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Career and Technical Education Teachers Integrating Literacy and the Support Administrators Provide

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This is to certify that the doctoral study by

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2020

Abstract

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Heather Piccott-Bryan

MA, Mount Saint Vincent University, 2005

BS, University of the West Indies Mona, 2000

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Education regulations in many U. S. schools require teachers, including career and technical education (CTE) teachers, to integrate literacy skills into the curriculum to support student performance on standardized tests. Changes in teaching strategies and content for literacy integration require administrators to improve the support systems for CTE teachers. The purpose of this basic qualitative study was to explore CTE teachers' experiences in integrating literacy into the curriculum and the support they receive from administrators. Fullan's change model informed the conceptual framework for this study. Individual interviews with 4 teachers and 3 administrators from a state on the east coast were conducted using Zoom. A combination of open and axial coding was used to support thematic analysis. Teachers and administrators identified innovative instructional practices and teacher-administrator collaboration as important. The teachers' data contained the four themes of adapt to changes, support learning with student-to-student teaching, literacy integration is important for student success, and teacher-administrator collaboration is beneficial. The administrators' data contained the two themes of leadership that is transformational and innovative instructional practices. Key recommendations included expanding literacy integration across all subject areas by sharing of resources across teachers, leadership and support from administrators, and additional professional development for all. Positive social change implications include improved teaching and enhanced student literacy skills. Students are more likely to be equipped with skills and strategies they need to succeed in college, to acquire postsecondary jobs, and to work effectively in the future.

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Dedication

I dedicate my doctoral study to my family and friends. I share a special feeling of gratitude to my loving husband, Marvin Bryan, who encouraged me throughout the journey and without whom this journey would not have been possible. Thank you for your acute proofreading as that allowed me to have a clearer vision of my work.

I would also like to dedicate my study to my mother, Pansy Piccott, who was always providing prayer to God to instill in me a strong work ethic and the drive always to finish what I have started and to achieve my goals.

Finally, I would like to thank my sons, Ethan and Sean, respectively, for allowing Mommy to work assiduously on this program when you would rather have been taken out for a drive or to the movies. I appreciate you both for displaying maturity beyond your years and for not having tantrums when you were not able to attend to all the birthday parties and playdates to which you were invited. I love you all.

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I express my gratitude to my doctoral committee, Drs. Jones and Wattam, for their mentorship and continued support and encouragement throughout my doctoral journey. I would also like to thank my friends and colleagues for their support and encouragement. I must thank my husband, children, and extended family for their understanding, acceptance, and support.

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Chapter 1: Introduction to the Study

This basic qualitative study was conducted to explore career and technical education (CTE) teachers' experiences in integrating literacy into the curriculum and the support administrators provide to them for such integration. Within the United States, state and federal governments developed an academically rigorous curriculum for ensuring public schools could meet the needs of students (Allen, DeLauro, Perry, & Carman, 2017). The Common Core State Standards (CCSS) called for high school graduates to have the competencies crucial for establishing careers in the 21st century (Tavdgiridze, 2016). The CCSS were adopted as education policy in the state in which this study was conducted. This state will be properly referred to as East Coast state. As explained by the East Coast state's education department, the CCSS are educational standards with the goals and expectations that K-12 students should be literate and become college and career ready.

Even with the rigorous CCSS in place, students continued failing the literacy component of the state assessments. Due to these failures, CTE educators were required to integrate literacy skill-building lessons into their curriculum. CTE teachers instructed the same students as the core-content instructors, and all teachers had to integrate literacy education into their curricula so students could develop the literacy skills needed for success at colleges and in careers. However, CTE educators lacked a process for integrating literacy as well as in-depth knowledge of literacy skills and literacy strategies (Barnes, Zuilkowski, Mekonnen, & Ramos-Mattoussi, 2018). There was a lack of

empirical study about CTE teachers and the incorporation of literacy skills in CTE curriculum, prior to this investigation. CTE teachers were challenged to integrate literacy skills, and administrators and supervisors were charged to provide support for such integration. Therefore, it was necessary to explore CTE teachers' experiences with integrating literacy into the curriculum and the support they received from administrators (i.e., their supervisors).

Administrators are the leaders of school campuses. Administrative support can help CTE teachers to develop the skills needed to integrate literacy into the curriculum. Young, Winn, and Reedy (2017) postulated that school administrators influence every aspect of instruction by shaping teacher practices directly with instructional advice, resources, professional development, and the presence of a culture of trust. Exploring administrators' perceptions of how they supported CTE teachers integrating literacy into the curriculum provided an opportunity to support positive social change. The data gathered from the participants could provide information on what support provided by administrators and supervisors was most effective with CTE teachers seeking to integrate literacy successfully into the curriculum. As such, the study represented an opportunity to affect positive social change in CTE educators and to support them in integrating literacy into their lessons and change their mode of teaching. Positive social change could also occur in that the CTE students gaining literacy skills and strategies could become successful in their state literacy assessments, thus becoming college and career ready.

The first section of this chapter describes the topic of the study and why the study needed to be conducted. It contains a summary of the literature on the topic. In the succeeding sections, the problem of the study is identified followed by the research questions and the purpose of the study. The remaining sections include the conceptual framework, the nature of the study, definitions, assumptions, scope, delimitations, limitations, and significance of the study.

Background

At the national level, there has been an increased focus on accountability, academics, and college preparation, and the role of CTE in promoting academic literacies (Loveland, 2014). Brezicha, Bergmark, and Mitra (2015) added the goal on improving students' academic results based on test scores required administrators to support teachers in the implementation of new reforms. Diaz and Visone (2018) explained that teaching literacy must be done by teachers of both English and all other subject areas. Diaz and Visone claimed that with the change in CCSS standards, CTE teachers needed to integrate literacy in their lessons by changing their mode of teaching to help students "succeed with real-world skills" (p. 14).

The CCSS requires literacy education to be implemented across the curriculum with all students. Literacy is essential for postsecondary education and career success (Wendt, 2013). Students are required to master and apply literacy skills effectively as they interact at work and school. However, Park, Pearson, and Richardson (2017) noted that knowledge and skills acquired from the core subjects, such as literacy and language

arts, when integrated into CTE courses equip students for their postsecondary careers. Moreover, literacy involves reading, writing, oral communication, and the use of numerical skills and is an essential skill needed for graduating high school students (Pilgrim & Martinez, 2013). In an early call to action on the need to embrace CTE's role in ensuring the nation's economic competitiveness, DeWitt (2007) wrote that CTE teachers who integrate mathematics, literacy, and science into their lessons provide skilled workers to employers and the economy.

According to Park et al. (2017), when students enter the workplace, they face demands for practical reasoning and communicative skills. Effective literacy instruction enables teachers to have opportunities to teach students the necessary literacy competencies for engaging with CTE content so that they attain academic achievement and transition into their postsecondary careers successfully. Puzio, Newcomer, and Goff (2015) stated that restructuring instruction requires principals to support teachers, to provide a vision that can be shared, and to display effective instructional practices for teachers; by doing so, principals create communities of practice in their schools.

Regarding literacy integration in CTE courses, little empirical evidence on which literacy interventions work or do not work exists because the literature tends to represent content-area teachers' integration of literacy in the lessons they teach (Polkinghorne & Arnett-Harwick, 2014). Polkinghorne and Arnett-Harwick (2014) identified teachers as having difficulty separating reading from writing in lessons they taught, lacking confidence in their qualifications, and showing dissonance toward their responsibility to

include explicit reading strategy instruction in their curricula. These difficulties influenced low literacy levels among high school students. Evans and Clark (2015) also reported middle school teachers find integrating literacy is challenging and are reluctant to do so because of inadequate training. Ciampa and Gallagher (2016) stated that for teachers to succeed in implementing literacy initiatives, they need to be supported. If middle school teachers find integrating literacy to be challenging, then high school CTE teachers could have similar experiences.

Administrators can hold teachers accountable for rigorous teaching by providing opportunities for mentoring and collaboration as part of supporting reforms like literacy integration. When administrators believe in the academic achievement of their students, they provide support to teachers to enable the students to achieve academically (Munguia, 2017). Bean et al. (2015) posited that administrators who identify teachers' needs enable teachers to develop the skills necessary for integrating literacy into their courses. Furthermore, supportive administrators encourage classroom teachers with specialized roles, such as English language arts, to participate in providing support to teachers unaccustomed to providing literacy instruction. Indeed, administrators use the trust they establish with teachers to gain teacher participation in workshops (Liu, Hallinger, & Feng, 2016). Haydon, Leko, and Stevens (2018) encouraged administrators to support teachers during curriculum changes by providing collaborative decision-making and understanding teachers' support needs. Haydon et al. added that

administrators are agents of positive change when they offer supports to teachers needing to apply the changes occurring within a school.

Curriculum change requiring administrators to support CTE teachers occurred in the East Coast state. The state's education department ruled that students graduating from high school must be college and career ready. This readiness was determined by students passing the state's literacy assessment. Consequently, both CTE teachers and their administrators were tasked with ensuring students were literate (Haydon et al., 2018). However, many graduates lacked the literacy skills needed to pass the literacy assessment (Saunders, Severyn, & Caron, 2017).

Students graduating from high school had not passed the state's literacy assessment in percentages deemed acceptable by the state's department of education (Tavdgiridze, 2016). The state-level passing percentages suggested high school students lacked the needed literacy skills for college and career readiness. The English language arts literacy scores for the school district targeted in this study, referred to throughout the study by the pseudonym School District, indicated a higher rate of passing, suggesting that interviewing CTE teachers and administrators of students who did not meet expectations for Grades 10 and 11 would be necessary. For Grade 10 and 11 students, the average passing percentages on the literacy assessment in the School District and the East Coast state were disparate. For 2016, the School District's passing rate was 69%, and the East Coast state's rate was 40%. By 2018, the gap between the School District at 75% and East Coast state at 36% had widened. Even though the gap appeared to favor the

School District, the passing rates did not suggest that all students in Grades 10 and 11 were passing the literacy assessment, which was the goal set by the School District.

Under 30% of the School District's 11th graders in 2016 did not meet the assessment scoring expectations. Over 31% of the students in the 10th grade, who completed the state's assessment, did not meet expectations. With the high failure rates for students in Grades 10 and 11, the School District mandated that its high school CTE educators must integrate literacy into their respective curricula (Haydon et al., 2018). However, there was a gap in practice with CTE teachers having to integrate literacy and they now struggle to do so when they view literacy instruction outside of their content areas (Polkinghorne & Arnett-Harwick, 2014). Thus, inadequate student performance found in the literacy assessment evaluations made statewide by the East Coast state's education department and locally by the School District indicated a need to understand the qualitative experiences of CTE teachers and the administrators who support them.

Problem Statement

This basic qualitative study of the experiences of CTE teachers integrating literacy into their curriculum and the administrators who support their efforts was needed for improving the integration of literacy in the curriculum in CTE courses in high schools in an East Coast state. Haydon et al. (2018) explained that with the increased expectations for instructional rigor, teachers have difficulty meeting expectations mandated by local school districts. As teachers add literacy instruction to their CTE courses, they experience stress and may be reluctant to comply with the mandate because they believe they lack

support from their administrators (Haydon et al., 2018). Teachers of CTE subjects must fulfill the mandate even if they are not provided with the skills and strategies to do so (Haydon et al., 2018).

The issue of inadequate student performance, such as seen in the report card for the School District, indicated that literacy instruction in CTE courses could benefit students needing to pass state achievement tests. According to Gillis, Jones-Moore, Haynes, and Van Wig (2016), CTE teachers provide real-world literacy practices by providing unique opportunities for students to develop needed literacy skills. However, if teachers do not integrate literacy in the curriculum, graduating high school students may lack the required literacy skills required to perform effectively in college and the workplace (Association for Career & Technical Education [ACTE], 2009; Evans & Clark, 2015; Fang, Sun, Chiu, & Trutschel, 2014; Madden, Peel, & Watson, 2014). There was very little literature on providing administrative support to CTE teachers integrating literacy in their courses (Ciampa & Gallagher, 2016; Silva, Morgado, & Amante, 2017).

Additionally, there was limited research on providing literacy instruction support to CTE teachers to implement the literacy mandate successfully (Pierce & Hernandez, 2015). As such, a study was needed to explore CTE teachers' experiences and the support administrators provide them to do the integration. Generally, CTE educators taught classes according to the content of the CTE course, so integrating literacy in their CTE instruction might have required them to increase their expectations of their students and of themselves (Pierce & Hernandez, 2015). For such a change to occur, administrators

might need to provide support to CTE teachers, and the nature of this support for

integrating literacy instruction was unknown. The problem of CTE teachers' experiences

of integrating literacy in the CTE curriculum and administrators' support for teachers

integrating literacy in the curriculum might receive some amelioration. This research was

conducted with the hope of providing evidence for ameliorating the problem.

Purpose of the Study

The purpose of this basic qualitative study was to explore CTE teachers'

experiences in integrating literacy into the curriculum and the support they receive from

administrators. CTE teachers who integrate literacy into the curriculum have contributed

to students graduating from high school with the needed capabilities to succeed in college

and career (ACTE, 2009; Evans & Clark, 2015; Fang et al., 2014; Madden et al., 2014).

The support and training that administrators provide to CTE teachers can help teachers

succeed with literacy integration.

I sought to understand the experiences of CTE teachers who must integrate

literacy into the curriculum, and the support administrators provide these teachers for

such integration. I followed the guidelines by Denzin and Lincoln (2013) to apply the

naturalistic view and to generate the critical understanding of human experience.

Qualitative researchers incorporate several techniques to explore, decode, describe,

interpret, and make meaning of the phenomena of study (Merriam, 2009). The

populations for the study were the administrators and teachers of the School District in

the East Coast state. I conducted interviews that generate text through transcription and applied unique stages for analyzing the data (Creswell, 2013).

Research Questions

The research questions were founded from the review of the literature and the conceptual framework. The conceptual framework incorporated Fullan's (2007) educational change model that has been applied in education research often (Anderson, 2017; Kaume-Mwinzi, 2016; Marks & Printy, 2003; Veel & Bredhauer, 2009). The research questions (RQ) were the following:

RQ1: What are CTE teachers' experiences integrating literacy in the curriculum?

RQ2: What support do administrators provide to CTE teachers in integrating literacy in the curriculum?

Conceptual Framework

The conceptual framework used to guide this study involved Fullan's (1993, 2007) change model. The framework was applied to the analysis of CTE teachers' experiences in integrating literacy into the curriculum and the support administrators provide them to integrate literacy effectively. Change occurs in schools when new information, skills, and strategies are developed and given to teachers to implement in their classrooms continuously (Fullan, 2007).

As required by the CCSS mandate, CTE teachers integrating literacy into the curriculum needed to change their mode of teaching to comply with the commission. Fullan's (2007) change model addresses what teachers do and how they think to make a

difference in the lives of those they teach. Fullan explained teachers need to be able to accept change. Teachers falling under this mandate must transform their traditional mode of teaching to focus on the literacy skills students need to pass the state's assessment and to be considered college and career ready.

In adapting to the literacy mandate, teachers must change their beliefs, teaching style, or teaching materials (Fullan, 2007). CTE teachers need to be willing to identify the needs of students and to develop effective strategies to achieve the desired goals. When change is productive and successful, teachers develop personal visions for inquiry, collaboration, goal setting, and mastery; essentially, teachers need to believe their role in the change has meaning (Fullan, 1994).

Personal vision-building is what teachers need for understanding what they would like to achieve. It is the meaning that the teacher assigns to the lessons taught and the training received from administrators. Teachers become engaged with learning new ideas and making change within themselves, their students, and the lessons they teach. They develop mastery by applying new concepts in their professional experiences. Fullan (1994) explained that mastery is teachers learning new information and acting on it. Necessarily, they "behave their way into new visions and ideas" (p. 2). Mastery of what is learned allows the teaching to be effective. With the competitiveness of education today, it is harder for institutions to focus on increasing individual teachers' performance (Subiyanto & Djastuti, 2018). As such CTE teachers integrating literacy into the curriculum need the support of administrators.

An application of the model suggests if administrators' change efforts address the factors related to successful initiation, implementation, and institutionalization, teacher accountability reforms, like those mandated by the School District, could improve and sustain student literacy (Phillips, Mercier, & Doolittle, 2017). Administrators providing support to teachers for making changes is a critical factor in educational success (Phillips et al., 2017). Fullan (2007) explained that administrators need to be change agents by focusing on the success of the institution and transform it while providing support for the teachers. Effective leaders influence schools' cultures by understanding how the organization functions as well as its stakeholders' needs (Fullan, 2007; Tofur, 2017).

When administrators understand the cultures of their schools, they can make decisions that lead to positive change. Teachers who are part of a positive culture are committed to student learning and are more likely to accept changes and take risks when they believe their administrators support them (Tofur, 2017). Alternatively, Fullan (2007) explained that schools overrun by many changes contain teachers and administrators who have become resistant to change. Vähäsantanen (2015) concurred with Fullan by noting teachers and administrators experience challenges when initiating the change process. Vähäsantanen explained the new developments in education require teachers and administrators to learn how to integrate change into their professional practice and provide unique learning experiences for students. The challenges that teachers encounter can be alleviated by receiving support from their administrators. Fullan (2007) stipulated that for reform to become a success, such as integrating literacy lessons in CTE courses,

teachers need to change the way they think and teach, and administrators need to offer adequate support. Administrators must motivate and influence teachers to ensure the fulfillment of the goals of the institution (Antonakis & House, 2014).

