understanding of how to improve student's proficiency in third-grade Title 1 reading classroom. While developing the project, I developed an understanding of urgency, planning and how to effect change.

The project that developed from the study is a 3-days PD geared at addressing the participants' perspective of PD implemented, support received, and research-based strategies used in the third-grade classroom. The 3-days PD has four goals, which are all centered around the addressing the themes that emerged from the data. The conceptual framework that guided the study and the project is from Guskey's Five Levels of PD Implementation. I decided on a 3-days PD project because it allows me to present a model for PD implementation that can be adopted to address the overall concerns from the participants. Furthermore, some of the themes that emerged were teacher input in PD content, opportunity to collaborate with peers, PD based on teacher needs and opportunity to observe implementation of research-based strategies in the classroom, therefore the activities proposed in the PD are geared at addressing the teachers' desires. Hence, the PD proposed have the potential to positively build teacher expertise and strengthen students' reading proficiency levels. The PD activities are designed with the consideration of the study data gathered from the teachers.

The project evaluation will be both formative and summative. Each day's PD session will be evaluated using a checklist that has two parts; one part is a rating scale and the other part allows for an open-ended short response from each participant. The last day of PD has both a formative and a summative evaluation. The summative evaluation is a five item questionnaire. Each participant will answer the questions about their PD experience and the PD content. The formative evaluation has two parts; the first part is a checklist followed by the second part which is the short response questions about the PD session.

Reflection on Importance of the Work

I believe my work in this study is important to provide insight into current situations within five Title 1 schools within a school district. Another importance is to propose possible approaches that can influence change in practice that will ultimately enhance teacher expertise in the craft of teaching and student proficiency in reading. Education is evolving daily, therefore I believe it is important for us to continuously reflect on what we are doing in the educational arena to be able to adjust to the changes and maximize our benefit from them. The work that I have done here is only the beginning of what can be a systematic change in Title 1 schools' staff who have struggled with consistently implementing research-based strategies to third graders. The changes proposed can benefit all stakeholders.

When I started this journey as a researcher, I had no idea of how it would evolve. In my mind is was just an opportunity for me to get some clarity on ways I could ensure my students become proficient readers and I build my expertise. However, as I completed

each stage and develop my own proficiency in different aspects of research, my vision became clearer and my personal focus changed. I decided that as a reflective practitioner with new knowledge that can benefit others, my focus must be to effect change that would benefit the students I work with. I understood that the work I was doing was important not only for my personal development but also for the growth of my colleagues, my students, and the systems in which I work in.

The process of this study forced me to exercise persistence, patience, and will-power. While I struggled with the data collection process and data analysis; coding and triangulating the data, I was able to eventually see the data with clear vision and understand the suggestions the teachers were making. I was able to present these suggestions as themes that drove the development of the project study. The course work I completed, posting assignments, and communicating with my cohort, though sometimes it seems impossible was necessary for my success. I believe my hard work and perseverance have been the driving force in helping me achieve this Doctoral degree. This degree will afford me new knowledge, which will boost my ability to make informed choices about my own professional path.

Hence the PD that I developed from the themes that emerged is my first attempt at using my knew knowledge and proposing an avenue for change. During the different levels there were times of confusion, defeat, and total discouragement, but with my motto "Keeping on," I kept on and found clarity one paragraph at a time through one submission at a time. I see the proposed study as a culminating activity to my formal education and the beginning of my professional journey as Dr. Augustine.

Implications, Applications, and Directions for Future Research

The 3-days PD, *Train for Success*, presented in this study offers the stakeholders a possible model for PD implementation. The purpose of this study was investigate teacher perspectives of reading PD and the alignment of classroom strategies to support student learning in Title I reading classrooms, and whether these strategies aligned with the reading pedagogical strategies presented in PD and implemented in the classroom. The PD offered in appendix A is an application of the data that was collected to address the concerns of the teachers. This PD has the implication to promote change in the right direction.

The themes that emerged from the data collection indicated that providing PD to the participants can be a possible solution to the research problem addressed in this study. The goal of the project is to develop teachers' expertise in direct instruction of research-based reading strategies in order to improve students' reading proficiency ultimately improving their performance on standardized test. Over the years several researchers have explored multiply approaches of research-based strategies (as cited by Huang, Huang, and Hsieh 2008; Muñoz, Prather, & Stronge 2011; & National Reading Panel, 2000). Appendix A outlines specific research-based strategies to be implemented through a direct instruction approach. Instructing students in research-based strategies until they are proficient is one way to help them be successful in third grade (Meng, Muñoz, King Hess, & Liu, 2017). The research-based strategies chosen all have the implication to support students' success.

This study was conducted on a small scale however, the study has several implications for future research. The district personnel can look into tracking the participants in this study to identify alignment with PD and the strategies implemented in the classroom. Future research can be done with other campuses based on their specific needs as it relates to PD implementation and PLC progress. The district can also implement a monitoring system for all the schools that can track the effects of the PD on students' progress. This data can be immediately provided to teachers and administrators to help the decision-making process for the different schools.

Another implication for future research that can derive from this study is designing different monitoring systems within the district to track the effectiveness of the PLC content, analyze the collaboration efforts among the members of the PLCs who plan and design the lesson on the different research-based strategies. Tracking the efforts within the different sites can be helpful to all stakeholders in making decisions for next steps within the schools. The data gathered can be used for immediate decision making as well as making comparisons between the different sites.

Conclusion

The problem that I addressed in this study is concerned with the effort to provide PD to teachers on research-based reading practices that has been effective in improving students reading proficiency level. I gathered data about the problem from 10 participants in five different Title 1 schools by eliciting their perspectives of reading and reading strategies that they believe can support student learning in Title 1 schools. Through my data collection I found that the reading department was going through several transitions

and there were no PD plans at the district level. However, the school administrative teams were tasked with providing PD to their individual schools. As a result, there was little alignment with PD content and strategies implemented in the classrooms. However, by providing the teachers with PD that is focused on their needs, opportunities to collaborate with their peers and observe model lessons being implemented with a direct instruction approach, they can prepare the students to become proficient readers and achieve success on standardized test. I realized that the data results would best be addressed by providing PD on the themes that emerged.