The development of themes in qualitative data analysis involves the methodical search for patterns to generate full descriptions that shed light on the phenomenon being investigated (Ravitch & Carl, 2016). The conceptual framework was applied while collecting and analyzing the data. The framework guided how the ideas portrayed by the participants were coded. I applied the change model in my analysis of CTE teachers' data on integrating literacy into the curriculum and administrators' data about providing support to CTE teachers. A detailed description of Fullan's change model is provided in Chapter 2.

Nature of the Study

A basic qualitative study was used to explore CTE teachers' experiences in integrating literacy into the curriculum and the support administrators provide to them for such integration. Qualitative researchers are interested in understanding the experiences of the participants and their interpretation of the phenomenon of interest rather than finding out the percentage of individuals that fit into a specific group or criteria (Merriam, 2009). The basic qualitative study was most appropriate due to the gap in practice about the phenomenon and because I had no control over the setting or environment nor the actors within it (Merriam, 2009; Ravitch & Carl, 2016; Stake, 2010; Yin, 2014).

A basic qualitative study was used as an in-depth investigation of a limited system with delimitations and boundaries (Creswell, 2014; Merriam, 2009). According to Denzin and Lincoln (2013), qualitative researchers are "committed to the naturalistic perspective and the interpretative understanding of human experience" (p. 6). Merriam (2009) purported that the qualitative research is "an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world" (p. 13). As such, the purpose of qualitative research is not to analyze numerical data, but to study different topics and interpret phenomena from personal experiences (Creswell, 2014).

The units of study in this qualitative design were the CTE teacher and the CTE administrator at the School District located in East Coast state; the phenomenon of interest was the integration of English language arts and literacy instruction in career and technology courses offered to high school students by CTE teachers and how their administrators support them. The population of administrators in the study was represented by 11 assistant principals and instructional coordinators combined. The population of teachers was 80.

Interview data were collected and recorded using Zoom web conferencing. The interviews were conducted with the School District's high school CTE teachers and administrators. Open-ended questions were asked in the interviews, allowing for

exploration of the participants' experiences (Creswell, 2012; Ravitch & Carl, 2016; Zulfikar, 2014).

All data were coded for the discovery of themes (Zulfikar, 2014). Thematic analysis with open and axial coding strategies was used in the data analysis phase. The codes yielded patterns, and the emergent themes obtained from the data formed the findings of the study (Creswell, 2012; Hagan & Houchens, 2016; Saldaña, 2013).

Definitions

The terms defined in this section were the concepts applied to the purpose of the study. These terms represent aspects of the phenomenon under investigation. The phenomenon involved the integration of literacy in the CTE curriculum.

Career and technical education (CTE). A set of courses that offers individuals with explicit content supporting academic standards, technical knowledge, and skills needed to equip students to become college and career ready. These courses provide technical skill expertise, and industry credentials inclusive of academic knowledge and skills need for employment (Imperatore, 2017).

Content-area literacy. Demonstrating this type of literacy occurs when utilizing reading and writing skills to learn the subject matter in a given discipline (McKim, Sorensen, & Velez, 2016).

Common core state standards (CCSS). CCSS was developed in 2010 by the National Governors Association and the Council of Chief State School Officers. The

CCSS's aim was to establish some reliability in learning from each state ensuring all students would become ready for college and career (Asunda, Finnell, & Berry, 2015).

CTE teacher. This educator prepared students for college and career by providing realistic experiences and work-related skills (Asunda et al., 2015).

Literacy integration. This task involved incorporating reading, writing, thinking skills, and interpreting and discussing the text in lessons taught by content-area teachers (Howard, 2016a).

Assumptions

Assumptions are the foundation of the research and represent what researchers may quietly accept as true (Ellis & Levy, 2009). Assumptions are something researchers accept as accurate without solid proof (Ellis & Levy, 2009). Thus, the assumptions about CTE educators and administrators who supervised CTE departments participating in this study were the following:

1. CTE educators and administrators who managed CTE departments would provide correct and accurate information.

2. The CTE educators and administrators who supervised CTE departments had experiences with and supported integrating literacy into the curriculum.

3. CTE educators understood the concept of literacy integration in relation to the content areas they taught.

4. The CTE educators integrating literacy into their curriculum received support from their administrators.

5. The administrators who supervised CTE departments understood the concept of literacy integration in relation to the content areas they managed.

Scope and Delimitations

The scope of this basic qualitative study was CTE teachers' experiences with literacy integration in the curriculum for career and technology courses and the administrators' experiences with providing them with support for literacy integration. The participants in this study were CTE educators who were expected by the School District to integrate literacy into their classes and the administrators who worked closely with them by supporting their literacy integration efforts. Administrators who did not directly supervise or provide support for CTE teachers were excluded.

Other content-area teachers were excluded as the focus of the study was on CTE teachers. The study was delimited to the School District's CTE educators who had integrated literacy skills and strategies development into the courses they taught and who had taught Grade 9 through 12 students. Three to four administrators at the School District were recruited for participation in the interviews because they directly supervised School District CTE programs and four to five CTE teachers. The first research question addressed the experiences of CTE teachers integrating literacy. The experiences that CTE teachers had in integrating literacy provided new information teachers could use to integrate literacy. The second research question addressed the literacy-integration support the administrators provided to their CTE teachers.

For this study, Fullan's change model was used. Other frameworks, such as social constructivism, metacognition, linguistic theories, cognitive process teacher model, and sociocultural perspectives, were not selected. The other framework did not contain a focus on change. CTE educators need to change when integrating literacy, and administrators need to understand change to support and encourage change in teachers who are integrating literacy into the curriculum.

The information presented from the findings of the interviews with CTE teachers and their administrators might apply to the experiences of educators of other content areas in which literacy integration has been required. Readers of this study might decide whether or not the findings transfer to their situations. Korstjens and Moser (2018) explained that researchers need to provide thick, rich descriptions of participants and the research process so readers can apply the findings to their situations.

To obtain data, interviews were conducted. The data were coded and analyzed to identify themes. All data were coded for the discovery of the emerging themes (Zulfikar, 2014). Open and axial coding strategies were applied in the data analysis phase to find patterns, and the emergent themes obtained from the data collected formed the findings of the study (Creswell, 2012; Hagan & Houchens, 2016; Saldaña, 2013).

Limitations

Limitations of this study involved the conditions researchers cannot control that tend to affect the transferability of the findings or results of the study. Dusick (2014) noted that studies tend to have the following limitations that prevent full generalization or

transferability of findings: (a) the time restrictions, (b) size of the sample, (c) analysis

process, (d) reporting, and (e) the instrument used. All of these limitations likely affected

the transferability of the findings.

The laws of a specific state affect the transferability of the findings in one state to

the experiences of educators in another state. The limitation was related to regulations

and laws differing between states. Therefore, readers of the study must decide if the

findings transfer to their environments (Creswell, 2014).

I had no control over whether teachers and administrators volunteered to

participate. All participation in this qualitative research was strictly voluntary. Readers,

as recommended by Patton (2015), are encouraged to evaluate the transferability of the

findings that were based on the volunteers' specific experiences under the unique laws of

one state.

Creswell (2012) explained qualitative studies use small sample sizes because

large samples reduce the ability to provide a deep, rich, in-depth study of the research

questions. The qualitative method could not capture all the themes that could have been

evident among teachers of core courses. Consequently, the current findings lack

generalizability to other school districts' CTE administrators and teachers.

Finally, as a CTE teacher, I could have had experiences that mirrored those of the

CTE educators and administrators. Thus the findings could have researcher bias.

Consequently, I bracketed my experiences and focused on the data. I wrote memos,

engaged in member checking, and applied triangulation techniques as avenues for

maintaining objectivity (Teddlie & Tashakkori, 2009). To limit bias, misrepresentations, or omissions, I invited the participants to review the findings of the study and to determine if my interpretations of the data transferred to their local high schools and experiences with literacy integration in CTE courses.

Significance

School reforms are implemented to increase students' achievement levels so that students acquire the literacy skills they need to work effectively in college and careers. The CCSS led to educational leaders prioritizing the integration of English language arts and literacy standards into the curriculum of all content areas, including career and technology courses. Teachers were challenged to connect disciplinary content with literacy skill instruction (LaDuke, Lindner, & Yanoff, 2016).

In the East Coast state, students' academic assessment results were unsatisfactory; thus, the results from this study could be useful to those educational leaders who make curricular and instructional decisions. The findings shed light on what professional development and specific administrator supports could be needed by CTE teachers working to integrate literacy into the curriculum. This study contributed to the literature on CTE teachers' experiences integrating literacy skills in the curriculum and the support CTE administrators provide CTE teachers. The findings contributed methods used by CTE teachers to incorporate literacy skill instruction into their lessons.

The CTE teachers' experiences represented an opportunity to understand how educators adjust their modes of instruction when integrating literacy with high school

students. The results of the study provided information to administrators so that they could better understand the experiences of CTE educators who integrate literacy and identify the kinds of support administrators could provide to educators implementing the reform. From this study, CTE teachers could benefit from knowing how their CTE peers integrated literacy strategies into CTE courses to help high school students achieve the required higher literacy standards. The findings addressed literacy integration, administrator support, and CTE teachers' experiences on literacy integration education that could influence future decisions made by high school policymakers.

The results of this study could spur social change based on the information about the experiences of the CTE educators integrating literacy into the curriculum and the support administrators provided them. Social change agents could include district supervisors and policymakers seeing the need for the implementation of literacy integration into instruction in all vocational areas, not just CTE. Moreover, social change could happen as administrators determine what they need to do as transformational leaders and change agents in supporting CTE teachers. District leaders could be inspired to be creative about providing training and support for CTE teachers required to integrate literacy instruction into their lessons.

The changes could occur following the dissemination of the findings. District-level supervisors could embrace the findings and generate opportunities for change. However, teachers and administrators must have a willingness to accept responsibility for influencing how literacy skill development is integrated into CTE courses to become

change agents. According to Bingham and Dimandja (2017), exploring teachers' experiences represents a first step toward understanding the best practices for attaining student outcome goals, such as literacy across the curriculum for high school students. Further, teachers' integration of literacy skills development into their lesson plans could garner improvements to students' English language arts and literacy assessment scores. As high school students' literacy skills improve, they become empowered to apply their improved reading achievements and overall communication skills in their postsecondary and career experiences.

This new understanding of how CTE teachers experience the new requirements could form a catalyst for opportunities to train and support CTE teachers with integrating literacy in CTE instruction. The findings could be applied by administrators who need data to show them what teachers need as leaders and change agents. The data could inspire district-level and school or program leaders to be creative about providing training and support to CTE teachers and to become competent in guiding CTE teachers as they integrate literacy instruction into their CTE courses. Because change could occur based on the data analyzed in this study, not only would students and educators benefit, but over the long term, the local community and economy would benefit as students graduate from high school with critical thinking abilities that grow from gaining literacy skills during CTE classes.

Summary

Students graduating from high school need to be equipped with the requisite literacy skills required to pass the state assessments and to graduate high school. Equipped with literacy skills, students can succeed in college and career. This exploration of the experiences of CTE teachers integrating literacy into their curricula contributed information that could be applied in the future with the students who need to acquire these literacy skills. Administrators could provide them with the requisite support and skills to integrate literacy successfully. In Chapter 1, the background of the study, the problem, the purpose, the conceptual framework, and the nature of the study, definitions of key concepts, assumptions, limitations, delimitations, and the significance of the study were explained.

Chapter 2 is a literature review. In this chapter, a detailed list of databases and search engines used are provided, along with the major search terms. There is a comprehensive literature review to highlight key variables and concepts. The review includes the conceptual framework, CCSS, critical thinking, career, and technical education, why integrate literacy, college, and career readiness, content-area literacy, administrative leadership, and teachers integrating literacy. The sources selected for discussion are peer-reviewed and current. In Chapter 3, the research and ethical issues related to the study are explored. Chapter 4 contains the results and findings of the study. The conclusions appear in Chapter 5, along with the discussion of the findings,

implications for real-world application and social change, and recommendations future

research.

Chapter 2: Literature Review

In the East Coast state's School District, students in Grades 10 and 11 failed the state's English language arts and literacy assessment at a high rate. The School District required CTE teachers to integrate literacy instruction into the curriculum because students in Grades 10 and 11 needed to develop the required literacy proficiencies to pass the state's English language arts and literacy assessment and to transition effectively into their chosen colleges and careers. As CTE teachers adjust to the change in teaching requirements and learn how to integrate literacy instruction effectively, administrators need to provide support to CTE teachers. The constructs of interest to this literature review included those identified in the problem and the conceptual framework. These constructs included Fullan's change model, literacy integration in content-specific courses in high schools, content areas, CTE teachers' experiences with literacy integration, and supervisors' experiences supporting teachers with literacy integration in high school content areas.

The problem involved CTE teachers' experiences of integrating literacy in the curriculum and the support administrators provided these teachers integrating literacy in the curriculum. Through the implementation of the CCSS, CTE teachers contribute to college and career readiness; hence, CTE programs are a part of the literacy solution (Kohnen, 2015). In research on literacy integration, the National Research Center for Career and Technical Education (NRCCTE) found that CTE teachers teach integrated academics, but within the School District, they had trouble doing so.

First, I provide a detailed list of databases and keywords I used to gather scholarly literature. Second, I present Fullan's change model as the framework for the data analysis. I discuss the framework and offer a description of how previous researchers have used it. In the literature review, I highlight key variables and concepts that I have drawn from peer-reviewed and current scholarly literature that include CCSS, literature related to literacy integration in CTE courses, empirical research on the integration of literacy in CTE and on administrator support of literacy integration. I complete the chapter by synthesizing and critiquing the literature.

Literature Search Strategy

I obtained literature to review using resources available from the Educational Resources Information Center (ERIC), Walden University Library, Chamberlain University Library, the East Coast state's education department website, and other electronic sources. The databases for conducting the literature review included Academic Search Premier, Education Research Complete, ERIC, Google Scholar, ProQuest Education Journals, ProQuest Dissertations and Theses, SAGE Journals Online, and Science Direct. Keywords and phrases I used in database searches included *literacy integration, career, technology, CCSS, and CTE integrating literacy, Fullan's change model, leadership support, administrative support, administrative leadership, CTE teachers' experience of integrating literacy, literacy integration, CTE,* and *literacy*.

The search for peer-reviewed studies published within the last 5 years was iterative and occurred over multiple points in time to ensure all publications addressing

the topic were included. In a search with different configurations of keyword fields, I

obtained peer-reviewed journal articles and government reports ranging from 2015 to

2018.

Conceptual Framework for the Study

I applied Fullan's (2007) change model in my study of CTE teachers' experiences

in integrating literacy into the curriculum, and the support administrators provide them to

integrate literacy effectively. Teachers and administrators are considered change agents

under Fullan's model. Administrators who successfully support the CTE teachers

integrating literacy instruction to their CTE lessons theoretically apply the concepts of

Fullan's change model.

With the implementation of CCSS, school systems have had to change their

approach to teaching and learning and to adhere to its requirements. Li, Yamaguchi, and

Takada, (2018) posited that the integration of core subjects in other curriculums supports

the ideologies of the educational change model. Based on the results of the East Coast

state's education department English language arts and literacy assessment in Grades 10

and 11, CTE teachers must integrate literacy skills into the lessons they teach. As such,

they must change their approach of teaching to comply with the reform (Vandeyar,

2017). This mandate follows Fullan's (2007) observation that changes in education are

introduced based on educational standards that meet the needs of students effectively.

With the changes, educators need to be aware of the goals and concerns of educational

reform as this is a sociopolitical process that occurs at different levels: teachers, school administrators, and district administrators (Li et al., 2018).

With school and curriculum reforms, teachers must embrace the mandate and understand what they need to change within their classrooms (Lee, Cheng, & Ko, 2018). Administrators need to provide interpretation, guidance, vision, and support to teachers to ensure the reforms happen successfully in classrooms (Lee et al., 2018). Carse (2015) explained that change needs to be viewed as a process and not as an event. Fullan (2007) explained that change is not just a changing target but also a goal that has been utilized consistently in social settings. Attaining the goal of embracing change requires a series of changes in practice.

The change in practice could include the use of new instructional techniques and resources, new teaching approaches, or alterations to pedagogies (Fullan, 2007). From participation in professional development and training events, teachers gain the knowledge necessary to understand how to adjust the presentation of the curriculum using informed professional judgments. As teachers learn new knowledge related to the reform, they become empowered to follow through on the process of implementing the change required by the reform effort. Carse (2015) noted that the shift in educational policies had generated an institutional culture in which teachers and administrators have become agents of change.