Findings in this study also showed that while the support that teachers received was not consistent, they had positive experiences when they received supports from their administrative teams. Therefore, providing continuous support to the teachers in the form of PD that is designed to sustain their efforts in educating the students is important. Train for Success in a PD imitative that is designed to address the teachers request. I developed the PD outlined in Appendix A and grew as a reflective practitioner, scholar, and agent for change. This training will enhance the teacher's expertise and inform the stakeholders about the ways they can make changes to benefit the teachers and the students.

This project marks the end of my doctoral journey but the beginning of my professional journey as an agent for social change through coaching, PD presentations and collaboration with stakeholders.

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Appendix A: The Project
*Train for Success***: Professional Development 3-Day Training for Teachers**

Purpose and Goals

The district offers annual PD focused on preparing the teachers for any new initiative for the year. Often times the trainings are centered around how to use the different computer programs that are implemented in the reading classrooms to support students. Consequently, the participants of this study have reported that the PD provided does not address their needs and that they want more PD that is designed specifically for their areas of need, as well as, support from the district during implementation of the PD content. Through this study, I elicited the perspectives of the teachers about PD content and the alignment with research-based strategies implemented in the classroom. The results from the data analysis produced eight themes recommending that PD be needs-based, teachers be granted opportunity to collaborate with other teachers, and teachers have a chance to observe other teachers that are experts in the PD content. Therefore, I developed a 3-day PD training with a principal goal of developing teachers' expertise in direct instruction of research-based reading strategies through a PD format that addresses all the steps of effective PD.

The five steps of effective PD that will be used in guiding the planning of this 3-day PD training are: identify teacher needs, plan the PD, present PD using modeling, coaching, and mentoring, and collaboration with other teachers. *Train for Success* is designed so that teachers can observe research-based reading strategies being taught, as well as, practice and perfect their own craft of teaching with support and coaching from experts. The goals for the 3-day PD training will be: (a) write a lesson plan for one of the

research-based reading strategies and incorporate a direct instruction approach, (b) observe the implementation of direct instruction modeled by a master teacher and offer feedback about the lesson observed, (c) collaborate with a master teacher before, during and after classroom lesson implementation of PD content and critique the lesson observed, and (d) collaborate with PLC about PD implementation, and analyze the process to provide feedback.

Target Audience

The target audience for this PD training will be third-grade reading teachers in the Title 1 schools in the DSD that agreed to participate in the study. After successful implementation, the district can choose to extend the PD training to all Title 1 third-grade reading teachers. Additionally, the training can be developed to encompass the entire district to provide training for teachers in research-based reading strategies and allow them an opportunity to collaborate with other teachers in the district.

Timeline

The proposed PD training is designed to be implemented during the summer before the school year convenes. The training is planned for 3 days face-to-face. Each day will last eight hours, and the focus will be on building teachers' expertise in teaching reading. There are four goals that will be achieved throughout the three days. Session 1 will focus on addressing goal 1 and goal 2, which involve the observation of a master teacher modeling of a research-based reading strategy. The participants will then collaborate with a master teacher to critique the lesson observed and offered comments and suggestions.   Session 2, day 2 will focus on goals 3 and 4. Teachers will be

allowed to collaborate with the master teacher, district coaches and campus-based coaches to write and teach a lesson on one of the research-based strategies using the direct instruction approach. Teachers will also spend some time in collaboration with the colleagues about PD implementation and provide feedback. Teachers will work on debriefing the lesson they presented.

Session 3, day 3 will focus on goal 4 which requires the teachers to debrief about their own lesson implementation and collaborate with colleagues about their successes and challenges. This day will also entail culminating activity where teacher can forge relationships with other participants and build a support system. Each session will have an agenda that will be presented at the beginning of each session along with all supporting documents for the session of the day.

Materials and Equipment

- Audio visual presentation device

- Internet access

- Cardstock for name tags, chart paper

- Two pocket folders for each participant

- Stationary – pens, pencils, highlighters, chart markers

- Handouts and presentation articles

- PowerPoint presentation

- Laptop

- Include description of evaluation of Project

Train for Success

Session 1

Goal 1: Participants will observe the implementation of direct instruction modeled by a master teacher and offer feedback about the lesson observed.

Goal 2: Participants will collaborate with a master teacher before, during and after classroom lesson implementation of PD content and critique lesson observed.
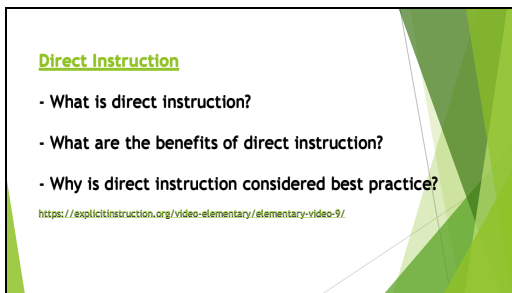
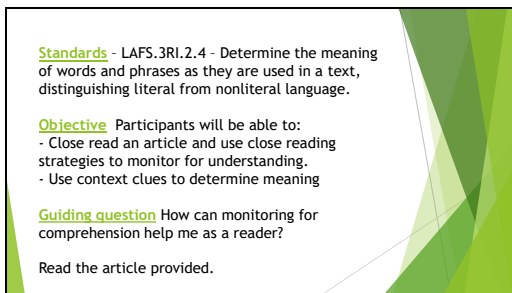|	

Objectives:
   1.   Observe a lesson on ways to monitor comprehension.
   2.   Participate during the lesson by taking notes.
   3. Take notes during lesson for clarification.	

8:00 – 8:30	PPT slides 1-5 Each participant creates a name tent. Fold the card stock in half, hotdog style. Write first name on the tent and place tent facing outward. Introduction – Participants begin with first name, school and years teaching reading. Ice-breaker. Going to the moon. This will be played every session until all the participants make it to the moon. Each participant must decide what they would take to the moon, they can only take items that begin with the first letter of their name. Facilitator starts the game. Facilitator decides who goes after each person says what they are taking. Introduce goals and objectives for today's PD session.
8:30 – 9:30	PPT slide 6 Presentation of information Direct Instruction What is direct instruction? What are the benefits of direct instruction? Review of research and details on why direct instruction is considered best practice.
9:30 – 10:30	PPT slide 7 Review of research-based reading strategies proposed by Stephanie Harvey. - Review each strategy - Discuss these strategies in context of the classroom
10:30-10:45	BREAK
10:45 – 11:05	PPT slide 8 Review – Lesson standards, objective, and guiding question for the lesson. (5 minutes) Participants independently read the article that will be used in the lesson modeling. (15 minutes)
11:05 – 11:30	PPT slides 9 -10 Teach – How to monitor comprehension.

	Explain ways to monitor for comprehension Model – annotating, think aloud and using context clues as strategies to monitor comprehension. Turn and talk about ways to monitor comprehension
11:30 – 12:30	Lunch
12:30 – 1:30	PPT slide 11 Model – annotating, think aloud and using context clues as strategies to monitor comprehension.
1:30-2:30	PPT slide 12 Participants independently practice - reading an article - monitor comprehension
2:30 – 2:45	Break
2:45 – 3:15	PPT slide 13 Whole group guided discussion – Ways to monitor comprehension
3:15-3:55	Closing: Review - Revisit guiding question and answer. PPT slide 14 Reflection: How might this look in your classroom?
3:55 – 4:00	Dismissal Participants complete checklist for the day's session.

Session 1 PD Training PowerPoint
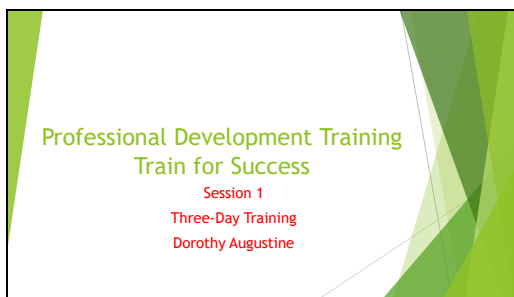
Slide 1

Slide 2

Welcome
- Use the cardstock on your table and create a name tag. Place name tag in front of you with your name facing out.
- Introductions
  - Name
  - School
  - Years of service

Facilitator – Highlight the amount of experience/knowledge in the room.

Slide 3

Ice-breaker

Going to the moon:
- You have decided to make a trip to the moon.
- Decide on one item you want to take that you believe you will need.
- I will decide if you can come to the moon based on what you want to bring.

Facilitator starts the game. This will be played every session until all the participants make it to the moon. Facilitator decides who goes to the moon after each person says what they are taking. The goal is to take something that starts with the first letter in your first name. Participants must watch the pattern for those who are allowed to go.

Slide 4

Goal 1: Teachers will participate in PD focused on teaching how to monitor comprehension using a direct instruction approach.

Goal 2: Participants will observe the implementation of direct instruction through modeling by a master teacher.

The goals for today's session are: (Facilitator reads the goals)

Slide 5

Objectives:
1. Observe a lesson on monitoring comprehension.
2. Participate during the lesson by annotating the text.
3. Take notes during lesson for clarification.
4. Read and annotate a paragraph. Use context clues to determine meaning of unfamiliar words.

By the end of this session we will – (Facilitator reads the objectives)
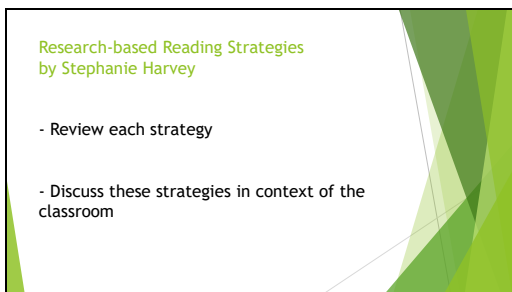
Slide 6

Direct Instruction

- What is direct instruction?

- What are the benefits of direct instruction?

- Why is direct instruction considered best practice?

https://explicitinstruction.org/video-elementary/elementary-video-9/

Present the article on direct instruction. Allow participants to read and identify highlights of the article. Participants use the questions on the slide to guide them as they read.
Participants observe a model direct instruction lesson by Anita Archer, the direct/explicit instruction guru.

Slide 7

Research-based Reading Strategies by Stephanie Harvey

- Review each strategy

- Discuss these strategies in context of the classroom

Pass out handout with Stephanie Harvey's 6 research-based reading strategies. Review each strategy and its purpose.

Slide 8

Standards – LAFS.3RI.2.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Objective Participants will be able to:
- Close read an article and use close reading strategies to monitor for understanding.
- Use context clues to determine meaning
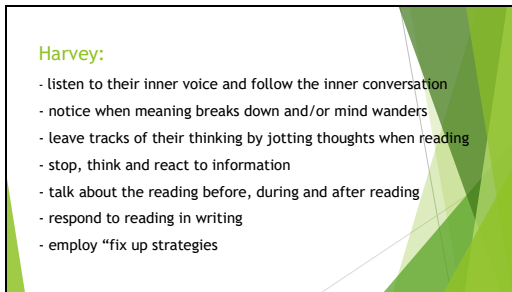
Guiding question How can monitoring for comprehension help me as a reader?

Read the article provided.

Facilitator goes over the standard, objective and guiding questions.

Slide 9

Harvey:

- listen to their inner voice and follow the inner conversation

- notice when meaning breaks down and/or mind wanders

- leave tracks of their thinking by jotting thoughts when reading

- stop, think and react to information

- talk about the reading before, during and after reading

- respond to reading in writing

- employ "fix up strategies

Harvey explains monitoring comprehension. She recommends the reader engage with the text by . . .

Slide 10

"Fix-Up Strategies"

- reread for clarification
- read on to construct meaning
- use context to break down an unfamiliar word
- skip difficult parts and continue on to see if meaning becomes clear
- check and recheck answers and thinking
- examine evidence

Understanding what you read is important. There are times when you are reading that you might feel confused or lost. When that happens, there are specific steps you can take that can help you find your way back in the text. Here is a list of "Fix up Strategies" you can use. (Teacher pass out handout). Teacher read the list.