For teachers to be change agents, they must embrace sustainable reform and become exposed to the sustainable concepts of literacy integration to accomplish the

reform goals (Rolheiser, Fullan, & Edge, 2003). Teachers also need to be confident and motivated in applying new skills and strategies used to teach students for sustainability (Merritt, Archambault, & Hale, 2018). Educators embracing change are concerned with how it is implemented and supported. Fullan's (2007) model of change addresses what teachers do and how they think to make a difference in the lives of those, they teach. Fullan (2007) explained that teachers need to be able to accept change. The lessons standards as set out by CCSS and taught by the teachers are connected to students' assessment results and reflected in the results attained.

CTE teachers in East Coast state's school districts have been tasked with changing their traditional mode of teaching by teaching literacy skills across the curriculum with students who need to pass the state's English language arts and literacy assessment and to become college and career ready. Teachers who change their teaching style or teaching materials need to have the ability to identify the needs of students and to receive the support and training for developing effective strategies to integrate literacy (Fullan, 1994, 2007). Fullan (1994) explained that teachers and administrators upon the implementation of the reform need to see how a positive difference could happen within their schools. Administrators as change agents are concerned about the success of the students and the school, and a shared commitment to improving student learning between both teachers and administrators enhance the likelihood of successful change (Fullan, 1994). Fullan (1994) added that administrators who provide support for making changes

are imperative to reform implementation effectiveness and should provide opportunities for teachers to gain new information they can use in their lessons.

With change, teachers embrace new experiences. Fullan (1994) posited that for change to be effective and successful, teachers and administrators need to build their personal visions for the outcomes of the change, ask questions, develop mastery, and engage in collaboration. Teachers and administrators need to have a personal vision for achieving their goals for themselves and their students. With personal vision building, teachers and administrators assess themselves to identify what they value most. They reflect on why they have selected the profession and assigned meaning to their work (Fullan, 1993).

Personal vision building enables teachers to understand through vision making what they would like to achieve and allows the teacher to assign meaning to the lessons and training they receive as they embark on promoting change. Fullan (1993) stated teachers and administrators must be aware of the nature of change and the change process and be involved in implementing and promoting the ideas of change to achieve a better vision for the future. Consequently, teachers and administrators who continuously become engaged in activities to learn new concepts and implement change within themselves, those they supervise, their students, and the lessons they teach ensure successful institutional change. According to Carse (2015), as teachers become involved in professional development that exposes them to new ideas, knowledge, and skills, they create changes to their personal visions of their professional practice. The teachers'

personal visions emerge from a new awareness of the change process and the willingness to acquire the strategies needed to achieve the goals of the reform (Fullan, 1994).

Teachers develop mastery and inquiry of their teaching when they acquire new information, teaching strategies, and techniques. Fullan (1994) explained that mastery occurs as teachers acquire further information and act on that information. Teachers "behave their way into new visions and ideas" (Fullan, 1994, p. 2). For example, CTE teaching under a mandate for integrating literacy becomes effective when CTE teachers master the techniques required for fully incorporating literacy into their CTE classes. Van der Heijden, Geldens, Beijaard, and Popeijus (2015) posited that teachers who are change agents are skilled and capable of applying strategies to foster student learning and accomplishment. Change-agent teachers collaborate with colleagues and discuss effective teaching strategies to ensure the success of the reform (Fullan, 1994; Van der Heijden et al., 2015). Collaboration leads to inquiry as teachers assess new information obtained within their environments and use the information to impact student success (Fullan, 1994).

The moral purpose of education is to make positive changes in the lives of students who then become worthwhile individuals in society (Fullan, 2001). Fullan (2007) explained that teachers and administrators, as change agents have a moral purpose of making a difference in students' lives because teaching is of a moral profession. Fullan (2007) purported that teachers and administrators need to reflect on their profession's

moral purpose when seeking to meet students' needs, such as the literacy needs of CTE

students, and to close the achievement gap.

Moral purpose involves the responsibility to apply those values and ethics that

contribute to transforming students into productive human beings in their postsecondary

lives (Bezzina, 2013). According to Kivunja (2014), when teachers have an

understanding of moral purpose, they appreciate fully the role and purpose of educational

change and how to achieve it. Teachers who share a moral purpose successfully

implement and achieve the goals of the reform. Educators engage moral purpose when

they permeate academic learning with personal meaning, which in turn enriches the

learning process (Bezzina, 2013).

Empirical Research into Literacy Integration

CTE represents a program of study that prepares high school students for work

(Gewertz, 2018). CTE teachers integrate core academic knowledge with technical and

occupational information to provide students with a route to postsecondary education and

professions. With the focus for citizens to have a strong knowledge base and skill birthed

the development of CTE (Morehead, 2015). CTE encompasses many technical subject

areas representing a range of career clusters or career pathways that require the

development of unique competencies. These subject areas can include agriculture, family

and consumer science (FCS), architecture and construction, business management,

education and training, financial literacy, and hospitality and tourism. With the focus of

students graduating with practical literacy skills, CTE educators have been mandated to

integrate literacy into the curriculum. CTE courses have a significant impact on a student's literacy skills (ACTE, 2009). del Prado Hill, Friedland, and McMillen (2016) stated that the CCSS requires content-area teachers to change their views on literacy integration and recognize cross-disciplinary literacy expectations necessary for students to enter college and workforce aimed to succeed. ACTE (2009) stated that addressing the issue of low literacy levels in secondary schools have met numerous challenges. The solution, therefore, was for CTE educators to offer rich literacy content and strategies.

From the creation of hieroglyphics to the courage demonstrated by Malala Yousafzai, individuals are compelled to achieve literacy (Allyn, 2014). Allyn (2014) stated that literacy is a significant innovation, which opens the doors to the sovereignty of the mind providing a basis to access and share knowledge thus creating a global community whose citizens are capable of expressing oneself and culture. Allyn (2014) further stated literacy is power, and without it, there are few opportunities to succeed in the growing global community, but the real innovation, literacy itself, is complex. Allyn (2014) explained the definition of literacy provided by the CCSS stated that students should be able to read, write, speak, and listen. Students should write argumentative essays to support their claims with valid and adequate evidence from current materials (Novak, Hubbard, Ebeling, & Maher, 2016). Allyn (2014) extended the CCSS is a prospect to make changes in literacy instruction, equalizing the learning possibilities for all. CCSS outlines students' goals and learning expectations to develop students into independent, collaborative, and continuous learners prepared for college and the job

market. Pense, Freeburg, and Clemons (2015) explained the CCSS and CTE both advocate for a shared learning expectation between students learning and evidence of skills obtained. The CTE programs align with the intent of CCSS, which prepares students for college and career readiness, enhancing and strengthening literacy skills in addition to holding students and teachers accountable for education. Pense et al. further stated that the CTE standard indicates that the CCSS should be integrated into workplace readiness skills and tasks while strengthening the main concepts students need to master.

With the discussion of students becoming college and career ready as a result of the adoption of the CCSS, the level of rigor was increased for students to become more literate (Evans & Clark, 2015; Fang et al., 2014; Madden et al., 2014). The idea of integrating literacy into classes is not a new concept (Andrelchick, 2015). With the increased pressure for school districts to address the No Child Left Behind Act of 2001 schools that fail to meet annual yearly progress for two consecutive years are labeled as needing improvement or improvement required (Tong, Irby, Lara-Alecio, & Koch, 2014). Tong et al. (2014) argued for the imperative of districts providing their struggling readers with literacy skill development (Tong et al., 2014). It was with the NCLB initiative that teachers became accountable for student literacy acquisition in all subjects (Stair, Warner, Hock, Conrad, & Levy, 2016; Tong et al., 2014). Orr, Kukner and Timmons (2014) indicated that with the importance of literacy integration, content-area teachers are essential facilitators in the reform.

Content-area teachers integrate literacy skills, strategies, and attitudes in the lesson allowing students to develop a high level of comprehension and critical thinking skills. With the implementation of the CCSS, there is the call for students to now have access to great content in their classrooms than before. Fang et al. (2014) acknowledged that teaching comprehension strategies and study skills allow the student to develop better reading, writing, and learning skills. As such, teaching these strategies together is more effective than teaching individual strategies separately. Ness (2016) posited that reading is essential and significant to students learning. Reading is a tool that aids students' abilities for remembering and understanding the content discussed in class and the acquisition of literacy. Ness expounded that although teachers comprehend and endorse the importance of literacy, some have acknowledged not providing explicit reading instruction. Wexler, Mitchell, Clancy, and Silverman (2017) stated that reading and eventually acquiring content into the secondary grades is a struggle for students. Wexler et al. indicated that approximately 64% of students in the United States are ranked below proficient in reading.

With the evidence of poor achievement, researchers and policymakers promoted the need for content-area literacy instruction to be central to instruction in the core content (Wexler et al., 2017). Through the integration of literacy in content-area instruction students will improve their reading skills and become capable of accessing content knowledge via reading. They will not only improve their reading ability when literacy instruction is integrated into content-area instruction, but they will also gain

access to content knowledge through reading (Wexler et al., 2017). Wexler et al. (2017)

further recommended that equipping all teachers should integrate evidence-based literacy

practices in their instruction of content areas.

Common Core State Standards

State leaders developed the CCSS in 2009. This standard allowed for the

development of the NCLB legislation requiring school districts to be held liable for test

scores and adequate yearly progress (AYP) reports (Murphy & Haller, 2015). Murphy

and Haller (2015) explained that the CCSS was designed for students to enable them to

develop the needed skills for college and career specifying the standards they should have

learned. Eubanks (2014) stated that the CCSS aimed to identify reasoning practices and

learning strategies students need to attain and retain curriculum content. CCSS frame the

ability levels necessary for students to succeed in their colleges and careers (Wolfe,

2015). Howard (2016b) indicated that with the implementation of CCSS activities are

provided for students that engage them in learning practices guided by the curriculum and

assessment plans. Howard explained when curriculum plans are developed teachers

utilize methods that integrate the standards thus providing students with situations that

allow them to increase learning by thinking critically and interacting with texts. Howard

noted the rules should be used with tasks that challenge students to develop skills to

become college and career ready and not focus on one-size-fits-all methods when

presenting instruction for the core competencies.

Through the implementation of the CCSS, CTE teachers have a chance to remove barriers that hinder students from becoming college and career ready, as such, CTE programs are now a part of the literacy solution (Kohnen, 2015). Calfee, Wilson, Flannery, and Kapinus (2014) explained to accomplish the goals, and high expectations laid down in the CCSS literacy standards, teachers are challenged to meet the fundamental changes in their curricular, instructional, and assessment practices. To ensure that all students meet the standards, educators must warrant that learning is continuously monitored with students receiving adequate feedback and guidance throughout instruction. According to Waterson (2016), CCSS supports integrating literacy in subjects. Reisman (2017) reported CCSS as requiring all teachers to incorporate literacy instruction actively as they prepare students for the academic challenges of college. Strahan, Hedt, and Melville (2014) stated that the goal of CCSS is to nurture deep thinking within all subject areas by emphasizing learning through studying the complexity of the text.

With the implementation of the CCSS, all teachers belong to the discipline of literacy (Nowell, 2017). Morrow and Kunz (2016) regarded CCSS as necessary for preparing students to be ready for college and career. They claimed when applied the standards should provide channels for leaders to address learners' needs, and the CCSS has national benchmarks and lead to teachers using the same strategies and information around literacy and best practices. Inherently, the CCSS literacy standards involve

students learning how to analyze and interpret material from various sources, understand points of view, and develop argumentative and explanatory papers (Nowell, 2017).

However, teachers have indicated the implementation of the CCSS was imperfect and included no attempts to obtain their input about its effectiveness as a form of educational change (Butterfield & Kindle, 2017). Butterfield and Kindle (2017) noted teachers' mixed perceptions about the CCSS related to the directors of the change. Brown (2016) purported that CCSS was built upon the belief that all students can learn using the same instruction and that all students could learn the curriculum to be taught and learned yearly in a standard format. Brown explained that if policymakers are not mindful of how the change to CCSS affects students, then the implantation of CCSS becomes less equitable and widens the academic gap the CCSS was designed to close. Finally, Brown expressed a weakness of the CCSS was the failure to address in its design the needs of students from diverse cultures, which could increase educational inequalities.

An Overview of Literacy

One aim of education today is to ensure all students graduating high school are literate. Graduates should possess competencies, which are vital for interacting successfully in the modern world (Tavdgiridze, 2016). Traditionally, the definition has been the ability to read and write, but interpretations of literacy have changed through time (Andrelchick, 2015). Literacy definition today is the ability to (a) read and write; (b) process information, ideas, and opinions; (c) and make decision-making and solve problems (Tavdgiridze, 2016). Johnston (2016) explained that it is hard to identify where

the term literacy was derived. The term literate first appeared in 1432, illiterate appeared in about 1660, and literacy first appeared in 1883 (Johnston, 2016). In Latin, literatus (masculine) and litterata (feminine) meant "one who knows the letters." These terms came to meant educated, scholarly, learned, and cultured" (Johnston, 2016, p. 8). Johnston further stated that being able to read and write carried associations with elitism. Johnston explained, "The Egyptians hieroglyphics were thought of as the writing from God and the ability to sign one's name in the 19th century was the prerequisite to vote. According to Johnston, when forced to use the words or visions of others "we remain objects of social history and to articulate our views of our own experiences, we become subjects of our destiny" (p. 8).

Literacy involves the communication of meaning in multiple modes, but conceptions of literacy include diverse and culturally encoded communicative practices (Johnston, 2016). Students graduating from high school need to be literate to be successful in their careers and college education. For this study, literacy includes the knowledge and competencies that allow individuals to develop critical thinking skills, communicate effectively, and manage change through analysis of text (Orr et al., 2014). Literacy also enables students to solve problems in contexts developing their knowledge and potential (Orr et al., 2014). Therefore, being educated, scholarly, and cultured gives literacy its general value.

Content-Area Literacy

Content-area literacy is critical in all classrooms (Kay & Susan, 2017). Dunkerly-Bean and Bean (2016) stated the roots of content-area literacy began in the early 1900s addressing the need for reading across content areas. Dunkerly-Bean and Bean (2016) explained that in 1919, some researchers preferred to teach reading skills without concern for content areas. They feared that subject area teachers were not interested in teaching reading. Dunkerly-Bean and Bean (2016) further stated that between the 1920s and 1960s, educators were apprehensive that simple reading skills learned in primary schools would not be sufficient for determining the content of specific disciplines. Dunkerly-Bean and Bean claimed many researchers contended that differing regulations introduced different linguistic activities and viewpoints on building knowledge. Within this era, educator merged content with reading instruction. It is through this integrated approach within content-area disciplines that influenced the development of content-area reading. It was in the 1970s that the term content-area reading became well known. Dunkerly-Bean and Bean posited researchers of subject area-specific reading devised instructional strategies for teachers to use when encouraging students to learn skills for comprehending particular content.

With the formulation of new literacies encouraged by the growing use of technology, the demands for advanced reading, writing, and technical skills, including the ability to understand and synthesize information increased. Kay and Susan expressed that content-area literacy strategies need to be taught in classrooms for students to achieve

content comprehension. Kay and Susan stated as per the CCSS at 80% of the time students should be reading and working with expository or informational text. When students obtain content-area literacy strategies, their comprehension skills improve, and teachers feel successful. Despite the success of integrating literacy teachers struggle with incorporating literacy strategies in their lessons, and this struggle occurs as their approach to learning has been teaching to the test for nearly two decades (Kay & Susan, 2017). Content-area teachers should have a more significant role in their students' literacy growth and model suitable content literacy strategies to support the learning model as integration allows literacy to develop into a content-area learning tool than a standalone subject (Kay & Susan, 2017). In embedding language and literacy standards into content areas, students can apply acquired literacy skills to decipher text.

With the formulation of content-area literacy, educators have to rethink their approach towards literacy instruction (Orr et al., 2014). Content literacy is acquiring an understanding and thinking critically about new content within a subject area, complete with using reading, writing, content-specific literacy skills, attitudes, and prior knowledge (Orr et al., 2014). The authors explained that content-area teachers need to consider themselves as literacy teachers and should integrate literacy in their lessons to contribute to students' literacy development. Orr et al. (2014) stated that literacy skills, strategies, and attitudes be taught to allow for increased growth in comprehension and critical thinking skills in subject areas. It is, therefore, crucial for teachers to ensure that the learning experiences they provide permit students to build a connection between their

situated literacies and content-area literacies (Friend, 2017). "Each content area [discipline] has its 'own take' on literacy use" (Friend, 2017, p. 12). Friend (2017) stated teaching literacy is a challenge for teachers as not every teacher is a teacher of reading. It is, therefore, impractical to expect content-area teachers to be literacy experts, which presents a dilemma. Dunkerly-Bean and Bean (2016) stated research in the content-area literacy indicated the resistance teachers have in integrating strategies into their lessons. Dunkerly-Bean and Bean claimed teachers are liable to adopt a content literacy perspective contingent on the support offered to them. Park et al. (2017) stated that school districts having successful integration occurring had agreed that integration of literacy in CTE programs contributed to students' achievement of college and career readiness.

Empirical Research on Teacher Integration of Literacy in CTE

Literacy in CTE courses has historically been taught to build knowledge in these various disciplines through reading and writing. However, this purpose has changed (Dunkerly-Bean & Bean, 2016). Literacy now has to be integrated into the curriculum to provide students with skills and strategies that would allow them to develop critical thinking of complex texts to develop awareness for evidence-based reading, writing, and speaking. With literacy development, students' inclinations to enter college or to become employed increase (Dunkerly-Bean & Bean, 2016).

The assumptions educators hold about teaching and learning can impact pedagogical practices. Giles and Tunks (2015) stated that regardless of the level of

experience educators have, and they enter the classrooms with preconceived ideas of teaching and learning. Giles and Tunks used evidence from research on teachers' knowledge and beliefs about literacy learning critically influenced pedagogical practices. Having used surveys to obtain data, Giles and Tunks indicated that educators with 21 years of experience showed little support of literacy skills while educators with 6 to 10 years of experience supported literacy integration. The difference might be related to educators who obtained certification 25 to 30 years ago began their career in a time before literacy integration became a more common occurrence.

Quantitative descriptive research using surveys was conducted to collect 107 FCS teachers' views of having to integrate literacy (Polkinghorne & Arnett-Harwick, 2014). Polkinghorne and Arnett-Harwick (2014) showed 90.4% of the participants agreed that reading integration instruction should be included in FCS courses, 92.3% agreed that reading skills should be frequently integrated, and 65.4% agreed that reading skill-building should be overtly included in high school FCS lesson plans. As a result, FCS teachers see the need for the integration of reading skills in FCS courses. Polkinghorne and Arnett-Harwick's teacher participants conceded that students need literacy skills to be successful in academia and the workplace. The FCS teachers were not against integrating literacy into their lessons, but instead, preferred literacy integration be the responsibility of reading teachers and core educators (Polkinghorne & Arnett-Harwick, 2014).

Additionally, the FCS teachers provided no evidence of receiving the support they needed for integrating literacy. According to Polkinghorne and Arnett-Harwick (2014), factors that contributed to poor literacy performance in high school include teachers' inability to separating reading from writing in lessons, teachers' lack of confidence in their literacy instruction qualifications, and teachers' dissonance toward their responsibility to include explicit reading strategy instruction in their curricula. Chang, Chen, and Chou (2017) found training teachers to integrate literacy enhances their knowledge and skills and should be a priority in schools. Through training, teachers learn to use new strategies for ongoing literacy instruction. Chang et al. stated that providing literacy instructional support enables teachers to overcome the challenges connected to changing their classroom practices.

Students taking a critical approach to reading texts is vital in literacy instruction (Larsson, 2017). Critical thinking allows students to be skeptical and analytical in argumentative writing and represents a higher level of learning (O'Halloran, Tan, & E, 2017; Wolfe, 2015). Critical thinking is the ability to draw conclusions, make assumptions, judge the quality of an argument, and develop and defend a position on an issue (Larsson, 2017). Critical thinking incorporates the levels of Bloom's taxonomy. It involves metacognition and the cognitive skills of listening, reading, finding buried assumptions, and acknowledging consequences (Swafford & Rafferty, 2016).

Critical thinking is one of the literacy skills high school students need to acquire to pass the assessments and to perform effectively in college and career. Critical thinking

is an efficient tool in disputing prejudice, bias, and promoting innovation, creativity, and objective reasoning. It also encompasses steps of conceptualizing, analyzing, synthesizing, and evaluating thought with higher-order skills that are more complex than learning rote facts or concepts (Buluc, 2017; Buskist, Reilly, Walker, & Bourke, 2016; Swafford & Rafferty, 2016). Buluc (2017) postulated critical thinking is a vital element in the development of skills needed for tertiary education and enables the ability to analyze and examine ideas, assumptions, claims, and reasoning and to make informed decisions based on evidence. Buskist et al. (2016) claimed critical thinking allows students to interact actively with information and draw conclusions deductively.

Critical thinking is necessary in college, and connections between high school and college reading requirements have been made in research. Allen et al. (2017) used a quantitative method to find the relationship between students' success in a developmental reading and writing course and student success in a college course with intensive reading requirements. The research was performed to predict the progress and performance of students in two literacy-focused courses. Allen et al. concluded a positive relationship between students gaining literacy skills through the completion of advanced English language arts courses and the completion of content courses in which they utilize the same skills. Students who learn literacy skills succeed academically in college courses requiring intensive reading, such as psychology or history (Allen et al., 2017) because critical thinking requires a complex combination of intellectual skills (Taraf, 2017).

Developing students' critical thinking skills is an essential goal for teachers to have (Larsson, 2017) because critical thinking skills are a crucial feature of the CCSS and are interwoven with problem-solving, teamwork, and communication (Anderson, 2015). Anderson (2015) assured teachers that CCSS literacy reforms are aimed at developing students' skills for successfully thinking critically and creatively and conversing competently. Indeed, Taraf (2017) postulated critical thinking entails abstracting, applying, examining, synthesizing information collected from, observations and experience. Taraf performed in an exploratory study to examine English language arts instructors' awareness about and perceptions of critical thinking and their experiences of teaching English language arts to promote their students' critical thinking abilities. Taraf used a mixed-methods approach to find out English language arts and literacy instructors' critical thinking awareness, to investigate their perceptions of critical thinking, and to observe their instructional practices for integrating critical thinking skills in their teaching. Taraf found that teachers were optimistic about integrating critical thinking into the curriculum and did plan for students to engage in critical thinking in the classroom. Further, Swafford and Rafferty (2016) stated critical thinking skills enable students to develop detailed comprehension of concepts and allow them to solve practical problems.

FCS educators could integrate a variety of critical thinking strategies into their educational approaches. An example would be FCS teachers planning a lesson on obesity that integrates critical thinking to expand the lesson to include a problem-solving activity (Swafford & Rafferty, 2016). According to Larsson (2017), students think critically if

they have had learning experiences that increase or develop their critical thinking; thus, teachers need to expose students to innovative learning experiences and to challenge current understanding and allow students to acquire advanced content knowledge.

Empirical Research on Administrative Support of Literacy Integration

Leadership involves collaborating and impelling others to work. It entails motivating, influencing, and directing others towards the achievement of goals within the institution (Thamarasseri, 2015). The success or failure of an endeavor reflects on the leader (Anderson, 2017). Leadership plays an important role in implementing instructional changes within schools. School leaders specifically focus on providing instructional development to teachers to support them in integrating literacy (Puzio et al., 2015). School leaders could benefit from knowing the experiences of CTE teachers having to integrate literacy to create a safe, non-threatening atmosphere for teachers to learn the skills and strategies taught. CTE teachers were important in contributing to the smart goals of the School District in the East Coast state by ensuring students graduate high school literate and college and career ready.

A school leader is anyone within the school who makes decisions and influences others to get the work done. They motivate and direct individuals towards the attainment of the institutions' goals. Ciampa and Gallagher (2016) purported that teachers have always worked in isolation while preparing lessons and evaluating student learning. Teachers who gain professional development that involves collaboration increase their knowledge of how to integrate literacy into content-area lessons. Alternatively,

Thamarasseri (2015) stated that leadership in education is directing the activities of those engaged in the training of minds towards the achievement of the goals. In managing activities to achieve, the goals of the school leaders encourage change.

Leaders influence others to take actions to achieve a desirable ending, influence the goals set, activities of followers and inspire change to occur to reach existing and new goals (Thamarasseri, 2015). According to Türkmen Taşer, İbrahim, Aysun, and Naci (2018), leadership support is of great importance in allowing employees to carry out increasing workload. The lack of leadership support perceived by individuals could contribute to emotional burnout and cynicism resulting in a deteriorated work environment. Türkmen Taşer et al. added that studies have indicated that direct and indirect leadership support affects the burnout process of employees. Leadership support is vital in the work environment and to teachers' development of creativity (Türkmen Taser et al., 2018).

To achieve the goals of the school, administrators must support the teachers in providing the necessary skills and strategies needed to work effectively. According to Silva et al., (2017), studies have indicated that effective schools have a positive school climate and employee collaboration. Within these schools, teachers diversify their teaching strategies and collaborate with colleagues allowing for greater success in students' performances. Teacher support includes emotional, informational, encouragement, and the provision of professional development (Silva et al., 2017).

Principals need to work purposefully with educators to develop critical strategies to raise reading achievement through the integration of literacy skills in content areas, such as CTE. Ch, Ahmad, Malik, and Batool (2017) explained effective leaders inspire and influence others by providing vision, direction, and support for promoting change. Silva et al., (2017) explained that a school with strong leadership has a shared goal, establishes, trust, and promotes a shared vision. Effective leaders are essential to the improvement of teaching and learning. Principals serve as catalysts for change by supporting instructional growth through professional development and the creation and maintenance of positive school environments.

The principal influences the school climate by providing leadership practices teachers need. Transformational leadership they claimed provides collaborative professional development by offering training opportunities in the required areas. Berebitsky, Goddard, and Carlisle (2014) purported that based on state and federal government's policies to increase students' achievement levels, the quality of classroom instruction has become the focus of school improvement, and school leaders have found the quality instruction mandate to be a challenge to fulfill. Munguia (2017) also posited that principals are the key to students' academic achievement successes. With the focus of teachers having to close the achievement gap, encourage learning, and reduce the dropout rate principals need to emphasis more learning, instruction, and strategies that cater to the needs of students. Although teachers are the ones who directly affect students, the principal is the one who influences the long-term success of any program. Munguia

(2017) further stated that in embedding a change in values there has to be a mind shift in habits and assumptions.

The principal needs to build positive relationships that contribute to academic achievement. They need to foster conditions that promote ongoing learning that entails the provision of continuous professional development for educators. According to Overholt and Szabocsik (2013), principals need to identify strategies to support teachers as they learn to integrate literacy skills into their lessons. They stated that teachers learned strategies in teaching literacy through reading research and principals provide support in exploring their instructional decisions. Overholt and Szabocsik claimed that principals who understand and appreciate the need for literacy integration should provide support for teaching literacy. With the knowledge they have they know what to look for during observations, and they have a concrete expectation of what students should be doing. School districts should provide training for administrators that aligns with best practices for literacy (Overholt & Szabocsik, 2013). This would equip them to effectively interact with teachers in discussing instructional practices and increase the literacy development of students in their schools.

A school wide literacy initiative can be seen as proactive, in that it would influence student outcomes and not just comply with a mandate. To support teachers integrating literacy into the curriculum professional development has to be provided to equip them with the needed skills and strategies. Ciampa and Gallagher (2016) explained that professional development needed to be focused on improving teachers' instructional

skills. By participating in intensive PDs about literacy development, teachers gain advanced knowledge of literacy and literacy-building practices.

In an a mixed-method research has been conducted to explore the impact of a professional development model aimed at supporting content teachers in integrating literacy (Greenleaf, Litman, & Marple, 2018). The problem was transforming content-area instruction controlled by lectures that support reading and reasoning skills and developments encouraged by literacy reform initiatives. Greenleaf et al. (2018) gathered data through observation of content-area teachers identified for giving exemplary instructions. They stated that teachers having previous information on Reading Apprenticeship were more knowledgeable of complex literacies, literacy integration, and content learning and were able to provide support to others. Greenleaf et al. stated the CCSS literacy standards for college and career readiness are designed to promote literacy instruction so students can read and comprehend intricate sources of information within all subject areas. Professional development (PD) must, therefore, support the change in building teachers' capacities to teach literacy within their content areas (Ciampa & Gallagher, 2016).

A survey of teachers was conducted to see if educators needed to be involved in professional development that supports targeted areas for improvement (America, 2014). America (2014) noted educators should develop a professional growth plan that aligns with the selected training topic, such as literacy instruction integration into content courses. Professional development should be developed based on data from teacher

evaluations targeting the school's needs for improvement. Professional development focus should be on opportunities for improvement with the expectation that teachers attend and implement in their teaching practices (America, 2014).

Principals, as administrators who offer support on their campuses, need to be involved in the training of teachers to move from a supervisor to that of instructional leader. Principals should be teachers of instructional programs including evaluators of instruction (America, 2014). America (2014) further stated professional development should allow teachers to learn strategies to teach and facilitate vocabulary development in a literacy lesson to strengthen students' knowledge about the concepts they are taught. America concluded that introducing literacy to discipline areas is needed to create a connection between critical reflection and literacy skills to the school level and teachers need professional development to successfully add literacy instruction to content areas.

Synthesis and Critique of the Research on Literacy Integration

Studies indicated that high school graduates lack the literacy skills needed to perform effectively in their colleges and careers (Dalton, 2012; Wexler et al., 2017). Historically, the definition of literacy was the ability to read and write, but with the focus on enabling students to think critically and to be college and career ready the definition has changed. Orr et al. (2014) explained literacy includes the skills and knowledge needed to think critically and communicate effectively. The CCSS is focused on critical thinking skills developed from literacy that allow students to process and analyze information (Buskist et al., 2016; Taraf, 2017). Kay and Susan (2017) explained content-

area literacy is critical in education, as students need to achieve content comprehension. Classrooms today have been transforming, and students are now encouraged to create knowledge together through active engagement (Porath, 2016).

Literacy instruction is important in supporting the development of conceptual and cognitive processes (America, 2014). America (2014) further stated business teachers need to integrate reading and writing skills to aid students in developing these skills and to ensure high school students graduate ready for college or ready to work. America (2014) and Allen et al. (2017) agreed that literacy skills are necessary and relevant to performing effectively in college courses with intensive reading requirements. Thus, CTE literacy integration represents a change in a professional practice designed to improve students' college and career readiness that can be considered evidence based.

The literature provides evidence that support needs to be provided to teachers through administrator-supported team teaching and collaborative inquiry (Ciampa & Gallagher, 2016; Evans & Clark, 2015). The professional development provided to teachers allows them to develop skills needed to integrate literacy (Ch et al., 2017). However, the literature reviewed contained a gap by not adequately including the in-depth perspectives of teachers and the administrators tasked with supporting them.

The synthesis revealed the research gap and suggested a need to gain in-depth interview data from both CTE teachers and administrators about literacy instruction in these content-area courses. Within the literature reviewed, many studies were focused on core-content areas, such as science, teachers integrating literacy. An in-depth qualitative

study could fill the gap left by quantitative studies that could only add breadth (Chang et al., 2017).

This basic qualitative study's findings addressed the gap in the research on the experiences of CTE teachers and how they were supported for providing literacy strategies to students in their courses. The detailed information from the administrators tasked with leading and supporting CTE teachers' efforts to integrate literacy instruction into their lessons provided new knowledge for educational leaders to use. The findings included information on the professional development provided by administrators to the CTE teachers to equip them with needed skills and strategies for integration. The study also involved exploring how CTE teachers described their efforts to successfully integrate literacy skill development in their CTE classrooms. School districts, policymakers, and CTE department leaders could use the findings of this basic qualitative study regarding the perceptions the CTE teachers in their planning for addressing the literacy mandate.

Summary

In this chapter, the review of the literature was presented following the discussion of the conceptual framework that guided the design of the basic qualitative study. Fullan's educational change model that guided the data gathering process and informed the data analysis was explained. This chapter also included empirical research on literacy integration in core-content areas and on teachers' integrating literacy in their classrooms. The limited literature including administrators was also discussed. The synthesis and

critique contained the identified gap in the literature, which involved the lack of a

qualitative study involving interviews with both teachers and administrators. Chapter 3

addresses the methods used for conducting the qualitative study to explore career and

technical education (CTE) teachers' experiences in integrating literacy into the

curriculum and the support administrators provide to them for such integration. Chapter 3

also contains the role of the researcher, the procedures for participant recruitment and

data collection, including study trustworthiness and ethical considerations, and the plan

for performing data analysis.

Chapter 3: Methodology

The purpose of this basic qualitative study was to explore CTE teachers'

experiences in integrating literacy into the curriculum and the support they received from

administrators. In this chapter, the methodology for this dissertation is addressed. A

description of the methods and procedures, as well as the kind of data required to answer

the research question, is provided. The research design and rationale represent the plan

and procedures used to conduct the research. The chapter contains an explanation of the

procedures of the research designed to collect and analyze qualitative data. The role of

the researcher is explained. The methods section includes an explanation of the settings,

participants, procedures for gaining consent, the different types of data collection, and the

data analysis methods. The chapter concludes with discussions of trustworthiness and

ethics.

School administrators in the School District located in East Coast state expected

teachers to integrate language arts and literacy into all aspects of courses based on the

CCSS. The goal of the CCSS was for students to become highly literate to be successful

in the 21st century (CCSS Initiative, 2011). Students must be college and career ready by

gaining knowledge across disciplines, the ability to read and write across disciplines,

demonstrate originality in critiquing texts and ideas within disciplines, and using

evidence to support their ideas (Buskist et al., 2016; CCSS Initiative, 2011). Mitton-

Kükner and Murray Orr (2018) posited 21st century literacy encompasses students' ability

not only to read and write but also to balance the skills used in comprehending,

communicating, and thinking critically. Literacy development increases when instruction in reading and writing is ongoing within content-area instruction, and literacy integration within content areas increases students' conceptual learning, writing skills, and reading comprehension (Cervetti & Hiebert, 2015).