Slide 11

Annotating

1. Circle difficult unfamiliar words
2. Jot down your thoughts and/or questions
3. Underline important information

Today, I am going to model two of those steps that you can incorporate when you are reading and you get confused.

The first step is leaving tracks as you are reading (annotating the text).

Slide 12

Now is your turn to practice independently

- Read article assigned
- Annotate
- Use context clues for difficult words
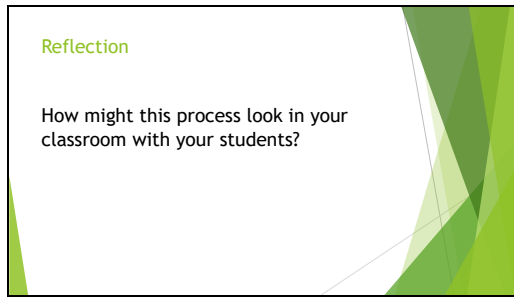
Explain that at this point students would work independently while the teacher walks around and supports students. Teacher pays close attention to the details students are annotating during their reading. Remind them that what they annotate will help them to understand and realize if they are confused.

Slide 13

Whole group guided discussion

What is the process we used to monitor understanding?

Slide 14

Reflection

How might this process look in your
classroom with your students?

Article 1 – Research-based Reading Strategies
Three Principles of Reading Achievement

Volume --- Readers must read extensively in text they can and want to read. The more kids read the better they read. "Reading volume—the amount students read in and out of school—significantly affects the development of reading rate and fluency, vocabulary, general knowledge of the world, overall verbal ability and last, but not least, academic achievement". (Cunningham and Stanovich 1998 a and b) So we need to have text on a wide range of topics and on many levels readily accessible for the kids in our classrooms. (Allington 2005) Readers need a multi-source multi-genre curriculum if they are to read and understand.

Response --- Readers must have opportunities to respond to their reading by talking, writing and drawing about their reading. The best way to better understand what we read is simply to talk about it. We must increase the amount of purposeful student-to-student talk in our classrooms. (Allington 2002) Book clubs, Lit Circles (Daniels 02) Read Write and Talk (Harvey and Goudvis 05) all provide opportunities for readers to talk and write about their reading. Writing in relation to reading leads to improved literacy achievement. And don't forget authentic artistic response for those who want to draw, sing, act etc.

Explicit Instruction --- Readers need explicit instruction in the strategies to decode text as needed. They do not need phonics instruction if they can already read. And they need explicit instruction in the strategies to comprehend text. (Pearson et al 1992, Keene and Zimmerman 2007, Harvey and Goudvis 2007) Teachers need to make their thinking visible by modeling how they use a strategy and then give kids time to practice collaboratively and independently.

"The critical role of reading widely cannot be overemphasized. Many parents, administrators, and teachers still believe that literacy is primarily a matter of skill instruction. The importance of practicing, using and "living" literacy is often overlooked. Perhaps this is partly because we live in a society that does not always practice the literacy it preaches and supposedly values—libraries are underfunded, television is the predominant source of entertainment and information and 70% of all reading is done by only 10 % of the population. (Sanders 1994) We know that parents, teachers, and communities can dramatically affect how much children read.(Gambrell 1996) But we also know that a relatively simple intervention—reading---can have a powerful effect on students' comprehension, thinking knowledge of the world, and choices in higher education and life careers." (Shefelbine 1998)

In short, we need to build in a ton of time for our kids to read, just plain read. We need to show them how and then let them read. As Harvey Daniels says, "Why not just have kids go, choose a book, read it, talk to someone about it and then get another one?" Worksheets don't help. But think sheets do--graphic organizers, post-its, margin annotations-give readers a place to work out their thinking so they can learn, understand

and remember. Reading, talking, writing and thinking are what our kids need to be doing. Just plain reading and giving kids time to respond to text will make all of the difference.

© Harvey 2007

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(Harvey 07)

Comprehension is not about answering a bunch of questions at the end. Comprehension is an ongoing process of evolving thinking. (Harvey 2013)

Strategies for Active Reading – Active Readers

Monitor Comprehension

- listen to their inner voice and follow the inner conversation,
- notice when meaning breaks down and/or mind wanders
- leave tracks of their thinking by jotting thoughts when reading
- stop, think and react to information
- talk about the reading before, during and after reading
- respond to reading in writing
- employ "fix up strategies" ---reread for clarification, read on to construct meaning, use context to break down an unfamiliar word, skip difficult parts and continue on to see if meaning becomes clear, check and recheck answers and thinking, examine evidence.

Activate and Connect to Background Knowledge

- refer to prior personal experience
- activate prior knowledge of the content, style, structure, features and genre
- connect the new to the known- use what they know to understand new information
- merge their thinking with new learning to build knowledge base
- activate their schema to read strategically

Ask Questions

- wonder about the content, concepts, outcomes and genre
- question the author
- question the ideas and the information
- read to discover answers and gain information
- wonder about the text to understand big ideas
- do further research and investigation to gain information

Infer and Visualize Meaning

- use context clues to figure out the meaning of unfamiliar words
- draw conclusions from text evidence
- predict outcomes, events and characters' actions
- surface underlying themes
- answer questions that are not explicitly answered in the text

- create interpretations based on text evidence
- visualize as well as hear, taste, smell and feel the words and ideas

Determine Importance
- sift important ideas from interesting but less important details
- target key information and code the text to hold thinking
- distinguish between what the reader thinks is important and what the author most wants the reader to take away
- construct main ideas from supporting details
- choose what to remember

Synthesize and Summarize
- take stock of meaning while reading
- add to knowledge base
- paraphrase information
- move from facts to ideas
- use the parts to see the whole--read for the gist
- rethink misconceptions and tie opinions to the text
- revise thinking during and after reading
- merge what is known with new information to form a new idea, perspective, or insight
- generate knowledge

© Harvey and Goudvis 2007

Article 2 - Sixteen elements of explicit instruction.
1. **Focus instruction on critical content**. Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically**. Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units**. Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesized (i.e., practiced as a whole).
4. **Design organized and focused lessons**. Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations**. Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction**. Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language.** Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples**. In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

10. **Provide guided and supported practice**. In order to promote initial success and build confidence regulate the difficulty of practice opportunities during the lesson and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

11. **Require frequent responses**. Plan for a high level of student–teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration assists you in checking understanding and keeps students active and attentive.