Integrating literacy throughout CTE courses is one solution to academic underperformance by students (McKim et al., 2016). Being literate is essential for individuals' success in career and life; therefore, the role of educators and education is to develop literacy skills in students so they become competitive in the job market (Adams & Pegg, 2012; McKim et al., 2016). Given the evidence of students' low scores in the CCSS assessments (Imperatore, 2017), their need to enroll in remedial classes in college, and the push for accountability (Loveland, 2014), I explored the experiences of CTE teachers and support administrators who help them integrate literacy into the curriculum.

Research Design and Rationale

This study was guided by the following two RQs:

RQ1: What are CTE teachers' experiences integrating literacy in the curriculum?

RQ2: What support do administrators provide to CTE teachers in integrating

literacy in the curriculum?

Merriam (2009) explained that research questions dictate the type of methods necessary for conducting a study and identified the qualitative study design as requiring qualitative methodology. Thomas (2013) stated that the research should start with the research question. The researcher should be "the servant of the research question, not its

master" (Thomas, 2013, p. 116). The research method and design are appropriate based on the problem and research questions.

A basic qualitative study design was appropriate to gain an in-depth understanding of CTE teachers' experiences of integrating literacy and the support provided by administrators. With the aim of developing students' literacy skills, the School District in the East Coast state mandated that CTE teachers integrate literacy into the curriculum. The study allowed for exploring CTE teachers' experiences with integrating literacy into the curriculum and how administrators supported narrowing the literacy achievement gap among high school graduates.

A qualitative study is an activity by the observer in the world and consists of a set of interpretive, material practices that make the world visible (Denzin & Lincoln, 2013). According to Merriam (2009), researchers use qualitative research to define the meaning people have of their experiences. Qualitative researchers are interested in how participants interpret life experiences and construct their worlds (Merriam, 2009, p. 23). Thus, qualitative researchers study the perceptions, behaviors, and behavioral changes in humans. Studying complex human phenomena in a systematized manner helps researchers to stay focused (Creswell, 2012). Anderson (2015) stated qualitative research is conducted in its natural setting and is used more frequently when conducting an educational study. These interpretive material practices change the world into representations captured in field notes and data from participants (Denzin & Lincoln,

2013). I conducted interviews using Zoom web conferencing to learn about participants' experiences qualitatively as derivatives of their perceptions, emotions, and memories.

The qualitative paradigm was used to explore, illuminate, and comprehend the phenomenon of integrating literacy in CTE instruction. Before deciding on using a qualitative method, other methods were considered. Yin (2014) explained that before selecting a specific method researchers should first look into the applicability of all research methods. I rejected ethnography as inappropriate due to its focus on culture in a natural setting over time. The narrative design was rejected as the focus of my study was to explore the experiences of CTE educators and administrators in integrating literacy (Creswell, 2012; Yin, 2016).

A quantitative research method is aligned with a post-positivist and positivist paradigm. Quantitative researchers utilize techniques associated with gathering, analyzing, interpreting, and presenting numerical information (Creswell, 2014; Teddlie & Tashakkori, 2009). For this study, the quantitative research approach was rejected because the purpose of this study focuses on data that were qualitative. There was no use of numerical information.

The mixed-method design combines both qualitative and quantitative traditions. Within this tradition researchers attempt to merge data collected in multiple ways and integrate both methods' results during the presentation of the findings (Teddlie & Tashakkori, 2009). Therefore, the mixed-method design was rejected because it

represented adherence to the post-positivist and positivist paradigms of quantitative methodology (Creswell, 2014).

A qualitative design allowed for reflecting on my role as the researcher in the study (Creswell, 2013). According to Thomas (2013), researchers think of pathways to select a specific method when conducting research. The rationale for the chosen research design involved the purpose to collect data on the experiences of CTE educators and administrators support within the School District, causing the qualitative method to be appropriate to use. To explore CTE teachers' experiences in integrating literacy into the curriculum and the support administrators provided to them for such integration, a basic qualitative study design was used.

Specifically, I explored the experiences of the CTE teachers working within a single school district and integrating literacy into the curriculum and the support administrators provide them to do so. The study was delimited to the School District's CTE educators who integrated literacy skills and strategies development into the courses they taught and who taught Grade 9 through 12 students. In this study, I sought to develop an in-depth understanding of administrators' and CTE teachers' realities with literacy instruction (Creswell, 2013).

The interview protocol was designed to be intentional, rigorous, systematic, and not guided by overly rigid rules and procedures based on advice provided by Ravitch and Carl (2016). The qualitative research interview allowed participants to reconstruct events, portray ongoing social processes, and represent experiences with change. Additionally,

interview data enable researchers to explore contradictory perspectives between participants (Rubin & Rubin, 2012). The questions in the protocol complemented the central research question and were designed based on what was stated in the literature review. To ensure that the protocol questions were aligned, I recruited three CTE administrators and three CTE educators and had them review the questions for clarity and alignment. Any recommendations made were addressed by adjusting and revising the questions.

The sample of CTE teachers and administrators was drawn from the School District located in East Coast state (Merriam, 2009). For this study, participants were interviewed for the purpose of collecting needed data. Qualitative studies include detailed, thick descriptions of what is being studied based on collecting data through interviews (Merriam, 2009). Data collection occurred during one-on-one interviews with the CTE teachers and their administrators. The interviews with CTE teachers represented one source of data; the interviews with administrators represented a second source of data. By using two sources of data, I applied triangulation to ensure the trustworthiness of the findings (Merriam, 2009). Babbie (2016) explained, "The processing of qualitative data is as much art as science as it involves scientifically coding, memoing, and concept mapping" (p. 420). Data saturation occurred when no new information was gained from the interviews (Merriam, 2009). These individuals representing the phenomenon of interest were most able to describe the experience of integrating literacy in the CTE curriculum. The analysis and data collection happened synchronously.

Role of the Researcher

As applicable to the qualitative research practice, I was responsible for data collection, analysis, and interpretation. I served as an instrument. Creswell (2013) explained researchers are the principal instruments in qualitative research as they collect data themselves, observing behaviors and interviewing participants. I ensured that the selected design, instruments, and analytical framework could achieve the aim of the study (Dooly & Moore, 2017).

For 11 years, I was an FCS educator in the School District. FCS was not a department within CTE in the School District; therefore, the department in which I was, at the time of the study, employed was independent of the CTE department. The administrators over the FCS department were independent of the administrators who supervised the CTE department. I had been the department chair for 5 years and an intern administrator for 1 year. I did have personal friendships with School District CTE teachers. However, I did not have any supervisory or authoritative role with any School District CTE teachers or administrators, which should have eliminated the possibility of coercion. My previous or current roles were not expected to bias the data collection because the literacy integration requirement was enacted after my work with CTE.

As the researcher, I was objective, unbiased, and respectful to the participants of the research. I was, however, mindful of the bias that I held as a past reading teacher. I had gained my bachelor's and master's degrees in literacy because I saw the need for students to develop literacy skills as an FCS educator. I had observed and experienced the

implementation of literacy within CTE curriculum to support the need for students to graduate high schools equipped with critical literacy skills needed for work and college. Having such experiences there was a possibility of displaying bias of the importance of integrating literacy into the curriculum. One bias that I might have displayed would have occurred while conducting interviews when I could have displayed a facial expression or body language to a response to a question that was not what I expected. I might also have displayed bias subconsciously by giving subtle clues with a tone of voice that encouraged the participants to give answers slanted toward my own opinions, prejudices, and values. To reduce bias from occurring, I employed the skills of bracketing and selecting participants I did not know. As Fischer (2009) suggested, bracketing away from the interests, personal experience, and assumptions was necessary to avoid them influencing how I viewed the study's data. The experiences that I had were shelved away from my thinking about the data. As explained by Merriam (2009), to prevent oneself from returning to the core of the experience, the phenomenon is isolated (p. 26).

My preconceived ideas and experiences could have threatened the trustworthiness of the data and the information obtained from the analysis of the data (Chenail, 2011). Any personal bias displayed were addressed using thematic analysis procedures. Sorsa, Kiikkala, and Åstedt-Kurki (2015) explained bracketing increases the awareness within researchers and allowed researchers to put aside personal experiences and biases and to look at the phenomenon with an open mind. To reduce any effect from my biases, I bracketed before, during, and after interviewing participants. As part of bracketing,

measures to address the limitations identified were to invite participants to review the findings of the study to reduce misrepresentations or omissions. Therefore, I checked the results with participants to enhance the accuracy of the study in a procedure known as member checking (Creswell, 2012).

Methodology

Participant Selection

The CTE teacher population in the School District was ethnically diverse. The unit of study was the School District and the high schools where I did not work. For the past 2 school years, the School District employed thousands of teachers. From that teacher population, above 20% held a standard professional certificate, over 40% held the advanced professional certificate, below 4% resident teacher certificate, and below 4% the conditional teaching certificate as designated by the state's education department. The School District employed over 80 CTE teachers, of which there was a mixture of educators who held a standard professional certificate level II (SPC II), standard professional certificate level I (SPC I) up for renewal, standard professional certificate level I (SPC I), conditional certificates, and advanced professional certificates (APC). The School District contained over 20 high schools, and all of them offered CTE programs.

To conduct this study, the participants met the criteria of working as CTE teachers and CTE supervisors/instructional coordinators and administrators in the School District for at least 2 years. The School District assigned a population of 11 assistant principals

and instructional program coordinators to support the CTE teachers. A purposeful sample

of three to four School District administrators was recruited for participation in the

interviews because they directly supervised School District CTE programs and teachers.

A sample of four to five School District CTE teachers was recruited from the population

of CTE teachers. The sample of CTE teachers and administrators totaled no more than

nine participants. To select participants, an email was sent to all the CTE teachers and

administrators. Only those who responded with interest in participating were selected on

a first come, first served basis. If more than the needed number of participants reply, then

they would have been sent an email thanking them for their interest and informing them

that the sample was finalized.

Qualitative researchers intentionally select participants, also known as informants,

for their unique ability to answer the research questions, and qualitative samples are

usually small compared to quantitative samples (Creswell, 2012; Ravitch & Carl, 2016).

Merriam (2009) identified the selection of samples in qualitative research to be non-

random, focused, and small. Purposeful sampling allows for the collection of rich

information from the participants knowledgeable of the phenomenon (Creswell, 2012;

Patton, 2015).

Purposeful sampling enables researchers to focus on the distinctive characteristics

of the situation and specific types of cases based on the purpose of the study (Leedy &

Ormond, 2015; Patton, 2015). Ravitch and Carl (2016) stated that the sample size is

dependent on the purpose of the inquiry and what researchers believe to be useful

information. In qualitative research, the gathering of data is comprised of mapping out different patterns, which explains the participants' combined reality. The number of participants selected is appropriate if ensuring "that the sample size is small enough to manage the material yet large enough to provide a new and rich textured understanding of participants' experience" (Fugard & Potts, 2015, p. 670).

In justifying qualitative sample sizes, a qualitative study's sample can range from 1 to 16 participants and depends on the method of analysis or conceptual framework of the study (Robinson, 2014). A basic qualitative study sample could be as small as one participant who experiences the phenomenon of interest. Thus, I made an informed decision on the adequacy of the sample in providing an understanding of the phenomenon being studied (Marshall & Rossman, 2016). Importantly, a qualitative study's sample size must represent the population to which the research questions refer, such as CTE teachers and their administrators. Finally, there are no rules to sample size (Maxwell, 2013; Patton, 2015).

To conduct this study, the participants met the criteria of working as CTE teachers and administrators at the School District. Administrators needed to have compiled over 1 year of experience supervising CTE departments within the School District; however, I had no control over the staffing of the CTE departments or administrators. Ideally, the CTE teachers were employed as CTE educators integrating literacy in their lessons; however, I had no control over the staffing of the CTE departments and accepted any CTE teacher who agreed to participate in an interview. The preference was to interview

participants who met the ideal criteria listed above. However, if the number of volunteers to participate did not allow for saturation, additional invitations to participate were sent to CTE administrators or CTE teachers who integrated literacy as a part of their curriculum.

I obtained publicly available information from the School District's CTE department to identify the teachers and administrators that meet the criteria of working in CTE. Content areas within CTE included architecture, business and finance, graphic design, hospitality and tourism, consumer services, FCS, and engineering and science. The number of CTE teachers selected to participate in the study were based on the number of teachers agreeing to participate. It was a School District mandate that all CTE educators integrate literacy into their lessons. Thus, the eligibility criteria consisted of School District CTE teachers who integrated literacy into their lessons.

Qualitative studies require using participants who have prior practice and information about the phenomenon of interest. In this study, it was the integration of literacy in CTE courses (Yin, 2014). All CTE teachers and administrators who supervised CTE departments were contacted via their School District issued email, which was available through the School District's website publicly accessible.

To ensure that ethics in conducting the research was maintained, the selected participants for the study were emailed an informed consent letter to review and sign. The recruitment/invitation email invited participants to participate. The informed consent form was given to participants to ensure their understanding of the nature of the research and risks that could have been associated with participating and to inform them that they

were not forced to participate (Rubin & Rubin, 2012). I asked participants to reply within a week to the recruitment email and set up an interview date with the researcher. They returned the signed consent forms that were sent in the recruitment email in advance of their interviews through email. Nonetheless, I reviewed the information in the informed consent form at the beginning of each interview appointment and confirmed the participant's signature at that time.

Instrumentation

Data collection tools should align with the purpose of the research and the research questions (Creswell, 2013). In this study, I was the data collection instrument. To explore the phenomenon in-depth, individual semistructured interviews were conducted (Dworkin, 2012; see Appendixes A and B). In this study, data collection involved conducting an interrelated set of activities focused on gathering information to answer emerging research questions (Creswell, 2013).

Interview Protocol

Castillo-Montoya (2016) explained people's lives are of worth, and researchers need to be sensitive with their inquiry by brainstorming and evaluating the value of the chosen interview questions before collecting data, given the complexity of the lives of the participants. Merriam and Tisdell (2016) stated researchers use interviews to collect data. An interview protocol, in essence, is not just a series of questions but also a guide for gathering data through interviews (Ravitch & Carl, 2016). They create conversations

between interviewers and participants who are influenced by the settings and situations in which the interviews take place (Oltmann, 2016).

Semistructured interviews require an interview protocol for facilitating an organized interview with participants. The protocols serve as instruments related to obtaining detailed information relative to the purpose of the study. Protocols with open-ended questions empower participants to tell their stories with as much depth as they choose to provide and allow for alignment of data collection with the purpose of the study (Castillo-Montoya, 2016). An interview protocol includes specific, standardized questions, allows for follow-up questions with all participants, and helps participants understand the interview questions so they can give answers that are informed (Ravitch & Carl, 2016).

Two separate interview protocols guided the processes of the interviews with the CTE teachers and administrators (Creswell, 2013). Each protocol was used to encourage conversations about the particular topic of CTE teachers integrating literacy instruction in their content lessons (Patton, 2015; Rubin & Rubin, 2012). The questions asked of the CTE teachers and administrators were based on the conceptual framework that includes Fullan's (2007) change model (Anderson, 2017; Brezicha et al., 2015; Kaume-Mwinzi, 2016; Marks & Printy, 2003; Veel & Bredhauer, 2009). Also, literacy was directly implicated as important to the study; therefore, direct literacy instruction in CTE based on the definition of literacy and the review of the literature formed the rationale behind the questions (see Orr et al., 2014; Tavdgiridze, 2016). The teachers' interview protocol in

Appendix A included 13 open-ended, primary questions, six planned follow-up questions if the data provided do not include information sought in the follow-up question, and opportunities to ask spontaneous follow-up questions. The administrators' interview protocol in Appendix B consisted of 12 open-ended, primary questions; nine planned follow-up questions; and opportunities to ask spontaneous follow-up questions.

Each interview protocol, one for teachers and one for administrators, was designed to answer all research questions for this study. In August of 2019, I had the two interview protocols reviewed by three CTE teachers and three CTE administrators for content validity. I asked the six CTE administrators and teachers to review the interview questions for clarity and alignment with the research questions. The six content experts had previously been CTE teachers and administrators but were not part of the CTE programs at the time of the consultations. I only approached educators who held the earned doctorate. I asked the CTE and literacy content experts to assess the interview questions for their alignment with the research questions and to evaluate the understandability of the interview questions (Dikko, 2016). These six individuals received an email containing the purpose of the study, the research questions, and the planned interview questions. They either replied directly by email, or I talked to them in person or by phone. I followed their recommendations by adjusting and revising the interview questions. All six experts responded that the questions I planned to ask the participants have content validity. The experts told me the questions were clear and appropriate for actual data collection to fulfill the listed purpose of this study.

Procedures for Recruitment, Participation, and Data Collection

Recruitment. Recruiting participants for research can be a challenge. The study proposal was submitted to the Institutional Review Board (IRB) for permission to conduct the study. Upon approval from the university, a proposal was submitted to the School District's research office for authorization to conduct the study. Upon receiving the School District's authorization to proceed with data collection, I emailed the CTE administrators and teachers. In the email, I explained the purpose of the study and invite these educators to participate. Upon receiving messages from CTE teachers and administrators willing to participate, I scheduled their interviews.

I recruited four to five CTE teachers and three to four administrators to participate in interviews about practices that support literacy integration in CTE courses. If I achieved saturation before reaching nine interviews, I planned to contact the remaining volunteers, thank them for their interest, and let them know that they do not need to spend time with me during an interview. The primary source of data was the interviews I conducted with the CTE teachers who integrate literacy in the curriculum and the administrators who support them. I recruited exactly the four teachers and three administrators for participation, and their characteristics and data appear in Chapter 4.

Interviews. To collect data for this qualitative study, interviews were conducted using Zoom web conferencing. Oltmann (2016) posited interviews should be held in locations convenient for the participants. Importantly, no data were collected until the required approvals were received. When approved, I contacted each potential participant

via email to arrange a time and place to conduct the study. I reminded the CTE educators who did not respond to the original recruitment email by resending the email 5 days after the first email and 5 days after the second resend of the email.

I used the interviews to gain insight into CTE educator's experiences and administrators' support while working to integrate literacy into CTE curricula. Ravitch and Carl (2016) stated that semi structured interviews include tailored follow-up questions, and I planned follow-up questions to the primary questions in the interview protocols for teachers and administrators. I asked the planned follow-up questions when the participants did not provide the data for the follow-up questions during their answers to primary questions. In the event that a participant's response led to a spontaneous follow-up question, the semistructured interview protocol allowed for asking the spontaneous question.

I interviewed each participant individually. A suggested time of the interviews was given to participants, which could be held at any convenient via Zoom. Study participants had the appropriate equipment for the audio interviews, which was either a computer with a microphone or a telephone. The Zoom web conferencing product enabled the interviews to be scheduled in a password secured interface that participants entered with the web hyperlink information or phone numbers that I provided to each participant prior to each meeting. The interviews occurred during the months of March and April of 2020.

Before beginning the interview, I reviewed the consent letter with the participant, turned on the recording device(s), and started the interview. Interviews lasted approximately 40 minutes, with the first 5 minutes being used to go over the purpose of the research and any clarifications participants needed. I interviewed participants on weekdays before and after school. I interviewed participants on the weekend, if participants preferred. Interviews were recorded using Zoom web conferencing features along with an audio recorder in order to avoid any technological malfunctions by using only one recording device. Because researchers use note-taking during interviews to capture participants' communications (Ravitch & Carl, 2016), I took notes during the interviews to facilitate asking spontaneous follow-up questions when I need clarification or additional explanation and to support initial suppositions about data coding.

At the end of each participant's interview, I transcribed each interview within 48 hours of its conclusion and contacted the participant by email to thank him or her for participating and to provide a copy of the interview transcript for his or her information. After all coding was completed, I shared the findings with each participant and asked for a review of the emerging themes for accuracy. I asked the participants to have a follow up conversation about the findings that would not have used more than 20 minutes of each participant's time. The participants indicated the findings reflected their information.

Data Analysis Plan

Data analysis involves organizing the data collected, reading the data, coding, identifying and organizing themes, and interpreting the data (Creswell, 2013). Data from the semistructured interviews were coded. The data from the interviews were used to answer the research questions. I wrote memos, as recommended by Ravitch and Carl (2016), to focus on specific thoughts and ideas during all iterations of data analysis. Coding allowed for finding patterns and emergent themes from the chain of evidence. Yin (2016) described five procedures of analysis as identifying and matching patterns, linking data to suggestions, explanation building, and synthesis across interviews.

The transcripts from the interviews were analyzed using inductive logic (Creswell, 2013; Merriam, 2009). According to Merriam (2009), inductive analysis allows researchers to formulate concepts from the data and to combine that information to form themes and categories. Creswell (2013) stated researchers build from the bottom up patterns, categories, and themes and organize data inductively into more theoretical units of information. As such, I used inductive reasoning to analyze data gathered from the participants through interviews. More specifically, I used inductive analysis to gather thematic information on the phenomenon being studied. The evidence became part of the collection of data that I coded. Coding involves organizing, thinking and assigning meaning to the data (Ravitch & Carl, 2016). Creswell (2013) explained coding involves gathering data into small categories/themes of information.

I began by coding the data to determine what terms appear most frequently and what patterns appeared in the data based on the emic view. Words or phrases that occurred continuously were expected to reflect the thoughts and experiences of the participants. At the beginning of the coding, I divided a piece of paper longwise into two sections. I used left column to write the words or phrases that appeared frequently and wrote the codes in the first column. As I read the codes, I identified patterns and categories that I wrote in the second column.

With an understanding of the most commonly used terms, phrases, patterns, and categories, I read and reread each transcript for identifying regularly occurring phrases and terms (Ravitch, & Carl, 2016). At this point, I identified phrases and chunks of data that required a thematic organization (Saldaña, 2013). At this stage of coding, I focused on one code and reviewed the data to establish what category or categories formed from that specific code (Saldaña, 2013). The two-column tool was helpful in this process. In continuing the iterative coding process, I combined chunks of data to form the emergent, analytical themes.

The emergent themes represented large sets of information consisting of multiple codes grouped or chunked together as a shared idea (Rubin & Rubin, 2012; Saldaña, 2013). Saldaña (2013) noted themes found in data could be transitions, shifts in topic, repeating ideas or similarities, and differences of participants' expressions. If the themes or categories did not answer the research questions, they were further explored as discrepant data or rival explanations. The process of open coding could have led to

unexpected themes and findings; therefore, not only did I provide evidence regarding answering the research questions, I included in the findings any rival explanations as additional themes in the presentation of the data. I expected triangulation to reduce the likelihood of rival explanations and ensure trustworthiness (Yilmaz, 2013). Nonetheless, the findings were trustworthy due to not only answering the research questions but also including any rival explanations and themes.

Trustworthiness

Trustworthiness represents what is known as validity in quantitative studies (Ravitch, & Carl, 2016). Trustworthiness needs to be addressed from the research design phase through the presentation of the findings. Researchers affirm the findings of the study are faithful to the experiences of the participants and ensure the study has rigor and quality (Ravitch & Carl, 2016). Merriam and Tisdell (2016) noted that trustworthy qualitative studies provide a representation of the researchers' inductions for ensuring the findings make sense. I incorporated Shenton's (2004) four areas of trustworthiness known as credibility, transferability, dependability, and confirmability.

Triangulation increases the credibility of research by using multiple methods, sources of data and several theories to endorse findings because relying on one data collection option to conduct the study leads to bias (Merriam, 2009). Triangulation aids in minimizing bias by combining different strengths of sampling options to ensure getting sufficient coverage. Triangulation was achieved by using two sources to collect data. I collected data through interviews with CTE teachers and CTE administrators because

they had different experiences regarding integrating literacy within CTE classes due to their positions.

To limit bias, I utilized a variety of strategies, such as bracketing, to obtain trustworthiness and improve readers' confidence in the findings (Creswell, 2012). I conducted member checking with participants to validate participants' responses and identify my biases and misunderstandings (Merriam, 2009; Ravitch & Carl, 2016). Additional details about efforts to ensure trustworthiness appear in the next four subsections regarding credibility, transferability, dependability, and confirmability.

Credibility

The concept of credibility addresses the question "How congruent are the findings with reality?" (Shenton, 2004, p. 64) and the implementation of research methods that increases the chances for engrained findings. In establishing credibility triangulation, prolonged contact, member checks, saturation, reflexivity, and peer review can be conducted (Shenton, 2004). For this study, credibility was established through member checks, peer reviewing, and reflexivity. Ravitch and Carl (2016) referred to member checking as participant validating what enables the study to be credible and accurate. Merriam (2009) stated member checking allows researchers to illuminate the possibility of misinterpreting participants' responses and identifying researcher biases and misunderstandings. Member checking is how the researchers check with participants allowing them the check the findings of the research for accuracy (Ravitch & Carl, 2016).

Member checking can be done in a number of stages. For member checking during the interview, I restated and summarize information participants gave as a practice for ensuring there was a clear interpretation of what was shared. Once all data were coded and initial themes had emerged, I conducted member checking by emailing my initial data interpretations to participants to check for accuracy in the meanings I made about their experiences (Teddlie & Tashakkori, 2009). I requested to have short follow-up conversations with the participants to review the data interpretations and make any corrections, adjustments, or clarifications to the interpretations.

Second, peer-reviewing occurs when a peer researcher reviews the data coding and offers an additional perspective on the analysis and interpretation. According to Merriam (2009), in peer-reviewing, researchers hold discussions with colleagues on the development of the study and the similarity of findings with the raw data. Consequently, I discussed the data and codes with CTE and literacy research peers to gain their perspectives on my development and interpretation of codes. These individuals were educators certified for their content areas and may have doctorate degrees. Each individual was asked to sign a confidentiality agreement and could see only data that were de-identified to be sure they could not identify participants.

Third, I engaged in reflexivity. I critically reflected on what my impressions about the data were from my perspective as the researcher. I wrote memos and notes taken right after the interviews, while the memories were fresh in my mind, and during the data analysis process as evidence of my ongoing thought process. By keeping a record of how

I thought about the data, I could refer to those memos and notes to objectively review

whether I injected any bias into the analysis. I used a journal to record the in-depth details

of the data collection and analysis as well as the process of engaging in reflexivity

(Carcary, 2009). Finally, I explained any biases I observed in my assumptions and

conduct of the study to bracket them and reduce their influence on my cognitions

(Merriam, 2009).

Transferability

A study's findings are transferable when its readers assess the findings as

applicable to their location, circumstance, or situation (Shenton, 2004). That is, those

reading the study can reflect on the study and their situations to see what similarities they

may have between their experiences and the study's findings. The readers identify

similarities based on the detailed description of the findings and may infer that the

research results are similar to their situations, thus permitting readers to determine the

extent of applicability of those findings to external contexts (Merriam, 2009). To enable

transferability, the study's report must contain thick and rich descriptions. Ravitch and

Carl (2016) explained that thick rich descriptions are important to revealing the

complexity of the data analyzed. Thick description allows for cogent interpretations by

readers who can make relatable meaning from the findings of the study. According to Yin

(2014), transferability enables readers to generalize the results of the basic qualitative

study to their situations and experiences that were not part of the original research.

In the study, I provided a detailed account of the experiences gained during data collection, the interviews conducted and other aspects of data collection that aids in providing a richer and fuller understanding of the research setting. I addressed CTE teachers' experiences and administrators' support for integrating literacy into the curriculum by providing detailed information about the participants' experiences. The findings allowed other researchers or scholars to reflect and identify similarities that they could apply within their contexts.

Dependability

Dependability addresses the issue of the reliability and suggests the same techniques would achieve the same findings (Merriam, 2009; Shenton, 2004). Shenton (2004) stated dependability is obtaining similar results if the work was repeated in a similar context with similar methods and participants. Researchers obtain dependability when outsiders concur that the data collected and the results are consistent and reliable (Merriam, 2009). To ensure dependability, an audit trail is necessary. The findings are verified in an audit trail when observers to follow the course of the research and when the researcher interacts with research peers to discuss the analysis and seek guidance.

Additionally, the audit trail involves overtly discoursing about all aspects of the study from start to finish, including describing the procedures for obtaining the results (Shenton, 2004). Ideally, readers can follow along with 100% of my reasoning for the findings to improve the trustworthiness of the study (Carcary, 2009). Merriam (2009)

explained that an audit trail contains an exhaustive description of how data were collected and what categories were identified.

To conduct an audit trail, I maintained a research reflection journal and wrote down field notes during interviews. I organized my memos and notes to form the ongoing record of the data collection and data analysis process. Journaling my account of the study and data analysis enabled the iterative checking and rechecking of the data during analysis.

Dependability was also achieved by the use of the semistructured interview protocol (see Appendixes A and B) in a standardized fashion with each participant. I asked all CTE teacher participants the same questions in the same sequence. Similarly, I asked all administrator participants the same questions in the same sequence. The only deviation was asking spontaneous follow-up questions when needed.

During each interview, I performed the following tasks: (a) began by providing an overview of the study and its purpose, (b) collected the participant's signature on the informed consent form, (c) started the recording device(s), (d) asked the interview questions and their follow-up questions systematically and according to the protocol, (e) conclude the interview, (f) performed the transcription, (g) began initial data analysis, (h) conducted the follow-up interview to ask questions related to initial iterations of open and axial coding, (i) repeated the transcription and coding processes, (j) emailed the initial thematic findings to the participants to member check, (k) received feedback from the participants, and (l) adjusted the interpretations and findings based on the feedback from

the participants. I, throughout those steps, discussed the data with peers. When sharing

the data with peers, I asked what codes they found to determine the reliability of the

analysis.

Confirmability

The concept of confirmability is associated with the objectivity that verifies that

the findings are formed by the participants' responses and not researchers' biases

(Merriam, 2009; Shenton, 2004). Confirmability was achieved through triangulation.

Triangulation was an essential part of this inquiry to establish confidence in the findings.

Ravitch and Carl (2016) explained that conducting data triangulation ensures that enough

quality, in-depth data are present to provide answers to the research questions. The data

from the two sources for interviews teachers and administrators were triangulated by

allowing me to seek congruence among the themes (Ravitch, & Carl, 2016).

<div align="center">

Ethical Procedures

</div>

To conduct this qualitative study, there was direct contact with human subjects,

and I applied the main tenants of research ethics as part of conducting the study (Thomas,

2013). Walden University's protocols for the ethical treatment of study participants was

followed throughout this investigation. I considered each participant's physical,

emotional, and psychological health. According to Creswell (2013), issues of ethics must

be anticipated and planned for arising in any phase of the research. A key element in

research is obtaining ethical and institutional clearance (Thomas, 2013). To ensure ethical

procedures were followed, I submitted an application to the Walden University

Institutional Review Board (IRB) for obtaining approval with an IRB approval number to conduct the study. The purpose of IRB is to ensure that researchers do not violate the rights of any human participants (Creswell, 2012).

With Walden IRB approval (Approval No. 03-09-20-0222618), I applied to the School District's research office-e for permission to conduct the study by providing a description of the study and requesting access to potential participants. No participants were selected nor were data collected through interviews, or other means, until approval was received from the School District's research office. Upon the School District's approval, potential participants were provided with a letter of consent to inform them of the research purpose, and the nature of their participation. Agreeing to participate in the study involved acknowledging that they understood the efforts taken to ensure confidentiality during and after the study. All participants read and signed the respective consent form and retained a signed copy of the informed consent form.

Participants were assured of the confidentiality of responses, and all references to participant and district identifiers from coded data were removed. To ensure the number of participants for the study was met, all participants who responded to the email the informed consent form with interest in the study were contacted to participate. No participant names nor any identifying characteristics of participants were used. Instead, they were identified by pseudonyms, such as the School District, Teacher 1, Teacher 2, Teacher 3, Teacher 4, Administrator 1, Administrator 2, Administrator 3, and Administrator 4, Number 1 High School, Number 2 High School, etc. (Creswell, 2012).

Participants who wished to withdraw from the study at any time were given the opportunity to so without any adverse effect upon the engagement period. They were asked to sign a withdrawal form. All data collected from such participant were deleted in the presence of a witness. In the case of any adverse events, I contacted the university to inform them of what happened. The participant was removed from the study, and any data they contributed was destroyed. A limitation of the study was that participants selected to participate in the study would be those who genuinely volunteer and as such, incentives would not be used. However, none of these events occurred as part of the process of conducting this basic qualitative study.

The data files were on my computer and a flash drive protected with a password at my home office that was accessible to only me. The data will be stored for at least 5 years beyond the completion of the study before being destroyed. I will delete the data files and empty the computer's trash folder. Hard copies will be destroyed by incineration.

To conduct the study by online web conferencing meant the participants' school-based relationships were of minimal risk to them because they discussed daily activities that had happened in the past. Moreover, the research was conducted in a password-secured online web conferencing system, namely Zoom, so that internal or external threats to the basic qualitative study's credibility or validity were reduced (Creswell, 2012). I did not conduct the research at the high school campus to which I am assigned.

Summary

In Chapter 3 the research method, design, and rationale of the study were given. This basic qualitative study was conducted to explore CTE teachers' experiences in integrating literacy into the curriculum, and the support administrators provide to them for such integration. Also, the role of the researcher, the selection of the participants, instrumentation, recruitment procedures, data collection, and data analysis were addressed. The specifics of the ethical considerations for conducting the study and issues of trustworthiness were discussed. Chapter 4 includes the results and findings of the study.

Chapter 4: Results

The purpose of this basic qualitative study was to explore CTE teachers' experiences in integrating literacy into the curriculum and the support they receive from administrators. CTE teachers integrating literacy into the curriculum have contributed to students graduating from high school with the literacy capabilities they need to succeed in college and career (ACTE, 2009; Evans & Clark, 2015; Fang et al., 2014; Madden et al., 2014). The support that administrators provide to CTE teachers contributed to the teachers' success with literacy integration. This study was guided by the following two RQs:

RQ1: What are CTE teachers' experiences integrating literacy in the curriculum?

RQ2: What support do administrators provide to CTE teachers in integrating literacy in the curriculum?