12. **Monitor student performance closely**. Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. **Provide immediate affirmative and corrective feedback**. Follow up on students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

14. **Deliver the lesson at a brisk pace**. Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

15. **Help students organize knowledge**. Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

16. **Provide distributed and cumulative practice**. Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.

As noted earlier, effective and explicit instruction can be viewed as providing a series of instructional supports or scaffolds—first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students' cognitive capabilities (e.g., working memory capacity, attention, and prior knowledge). Instructional delivery is characterized by clear descriptions and demonstrations of a skill, followed by supported practice and timely feedback. Initial practice is carried out with high levels of teacher involvement; however, once student success is evident, the teacher's support is systematically withdrawn, and the students move toward independent performance.

The 16 elements of explicit instruction can also be combined into a smaller number. Rosenshine and Stevens (1986) and Rosenshine (1997) have grouped these teaching elements into the six teaching functions outlined below.

1. Review
   a. Review homework and relevant previous learning.
   b. Review prerequisite skills and knowledge.
2. Presentation
   a. State lesson goals.
   b. Present new material in small steps.
   c. Model procedures.
   d. Provide examples and non-examples.
   e. Use clear language.
   f. Avoid digressions.
3. Guided practice
   a. Require high frequency of responses.
   b. Ensure high rates of success.
   c. Provide timely feedback, clues, and prompts.
   d. Have students continue practice until they are fluent.
4. Corrections and feedback
   a. Reteach when necessary.
5. Independent practice
   a. Monitor initial practice attempts.
   b. Have students continue practice until skills are automatic.
6. Weekly and monthly reviews

Article for Direct Instruction Modelling

PRETTY AND POISONOUS

Did you know that one of the most poisonous animals in the world is only about the size of a bottle cap? You can find this tiny creature in Central and South America. It comes in a rainbow of bright colors. In fact, it can be quite beautiful. But you better not touch it. It's very dangerous. What is this animal? It's the poison dart frog.
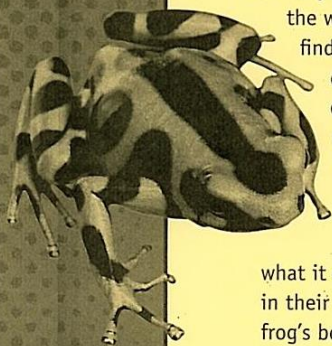
People often wonder how this beautiful little frog could be so dangerous. Scientists think it's because of what it eats! The poison dart frog eats bugs that have poison in their bodies. The bug poison stays in the frog's body but doesn't harm it.

Most poison dart frogs are bright yellow, red, or blue with dots or stripes. When animals see the poison dart frog's bright colors, they know that the frog is **poisonous** and they should stay away. The bright colors are the frog's way of telling others that it is dangerous to touch.

Poison dart frogs **secrete** poison through their skin. If people or animals touch a frog, the poison will get on their skin. Then the poison can enter their bodies, too. This is how the poison dart frog **protects** itself. The frog also uses its poison to kill other animals for food.

Believe it or not, there are people who use the frog's poison to catch food! Indian **tribes** in South America have used the frog's poison to hunt for food for many years. In fact, it's how the poison dart frog got its name! The people in these tribes use special **darts** to hunt food. Before hunting, they touch the tips of their darts against the poison dart frog's skin. The poison covers the tips of the darts and helps the people be better hunters.

Because this beautiful frog is so dangerous, most animals and people have learned to stay far away from it. But there is one animal that is not harmed by it at all. It is a special snake that is **resistant** to the frog's poison. This snake is the poison dart frog's only **predator**.

No matter how beautiful an animal looks, people should never try to touch wild or unfamiliar animals like the poison dart frog. Like most wild animals, poison dart frogs will not try to hurt people unless they are threatened. People are much more dangerous to the frogs than the frogs are to people. That's because people are much bigger. So give poison dart frogs their space, and they will give you yours!

©Lakeshore
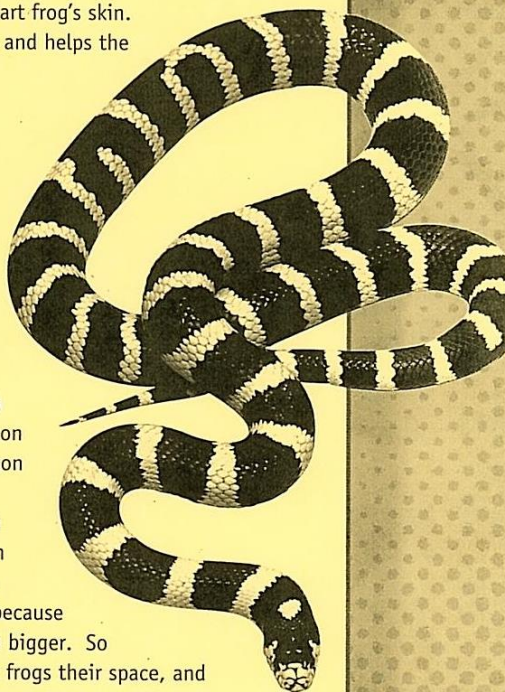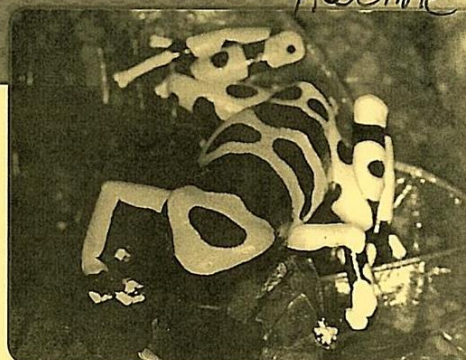
PD Evaluation Checklist Form

School Name _____ Date _____

PD activity Title _____

Instructions: Please answer each question with a rating of 1 to 3.

1 – yes   **2 – neutral**   **3 – no**

Questions	1	2	3
1. Were the objectives of today's session made clear to you at the beginning?			
2. Were the objectives of today's session achieved?			
2. Did the instructional leaders seem knowledgeable of the skills presented?			
3. Were your questions and concerns addressed?			
4. Will the contents of the PD be immediately useful to you when you return to the classroom?			
5. The contents of the PD will enhance my skills and knowledge.			
What did I learn today?			
How will I implement what I learned today?			
What would I like to see in future PD presentations?			

Session 2
Day 2

Goal 3: Participants will write a lesson plan for one of the research-based reading strategies and incorporate a direct instruction approach.
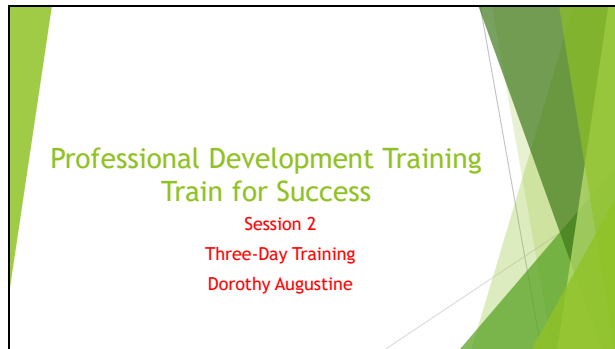
Goal 4: Participants will collaborate with colleagues about PD implementation and analyze the process to provide feedback.

Objectives: 　　1. Write a lesson plan for direct instruction of a research-based strategy. 　　2. Collaborate with PLC on lesson plan and implementation 　　3. Offer feedback on lesson plan and modify as necessary.	
8:00 – 8:30	Place name tent facing outward. Ice-breaker. Going to the moon. This will be played every session until all the participants make it to the moon. Each participant must decide what they would take to the moon (they can only take items that begin with the first letter of their name) . Facilitator starts the game. Facilitator decides who goes after each person says what they are taking. Introduce goals and objectives for today's PD session.
8:30 – 9:30	Brainstorm activity. Each participant writes on a post-it one approach to teaching each of the research-based strategies. Place each post-it under the correct heading. Teachers take a gallery walk and complete their graphic organizer with ideas they like from each strategy chart.
9:30 – 10:30	Each participant chooses a strategy they want to teach and write a lesson plan for their activity. Teachers can incorporate one of the approaches they collected or use their own.
10:30-10:45	BREAK
10:45 – 11:30	Each participant gets 25 minutes to present their lesson to the group. The group provides feedback, ask clarifying questions, and/or make suggestions.
11:30 – 12:30	Lunch
12:30 – 2:30	Each participant gets 25 minutes to present their lesson to the group. The group provides feedback, ask clarifying questions, and/or make suggestions.
2:30 – 2:45	Break
2:45 – 3:15	Each participant gets 25 minutes to present their lesson to the group. The group provides feedback, ask clarifying questions, and/or make suggestions.

3:15-3:50	Closing: Review - Do I have a lesson ready to implement? - Are there any areas that still need clarification before I return to my classroom? Reflection: Was this process productive?
3:50 – 4:00	Dismissal Participants complete PD checklist for the day's session.

Session 2 PD Training PowerPoint
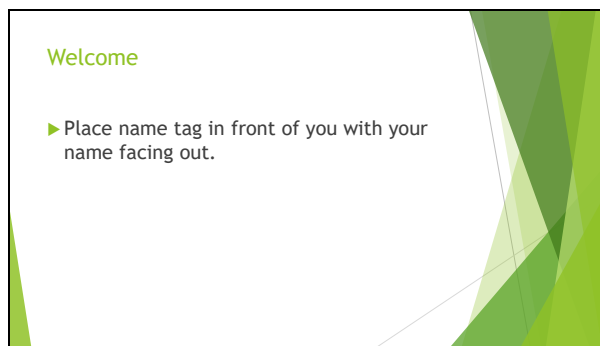
Slide 1

Professional Development Training
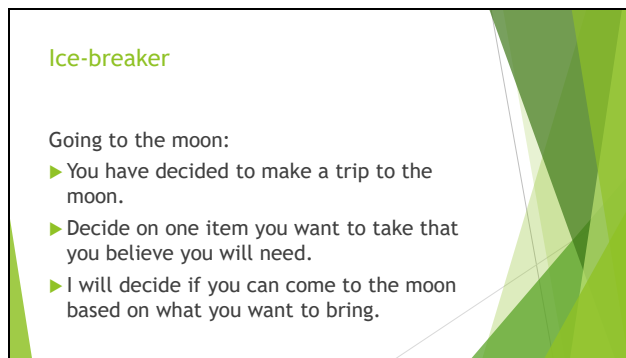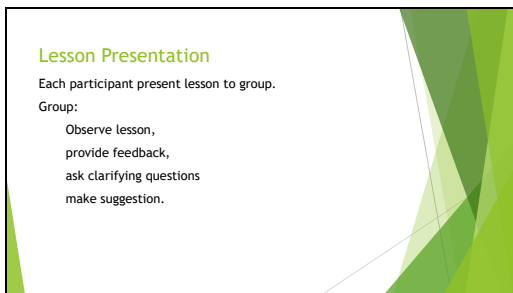Train for Success
Session 2
Three-Day Training
Dorothy Augustine

Slide 2

Welcome

▶ Place name tag in front of you with your name facing out.

Slide 3

Ice-breaker

Going to the moon:
▶ You have decided to make a trip to the moon.
▶ Decide on one item you want to take that you believe you will need.
▶ I will decide if you can come to the moon based on what you want to bring.

Slide 4

Goal 3: Participants will write a lesson plan for one of the research-based reading strategies and incorporate a direct instruction approach.

Goal 4: Participants will collaborate with colleagues about PD implementation and analyze the process to provide feedback.

Facilitator review the goals for the day.

Slide 5

Objectives:

1. Write a lesson plan for direct instruction of a research-based strategy..

2. Collaborate with PLC on lesson plan and implementation

3. Offer feedback on lesson plan and modify as necessary.

Review the day's objectives

By the end of this session we will – (Facilitator reads the objectives)

Slide 6

Brainstorm Activity

Write one approach to teaching each of the research-based strategies one post-its.

Place each post-it under the correct heading.

Teachers take a gallery walk and complete their graphic organizer with ideas they like from each strategy chart.