The populations for the study were the administrators and teachers of the School District located in East Coast state. I conducted interviews that generate text through transcription and use unique stages for analyzing the data (Creswell, 2013). I wanted a comprehensive understanding of the gap in practice with CTE teachers having to integrate literacy in their lessons and the struggle to do so when they view literacy instruction as outside of their content areas (Polkinghorne & Arnett-Harwick, 2014).

In the previous chapters, I discussed the background of the study, the conceptual framework incorporating Fullan's (2007) educational change model as provided by researchers (Anderson, 2017; Kaume-Mwinzi, 2016; Marks & Printy, 2003; Veel &

Bredhauer, 2009). In the literature review, I examined the current literature on career, and technical education, why integrate literacy, college, and career readiness, content-area literacy, administrative leadership and teachers integrating literacy. In Chapter 3, I followed the guidelines by Denzin and Lincoln (2013), who explained qualitative research involves applying the naturalistic view and the critical understanding of human experience. Qualitative researchers incorporate several techniques to explore, decode, describe, interpret, and make meaning of the phenomena of study (Merriam, 2009).

This chapter includes the research setting, data collection, data analysis, and the results. The themes that emerged from the research answered the research questions and are described in this chapter. The responses the participants gave to the interview questions revealed CTE teachers' experiences in integrating literacy into the curriculum and the support they receive from administrators within the School District's setting.

Setting

The participants in this study were CTE educators who were expected by the School District located in East Coast state to integrate literacy into their classes and the administrators who worked closely with them. The CCSS calls for school districts to graduate high school students who possess the competencies crucial for establishing careers in the 21st century (Tavdgiridze, 2016). As explained by the East Coast state's education department, the CCSS were educational standards with shared goals and expectations that K-12 students should understand and do to become college and career ready. Enrollment for the academic year 2019-2020 in the School District was an

estimated enrollment of 136,600 students in 200 schools and centers. According to the

School District, the student demography was 55% African American, 36% Hispanic, 4%

White, 3% Asian and 6% of three or more races.

The unit of study was the CTE program educators and administrators working in

the School District's high schools. The School District was located in the East Coast U.S.

state. I did not work in the School District. The CTE teacher population in the School

District was ethnically diverse. From that teacher population, above 20% held a standard

professional certificate, over 40% held the advanced professional certificate, below 4%

resident teacher certificate, and below 4% the conditional teaching certificate as

designated by the state's education department. The School District employed over 80

CTE teachers, of which there was a mixture of educators who held a standard

professional certificate level II (SPC II), standard professional certificate level I (SPC I)

up for renewal, standard professional certificate level I (SPC I), conditional certificates,

and advanced professional certificates (APC). Over 20 School District high schools

offered CTE programs. The participants of the study met the study criteria in that they

worked for the School District for 2 or more years.

The participants of the study were four CTE teachers and three

supervisors/principals, as seen in Table 1. To protect each participants' identities were all

identified by a participant number and letter. The CTE teachers represented Teacher 1

(T1) though Teacher 4 (T4). The administrators represented Administrator 1 (Ad1)

through Administrator 3 (Ad3). All participants confirmed that they worked to integrate

literacy into the CTE curriculum and classroom lessons; the administrators identified as being tasked with supporting the CTE teachers' efforts to integrate literacy. Four CTE teachers and three administrators who supervised the CTE teachers consented to participate in the study.

Table 1

The Participants' Genders, Years of Teaching, and CTE Areas

Participant	Gender	Years of teaching	CTE area or administrator type
T1	Female	8	ProStart
T2	Male	13	Culinary arts
T3	Male	8	Masonry
T4	Female	13	Culinary arts
Ad1	Male	6	High school principal
Ad2	Female	15	CTE school supervisor
Ad3	Female	14	Cosmetology department chair

Two CTE teachers (T2, T4) taught culinary arts. One CTE teacher (T3) taught masonry. One CTE teacher taught (T1) ProStart, a restaurant and foodservice industry development program. Of the administrators, one was a high school principal; one was CTE school supervisor; and one was a cosmetology department chair. Each participant had been employed to the School District for 5 or more years. One of the four teachers had less than 10 years of teaching experience and one of the three administrators had less than 10 years of teaching experience.

Data Collection

A purposeful sample was recruited for interviews from the population of School District CTE teachers and administrators. Four CTE teachers and three administrators provided consent to be interviewed. The administrators participated because they directly supervised CTE teachers. The interviews were conducted in a private, password protected web conferencing system (Zoom) from my laptop located in a room in my home. I performed the interviews in a quiet room with a closed door in the basement of my home that was off limits to everyone within the home. The interviews had to be performed by web conferencing due to the COVID-19 pandemic, during which the government of my state required all residents to remain in their homes.

I digitally recorded the interviews using the Zoom web conferencing tools along with an independent audio recorder in order to avoid any technological malfunctions that could have reduced my ability to review data a single device failed to work properly. With the Zoom web conferencing product, interviews were scheduled according to participants' availability. I emailed the Zoom log-in information to each participant in advance of the interview appointment. Before beginning each interview, I reviewed the consent letter with the participant and received their consent. With their verbal confirmation of their written consent, I turned on the recording devices and started the interview. I took 5 minutes to go over the purpose of the research and provide any clarifications participants needed. Interviews lasted between 25 and 40 minutes.

Interviews were conducted during the week of April 6 to 10, 2020. On April 8, two CTE teachers (T1, T3) were interviewed. T1 was the Prostart teacher, whose interview lasted about 40 minutes. T3 was the masonry teacher, whose interview lasted 25 minutes. On April 9, all three of the administrators' interviews were conducted; Ad1 was the high school principal, Ad2 was the CTE program supervisor, and Ad3 was the cosmetology department chair. All three administrator interviews lasted between 35 and 40 minutes. On April 10, the two culinary arts teachers (T2, T4) were interviewed. Each interview lasted 30 minutes. I had at least a 1-hour break between each interview on each day. Once I had the transcript of each interview, I began the data analysis.

Data Analysis

Data from semistructured interviews were collected, and codes and categories were identified and organized into themes (Creswell, 2013). The data from the interviews were used to answer both research questions. While conducting the interviews I wrote memos, as recommended by Ravitch and Carl (2016), to focus on specific thoughts and ideas during all iterations of data analysis. I coded the data allowing for the discovery of patterns and emergent themes. Yin's (2016) five analysis steps were used to analyze the data. These processes involved identifying and matching patterns, linking data to suggestions, explanation building, and synthesis across interviews.

The transcripts from the interviews were analyzed using inductive logic (Creswell, 2013; Merriam, 2009) and concepts from the data combined to form themes and categories were formulated. I used inductive reasoning to analyze data gathered from

the participants interviews. I formed thematic information on the phenomenon being

studied, which became a part of the collection of data that I coded. I coded the data in

organizing, thinking and assigning meaning to the data (Creswell, 2013; Ravitch & Carl,

2016) organizing the data into small categories/themes of information.

First, I coded the data to determine what terms appeared most frequently and what

patterns appeared in the data from the participants' emic view. Words or phrases that

occurred continuously reflected the collective thoughts and experiences of the

participants. At the beginning of the coding, I divided a piece of paper longwise into two

sections. I used left column to write the words or phrases that appeared frequently and

wrote the codes in the first column. As I read the codes, I identified patterns and

categories that I wrote in the second column. I read and reread each transcript to identify

regularly occurring phrases and terms (Ravitch & Carl, 2016). At this point, I identified

phrases and chunks of data that requires a thematic organization (Saldaña, 2013). Next, I

focused on one code and reviewed the data to establish what category or categories

formed from that specific code (Saldaña, 2013). In continuing the iterative coding

process, I combined chunks of data to form the emergent, analytical themes. The

emergent themes represented large sets of information consisting of multiple codes

grouped together as a shared idea. Appendix C provides the two column data to codes

and codes to themes worksheets that were used in the data analysis.

I carefully reviewed and analyzed the data collected for this qualitative case study

to account for any evidence of discrepancies. Discrepant cases can help the school,

district, administrators and teachers with decision-making processes regarding literacy integration into CTE courses. Discrepant cases can also assist policymakers in proving support for CTE teachers. Therefore, the discrepant cases data will be presented following results for the research questions.

Results

This section presents the results of my study with themes to support each research question. The themes that emerged from the coding process were analyzed to ensure alignment with the research questions and the conceptual framework. The results are presented by research question. The discrepant case data are presented following the results for the two research questions.

Research Question 1 Results

The first research question asked: What are CTE teachers' experiences integrating literacy in the curriculum? The four themes generated from the CTE teachers interviews for Research Question 1 were the following: (a) literacy integration is important, (b) adapt to education changes, (c) teacher-administrator collaboration is beneficial, and (d) support learning with student-to-student teaching. Figure 1 visually depicts the CTE teachers' themes in relation to the research question.
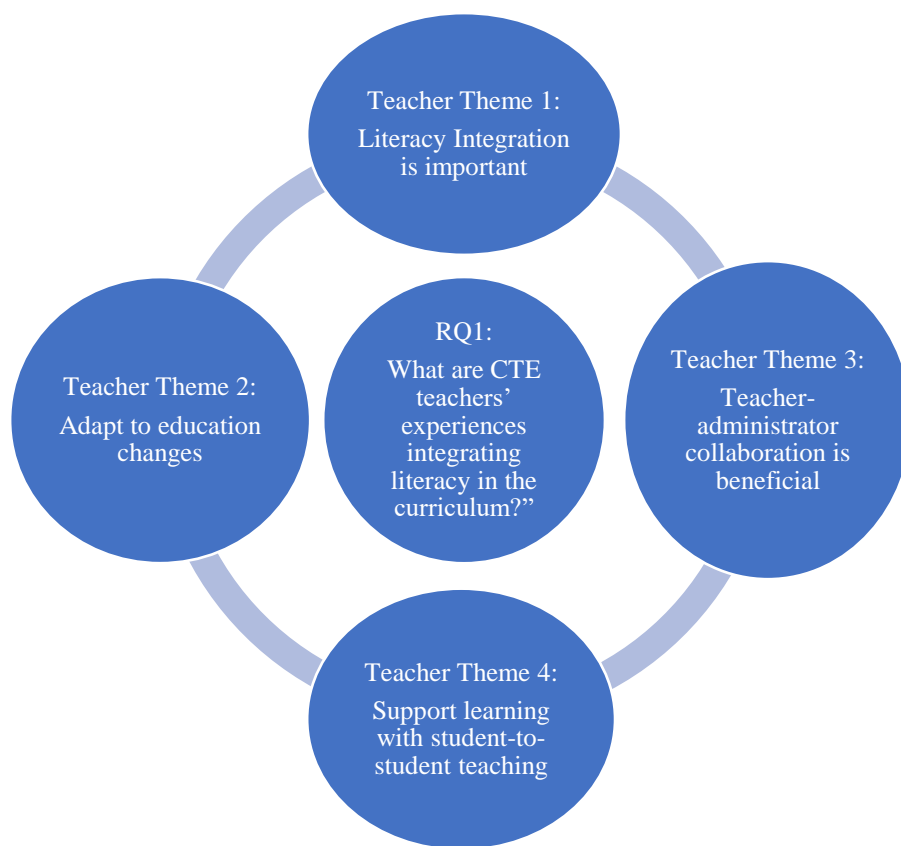
Figure 1. Representation of the themes surrounding the CTE teachers' experiences with integrating literacy in the curriculum.

Teacher Theme 1: Literacy integration is important. Four CTE teachers were interviewed who shared a consensus among all that integrating literacy into the curriculum was important. When asked what their thoughts were about having to integrate literacy into their CTE courses they used phrases that included "very much needed," "great thing," "shock," "kind of needed," and "why." T1 stated, "It is like saying that there is a school without books when literacy is not included. T1 further stated that "all forms of CTE start with reading and understanding, and I was honestly shocked

that they don't really understand what we do in the way that I feel that they should." T2 stressed the need to integrate literacy in the curriculum as "a great thing. I think it's something that's very much needed." T3 reported "they are pushing but mainly college and academics" even though "I thought that my role is to get them ready to get a job, get them familiar on the basics of how to get a job, how to hold a job, and to be productive citizens." T3 further stated, "So literacy is kind of needed, but in my profession, it's not the literacy you need. You need a trade." T4 first reacted with "why?" about being asked to integrate literacy into the curriculum but acknowledged "it is important." T4 said, "I think what they ask of us to present to the students for literacy project assignments is not too beneficial to their trade." According to their comments, the teachers were clear that they valued having to integrate literacy into the curriculum, but they seemed conflicted about how to do it.

Teacher Theme 2: Adapt to education changes. Adapting to the changes that have been mandated in education was a key concept. T1 said, "It's funny because when I first started teaching, my response was different than it is now. But what I've had to do is when they give us something that's new that they want us to incorporate, I do my own research, and I look at my lessons and how I can format it" into them. T1 noted needing a minute to "completely involve it [literacy] into all of my lessons, then I take that time, because if I am going to have to apply something to my lessons, I want to make sure that it's going to benefit my students."

T2 responded that "if it is a requirement, then you have to change." T2 stated the following:

> When you are asked to change you a lot of times, you don't see it right away, but once you've made the change and start to implement some of the changes, a lot of the time it's a good thing.

> In adapting to change, T3 identified as being "from the old school but I've been learning to adapt to them." T3 described the adaptation process:

> How I'll adapt is: I'll explain to the class what they require me to do and this is what I must do. So I incorporate it into my lesson, studies, whatever I have to do to answer the bill or to give an answer to my administrators.

T4 stated, "I will do what's asked of me and try to do it to the best of my ability and to find the educational purpose for it." T4 kept "a positive spin on something with the students." In addition, T4 said students "will do what I ask because somebody has created an activity, hence it feels it would be beneficial to my teaching and the students learn it." The four teachers regarded change and adapting to it as an ongoing aspect of being an educator.

Teacher Theme 3: Teacher-administrator collaboration is beneficial. The teachers expressed that having to integrate literacy into the curriculum required them to have collaboration. T1 reported on collaborating with administrators as "it's whatever I need and however she can figure out how to help me." T1 noted that "if the answer is no, she will still find a way to help us in the best way she can."

T2 reported the administrators "have met my needs" for support and "one of the cool things is my administrator is very tech savvy. He is very up to date with all of the different apps and online tools." T2 provided an example:

A lot of the times he [the administrator] is able to come back with me and say, "Okay chef, let's try this particular tool. So, pretty much they definitely have been very supportive, and 99.9% of the time whenever he's given me a suggestion, it's always worked.

T3 reported that the administrator contracted with an expert "from another state" who provided training to "give us help and tricks on how to engage the students. What you would use to get them to understand literacy a little more and how to incorporate it in our studies." T4 reported having "collaboration meetings and planning periods" made available by the administrators. All four teachers indicated having collaborative relationships with their administrators that benefited their efforts to integrate literacy instruction.

Teacher Theme 4: Support learning with student-to-student teaching. The courses taught by CTE teachers have a mixture of students with varying levels of ability. CTE teachers have to ensure that all students grasp the content being taught and to do so, they supported learning by using student-to-student teaching or peer tutoring. T1 reported, "I do a lot of preassessments and using a different terminology so that they do not feel excited about taking it." T1 saw "where they are using strategies to find out where they are so that I can group them together by their levels."

T2 found it important to "learn your students. You got to know exactly what your students need. I figured out [after] about 10 years of teaching that I can't teach using a blanket method of teaching." T2 explained, "I do a lot of grouping, figure out what students needs help, and I tend to pair stronger students with the weaker students and a lot of the times that helps that weaker student."

T3 differentiated between the instruction of content and literacy, such as by giving "students a little more time to do" the work. T3 used "visuals, like sometimes I use PowerPoints and videos" during instruction. T3 asked the students to share what they thought "was the most important thing on the video they looked at and give me reasons why it's important to use."

T4 discussed working in the culinary arts content area to integrate literacy as follows:

> Wow! That is a big one. In my subject in CTE Culinary Arts, I have quite a few
> students with IEPs, so I have to differentiate a lot and on a regular basis. So, again
> I ask those in the know like from the special ed[ucation] department.

T4 further noted "the students that I do have with IEPs they take up a lot of time and I lose other students due to that fact." T4 surmised that "in the future I may look at a buddy system, have a student who is better equipped and quick to learn with someone who is struggling." Whether the teacher currently used peer tutoring or not, all four teachers discussed having students help each other learn the material being taught.

Research Question 2 Results

The second research question was: What support do administrators provide to CTE teachers in integrating literacy in the curriculum? All three administrators contributed to the two themes. The themes generated from the administrators' data were (a) leadership that is transformational and (b) innovative instructional practices. Figure 2 visually depicts the CTE administrators' themes in relation to the research question.

Administrator Theme 1: Leadership that is transformational

RQ2: What support do administrators provide to CTE teachers in integrating literacy in the curriculum?