Facilitator – Use the post its on your table to write one approach to teaching each research-based strategy.

Place you post it on the correct chart.

Slide 7

Lesson Planning

Each participant chooses a strategy they want to teach and write a lesson plan for their activity.

Teachers can incorporate one of the approaches they collected or use their own.

We will know work on planning a lesson.
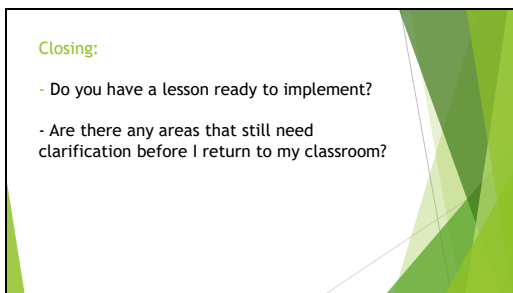
Slide 8

Lesson Presentation

Each participant present lesson to group.
Group:

Observe lesson,

provide feedback,

ask clarifying questions

make suggestion.

You will all have an opportunity to present your lesson and get feedback.
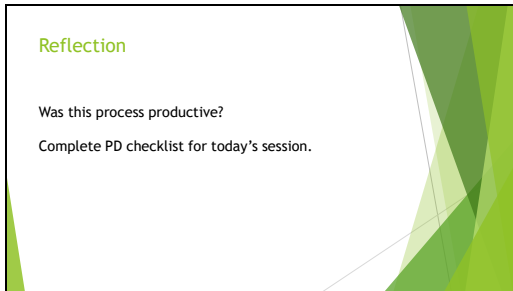
Slide 9

Closing:

- Do you have a lesson ready to implement?

- Are there any areas that still need clarification before I return to my classroom?

Clarify any misunderstandings or lingering questions. Ensure everyone has a lesson to implement in their classroom and have received feedback.

Slide 10

Reflection

Was this process productive?

Complete PD checklist for today's session.

Lesson Plan Format

Research-based strategy	Monitor for Comprehension
Standard	LAFS.3RI.2.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Objectives	Participants will be able to - Close read an article and use close reading strategies to monitor for understanding. - Use context clues to determine meaning
Guiding question	How can monitoring for comprehension help me as a reader?
Materials needed	Handouts – article Charts – context clues and close reading Chart paper Markers

Lesson Steps	Teacher – Understanding what you read is important. There are times when you are reading that you might feel confused or lost. When that happens, there are specific steps you can take that can help you find your way back in the text. Here is a list of "Fix up Strategies" you can use. (Teacher pass out handout). Teacher read the list.
	
	Today, I am going to model two of those steps that you can incorporate when you are reading, and you get confused.
	
	The first step is leaving tracks as you are reading (annotating the text).
	   a. Circle difficult unfamiliar words
	   b. Jot down your thoughts and/or questions
	   c. Underline important information
	
	Follow along as I show you how to use this first strategy.
	(Pass out article, model reading article and using the steps to leave tracks of my reading and monitor my comprehension)
	
	Now that I have read the first paragraph and leave my tracks, I will review them to monitor my understanding. First, I am going to look at the words I circled and reread to find clues as what the word might mean. When we find ourselves confused by difficult words, we can use the context clues strategy to help us figure out the word.
	Review Context clues chart
	
	(Teacher model how to find context clues by rereading and identifying clues within the text that help to figure out the meaning of the word).
	
	Participants read the next paragraph and practice annotating. Participants share the tracks they made.
	Discussion on how the tracks are different and why.
	
	Participants practice using context clues.

Closing/Exit ticket	Complete a 3-2-1 chart

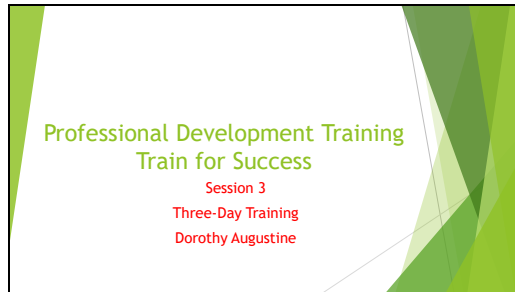| **Exit ticket**	Complete each section based on what you observed today.
3 things you learned today.	1. 2. 3.
2 questions	1. 2.
1 suggestion	1.

Session 3
Day 3

Goal 4: Participants will collaborate with PLC members about PD implementation and analyze the process to provide feedback.

Objectives: 1. Teachers will share their lesson's highlights, hiccups and next steps. 2. Collaborate with PLC members to gather sample lesson plans on the other research-based strategies.	
8:00 – 8:30	Welcome! Breakfast provided by trainer
8:30 – 10:30	Each participant completes a chart showing the highlights of their lesson, challenges, exit tickets. Each participant gets 20 minutes to present to the group. The group provides feedback, ask clarifying questions, and/or make suggestions.

10:30-10:45	BREAK
10:45 – 11:30	Each participant completes a reflection on lesson taught chart showing the highlights of their lesson, challenges, exit tickets. Each participant gets 20 minutes to present to the group. The group provides feedback, ask clarifying questions, and/or make suggestions. Each participant gets a copy of the lesson plan for each research-based strategy.
11:30 – 12:30	Lunch
12:30 – 2:30	Each participant gets 20 minutes to present to the group. The group provides feedback, ask clarifying questions, and/or make suggestions.
2:30 – 2:45	Break
2:45 – 3:15	Each participant gets 20 minutes to present to the group. The group provides feedback, ask clarifying questions, and/or make suggestions.
3:15-3:45	Closing: - Celebrations - Presentation of folder with all materials from the sessions (lesson plans, sample exit tickets for each lesson). Reflection: Was this process productive?
3:45 – 4:00	Dismissal Participants complete PD checklist for the day's session and the overall PD evaluation form.

Day 3 PD Training PowerPoint
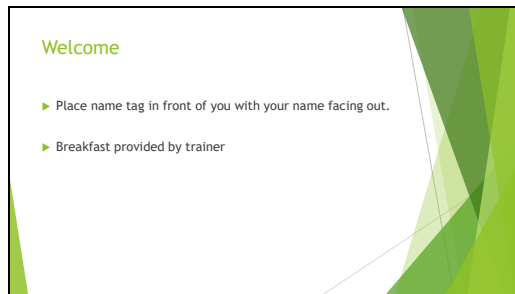
Slide 1

Professional Development Training
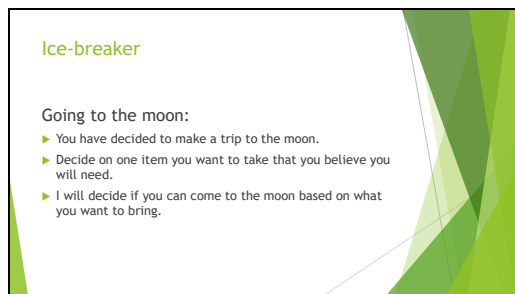Train for Success
Session 3
Three-Day Training
Dorothy Augustine

Slide 2

Welcome

▶ Place name tag in front of you with your name facing out.
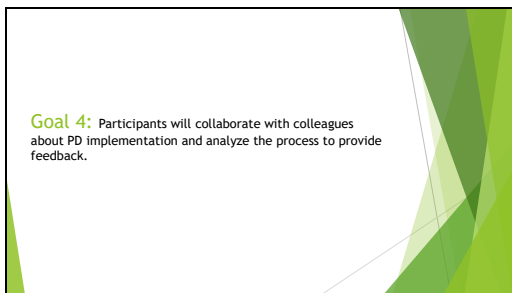
▶ Breakfast provided by trainer

Slide 3

Ice-breaker

Going to the moon:
▶ You have decided to make a trip to the moon.
▶ Decide on one item you want to take that you believe you will need.
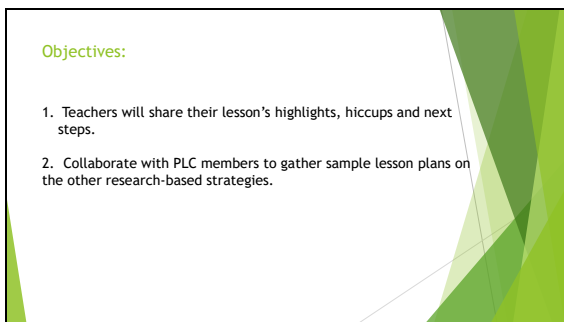▶ I will decide if you can come to the moon based on what you want to bring.

Slide 4

Goal 4: Participants will collaborate with colleagues about PD implementation and analyze the process to provide feedback.

The goal for today's session is: (Facilitator reads the goals)

We will spend a lot of time collaborating with each other, giving and received feedback and support.
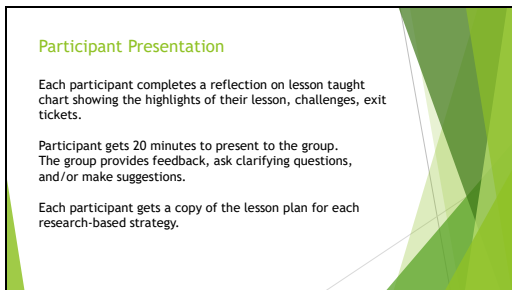
Slide 5

Objectives:

1. Teachers will share their lesson's highlights, hiccups and next steps.

2. Collaborate with PLC members to gather sample lesson plans on the other research-based strategies.
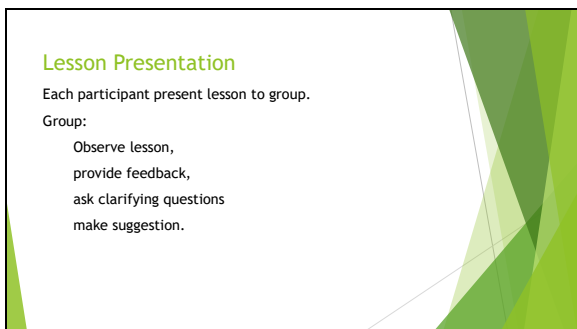
Slide 6

Participant Presentation

Each participant completes a reflection on lesson taught chart showing the highlights of their lesson, challenges, exit tickets.

Participant gets 20 minutes to present to the group. The group provides feedback, ask clarifying questions, and/or make suggestions.

Each participant gets a copy of the lesson plan for each research-based strategy.
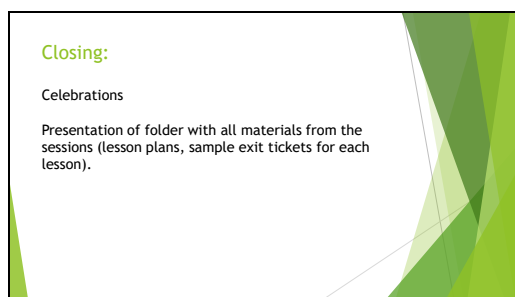
Slide 7

Lesson Presentation

Each participant present lesson to group.
Group:
Observe lesson,
provide feedback,
ask clarifying questions
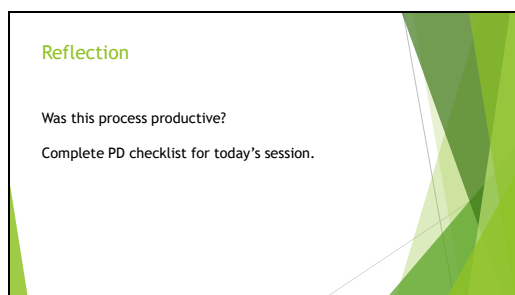make suggestion.

Slide 8

Closing:

Celebrations

Presentation of folder with all materials from the sessions (lesson plans, sample exit tickets for each lesson).

Slide 9

Reflection

Was this process productive?

Complete PD checklist for today's session.

Reflection Form for Lesson Taught

Research-based strategy: _____	
Lesson Strengths:	**Lesson weaknesses:**
Lesson Next Step:	**Notes:**

PD Overall Evaluation

To be completed by ALL PD participants. Please respond to each question.

1. What was the most helpful aspect of the PD process?

2. What was the most helpful aspect of the PD content?

3. What aspect of the PD was least helpful?

4. I would like to know more about . . .

5. Questions, Comments, Concerns . . .