Administrator Theme 2: Innovative instructional practices
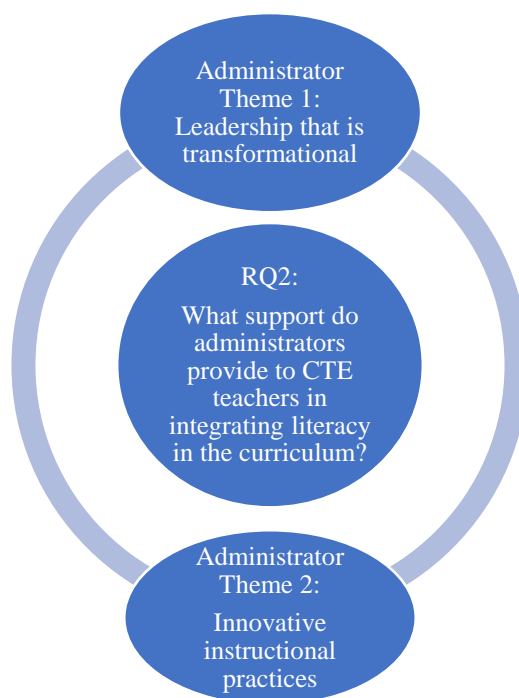
*Figure 2*. Representation of the themes surrounding the CTE administrators' experiences with supporting CTE teachers in integrating literacy in the curriculum.

Administrator Theme 1: Leadership that is transformational. To integrate literacy into the curriculum CTE teachers need support from administrators. When asked what leadership style they display, the three administrators came to the consensus that

their leadership is transformational. From the responses, the administrators indicated they needed to be "transparent" and "honest" and to "provide resources." Ad1 stated, "Well the first thing I do is to be very transparent and honest. Sometimes it gets me in trouble with the leadership, with my leadership, but I don't really care." Ad1 also provided "resources that allow teachers to deliver instruction in differentiated ways, to engage all the learners in their classes, so the key, as far as I am concerned, is to provide resources that provide differentiated instruction."

Ad2 and Ad3 both explicitly referred to their leadership as transformational. Ad2 said, "I use mostly the philosophy of transformational leadership, so I allow individuals to learn. Well, I put them in position for them to learn, but I give them experiences so that they can connect it to the learning that I am trying to push them towards." Ad3 added, "If there's ever a time when my team [members] aren't able to step up to fulfill the needs and the requirements of implementation during our collaborative planning meetings and department chair meetings, then I typically take the lead." The administrators expressed understanding that the leadership provided to the CTE teachers is necessary for them to learn new information and apply it in their instructional activities.

Administrator Theme 2: Innovative instructional practices. For integrating literacy into the curriculum effectively, the CTE teachers need to be equipped with strategies they can use to ensure students grasp the content taught in class. All three administrators reported providing their CTE teachers with professional development

through workshops as well as examples of best practices for instruction they can use in

their classrooms. Ad1 reported working with CTE teachers as follows:

>We talk about different strategies that can be used. Teachers successful in the
>
>literacy area and getting students to be more engaged in literacy, presented some
>
>of their best practices. We also have a resource in our CTE office instructional
>
>specialist who focuses on literacy and CTE showing how to fuse literacy-based
>
>facts in CTE.

>Ad2 discussed being "intentional about pedagogy. So the one thing that I've

noticed with now supervising CTE for 3 years is our tradesmen are excellent at their

trade; however, their teaching pedagogy might not be on the same level." Ad2 referred to

ensuring students gain "very basic skills" through this intentional pedagogy by showing

"them a facilitation model. An example is the workshop model." Ad3 reported having a

"weekly department meeting. We typically talk about innovative strategies to help

students in terms of intervention before they are underperforming." All administrators

indicated that strategies such as workshops and sharing of best practices with CTE

teachers support them in integrating literacy.

Findings Related to Discrepant Cases

The purpose was to explore the experiences of CTE teachers integrating literacy

into the curriculum and the support they receive from administrators. Any discrepancy

that became evident could have affected the findings. In one interview, T1 said that it was

a surprise to be asked to integrate literacy as this participant already had embedded

literacy into the curriculum. T1 stated, "when they said that honestly I was very shocked and honestly sad because that shows me that they don't really understand what we do in the way that I feel that they should." However, T2 said the requirement for literacy integration was "a great thing. I think it's something that's very much needed," and T3 agreed that "literacy is kind of needed."

T4 stated that literacy integration was not needed in CTE education because these classes were about students learning a trade. T4 responded, "My first reaction is why? However, it is important, but I think what they ask of us to present to the students for literacy project assignments: It's not too beneficial to their trade they're studying." Nonetheless, the collection of CTE teacher and administrator participants provided parallel views indicating literacy integration is need in secondary CTE classes. The discrepant cases can be used to help school and district administrators understand teachers' perceptions and decision-making processes regarding literacy integration into CTE courses.

Evidence of Trustworthiness

Various strategies were used to ensure trustworthiness of the study. The analyzed data came from the recorded and transcribed interviews with four CTE teachers and three CTE administrators who provided their detailed interview responses. The influence of researcher bias was reduced by efforts to ensure credibility, transferability, dependability, and confirmability in the findings.

Credibility

I established credibility by following all procedures outlined in Chapter 3. Each study participant provided full consent for recorded and transcribed interviews. As described in Chapter 3, strategies such as member checks, peer reviewing, and reflexivity were implemented to ensure the credibility of the study. Member checking was done in a number of stages. First member checking was done during the interview wherein I restated statements and summarize information participants gave for the purpose of ensuring I had a clear interpretation of what the participants shared. When I received each participant's transcript, I emailed the transcript to the respective participant and asked each participant to review the interview transcript. The three administrators responded within two days of receiving the email with the transcript attached. Each of the four teachers responded about their respective transcripts within the same day. All seven participants responded that the data found in their transcripts were accurate to what they recalled stating during their interviews. When all data were coded and initial themes had emerged, I conducted member checking by emailing the codes and thematic patterns to the participants to check for accuracy in the meanings I interpreted about their experiences (Teddlie & Tashakkori, 2009). I also requested follow-up conversations with the participants to review my data interpretations and make any corrections, adjustments, or clarifications to the interpretations.

I also requested the assistance of a literacy specialist to review the codes and to offer any additional perspective on the analysis and interpretation. The literacy specialist

was a certified literacy coach with a doctorate and this person signed a confidentiality agreement. The data given to the literacy specialist were de-identified. I discussed the data and codes with this literacy specialist to gain an outside perspective about my interpretations of the codes. This reviewer recommended that I re-read the transcripts and adjust the themes to reflect statements rather than key words.

Another strategy I implemented was reflexivity wherein I wrote memos and notes right after the interviews while the memories were fresh in my mind. I also wrote memos throughout the data analysis process so I could review my through processes over time. I used a journal to record the in-depth details of the data collection and analysis as well as the process of engaging in reflexivity.

Transferability

Transferability is the ability in which the findings of the study can be applied by readers to potential studies and settings (Ravitch & Carl, 2016). Within this study, I established transferability to the degree that readers could choose to apply the findings to their schools' CTE programs and other researchers may be able to ascertain the need for more studies to explore the experiences of CTE teachers integrating literacy into the curriculum and the support they receive from administrators. Transferability was also achieved by the thick, rich descriptions outlined in the findings (Ravitch & Carl, 2016). Thick, rich description exposes the intricacy of the data analyzed, allowing for persuasive explanations by readers who can make significant meaning from the findings of the study (Yin, 2018). I provided a detailed account of the data, the interviews I conducted, and

other aspects of data collection to aid in providing a rich and full understanding of the phenomenon studied. I addressed CTE teachers' experiences and administrators' support for integrating literacy into the curriculum by providing detailed information about the participants' experiences. The findings could enable researchers or scholars to reflect and identify similarities in the findings that they could apply within their contexts. However, this study cannot be generalized because the participants were selected using purposive sampling, and the findings contained limitations as noted in Chapter 1.

Dependability

Dependability for the study was obtained using an audit trail. An audit trail involves creating a detailed description of the study's procedures and results (Merriam, 2009; Shenton, 2004). To conduct an audit trail, I maintained a research reflection journal and wrote down field notes during interviews. I organized my memos and notes to form the ongoing record of the data collection and data analysis process. Journaling my account of the study and data analysis enabled me to engage in iterative checking and rechecking of the data and codes during analysis. Dependability was also achieved by the use of the semistructured interview protocol (see Appendixes A and B) that were consistently applied with each participant. To ensure dependability, the study methodology, data collection, analysis, and interpretation of findings were documented.

Confirmability

Confirmability ensures that the findings of the study are shaped by the participants' responses and not researchers' biases. To ensure confirmability,

triangulation of data was conducted. Triangulation was an essential part of this inquiry to establish confidence in the findings. The data from the CTE teachers and administrators interviews were triangulated allowing me to seek similarity among the themes (Ravitch & Carl, 2016).

Summary

In this chapter, I reported the findings of the study based on the qualitative exploration of CTE teachers' experiences in integrating literacy into the curriculum and the support they receive from administrators. I answered the research questions based on the analysis of the data and the themes generated from the seven participants' responses. Participants were those who responded first to the invitation to be interviewed. I interviewed four CTE teachers. For the three administrators, I interviewed one CTE principal, one CTE county supervisor assigned to a specific school, and one CTE department chair. Semi-structured interviews of each participant happened using the secure, online web conferencing system known as Zoom. The interview data were downloaded from Zoom, transcribed, and analyzed.

I conducted procedures to ensure trustworthiness, such as member checks and peer debriefing. With the completion of data analysis, each participant was sent via email a copy of the themes for review and to notify me if any changes to the analysis were needed. The four teacher themes were (a) literacy integration is important, (b) adapt to education changes, (c) teacher-administrator collaboration is beneficial, and (d) support

learning with student-to-student teaching. The two administrator themes were (a) leadership that is transformational and (b) innovative instructional practices.

In Chapter 5, I present an interpretation of the findings and updated information on CTE teachers integrating literacy in their curriculum and the support they receive from administrators. In addition, I include the strengths and limitations of my study, evidence of quality, implications for social change, and finally, recommendations for future study.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore CTE teachers' experiences in integrating literacy into the curriculum and the support they received from administrators. CTE teachers integrating literacy into the curriculum have contributed to students graduating from high school with literacy capabilities for succeeding in college and career (ACTE, 2009; Evans & Clark, 2015; Fang et al., 2014; Madden et al., 2014). The support and training that administrators provide to CTE teachers can contribute to the teachers' success with literacy integration. I conducted interviews for this basic qualitative study due to the gap in practice about the phenomenon and because I had no control over the setting, environment, or actors within it (Merriam, 2009; Ravitch & Carl, 2016; Stake, 2010; Yin, 2014). A basic qualitative study was used as an in-depth investigation of a limited system with bounded delimitations about what was studied (Creswell, 2014; Merriam, 2009). The units of study were the CTE teacher and the CTE administrator at the School District located in East Coast state because the phenomenon of interest was the integration of English language arts and literacy instruction by CTE teachers and administrators' support.

The population of administrators was 11 assistant principals and instructional coordinators combined. The population of teachers was 80. Four teachers and three administrators contributed data for the study by participating in Zoom-driven web conferencing. All interviews were recorded, and open-ended questions were asked in the interviews, allowing for exploration of the participants' experiences (Creswell, 2012;

Ravitch & Carl, 2016; Zulfikar, 2014). All data were coded for the discovery of the

emerging themes (Zulfikar, 2014). Thematic analysis using open and axial coding

strategies was applied in the data analysis phase. The codes yielded patterns, and the

emergent themes obtained from the data collected formed the findings of the study

(Creswell, 2012; Hagan & Houchens, 2016; Saldaña, 2013). The data showed that the

teachers considered literacy integration to be important and that educators need to adapt

to the changes in education. All CTE teachers believed that for literacy integration to be

effective collaboration needs be fostered with others within the system who integrate

literacy into their curriculum or who are knowledgeable about literacy. However, CTE

teachers catered to students with varying learning styles by encouraging peer teaching.

The findings revealed in Chapter 4 included the following four themes for teacher data:

       Teacher Theme 1: Literacy Integration is Important

       Teacher Theme 2: Adapt to Education Changes

       Teacher Theme 3: Teacher-Administrator Collaboration is Beneficial

       Teacher Theme 4: Support Learning With Student-to-Student Teaching

       The administrators who provided support for CTE teachers believed that for

teachers to implement literacy into their curriculum, leaders need to be transformational.

Administrators need to develop trust with those they supervise and provide needed

support. The administrators also reported that innovative instructional practices need to

be provided to CTE educators in order for teachers to integrate literacy successfully. The

findings contained two themes for administrator data of Leadership that is

Transformational and Innovative Instructional Practices.

Interpretation of the Findings

In discussing the findings of the study, the conceptual framework is considered in

relationship with each theme. The conceptual framework for this study was Fullan's

change theory. Fullan (2007) articulated when educators are given new information to

utilize when they teach a change occurs in the school. The focus of the interpretations is

how the findings show a relationship to the literature reviewed in Chapter 2 and how do

these themes overlap or complement each other.

Teacher Theme 1: Literacy Integration is Important

Participants in this study explained their experiences in integrating literacy into

their lessons. They all conceded that literacy integration is important which was a theme

supporting findings by Allyn (2014). All four of the CTE teachers in the current study

concurred with Polkinghorne and Arnett-Harwick's (2014) 90.4% agreement that reading

integration instruction should be included in FCS courses and that students need literacy

skills to be successful in academia and the workplace. Shifflet and Hunt (2019) concurred

that integration of literacy in CTE is an effective practice for addressing the imbalance

between literacy and other subject areas. Literacy integration alone does not guarantee

effective instruction or student achievement (Shifflet & Hunt, 2019). Allyn (2014) further

supported the belief that literacy is power, and without it, high school students have few

opportunities to succeed in the growing global community. Thus, the goal is not only to

integrate but also to heighten students' understanding of subject-area content and ability to meet educational objectives.

The four teacher participants also agreed that literacy integration is a needed pedagogical strategy across subjects in education, even though integrating literacy is not a new concept across subject areas (Andrelchick, 2015). The CCSS included goals and learning expectations to encourage students to become independent, collaborative, and continuous learners prepared for college and career. According to Pense et al. (2015), CTE programs align with the CCSS standards to prepare students for career readiness, enhance and strengthen students' literacy skills, and hold students and teachers accountable for ensuring a quality education. CCSS emphasized disciplinary literacy to ensure every teacher is a literacy teacher (Hasselquist & Kitchel, 2019).

The four participating teachers seemed to understand that poor achievement had motivated researchers and policymakers to promote the need for content-area literacy in the core content (Wexler et al., 2017). In integrating literacy in content-area instruction, students gain opportunities to improve their reading skills and become proficient in accessing content knowledge via written sources. Students not only improve their reading ability when literacy instruction is integrated into content-area instruction but also gain access to content knowledge through reading (Wexler et al., 2017). Orr et al. (2014) stated that in introducing language and literacy standards into content areas, students could apply acquired literacy skills to read various text.

In noting that literacy integration represented a new requirement for CTE teachers, there is a relationship between Fullan's (2007) description of the need to provide teachers with new information, teaching strategies, and techniques and the teachers need to act on the new information. When teachers are provided with new information and professional development for applying it, they are more likely to implement the change in their classrooms (Hasselquist & Kitchel, 2019). Fullan further explained that changes within the educational system are designed to meet the needs of the students and educators need be aware of these changes and their goals. The CTE teachers agreed that the addition of literacy integration in CTE programs offered an opportunity to meet students' career readiness needs.

Teacher Theme 2: Adapt to Education Changes

The four CTE teachers indicated that educators should adapt to educational changes when implemented. With the implementation of the CCSS, school leaders were charged with graduating high school students who had the competencies crucial for establishing careers in the 21st century (Tavdgiridze, 2016). Integrating literacy into the curriculum was a challenge for CTE teachers, as not every teacher was a teacher of reading as a content area; thus, the participants agreed it was impractical to expect content-area teachers to be literacy experts (Friend, 2017).

The finding bore similarity with other researchers' assertions. Dunkerly-Bean and Bean (2016) suggested that teachers having to integrate literacy in content areas might not have been previously equipped for the task causing them to have resistance toward

adopting a content literacy perspective unless they received support from administrators. According to ACTE (2009), addressing the issue of low literacy levels has been met with numerous challenges, as such CTE educators unskilled with offering literacy content and strategies. Giles and Tunks (2015) conceded that the assumptions educators hold of teaching and learning impacts their pedagogical practices, and regardless of educators' experience levels, they enter the classrooms with preconceived ideas of teaching and learning. Giles and Tunks further posited that teachers' knowledge and beliefs on literacy learning deeply influences pedagogical practices, which implies teachers need support for adapting to changing requirements. The CTE teachers' data suggested that they must be open minded about ongoing educational change in order to adapt.

The CTE teachers supported Fullan's (1993, 2007) assertion that adaption to educational change requires changes in practice. These changes could be identified when integrating new instructional techniques, resources, new teaching approaches, or alterations to pedagogies. According to Fullan (2007), when teachers accept change, they become change agents. When teachers change, they embrace new experiences to be effective and successful. The data suggest a need ensuring teachers build their personal visions for the outcomes of the change and engaging in collaboration for fulfilling those visions. All stakeholders need to have a personal vision in setting and achieving goals for themselves and the students (Fullan, 1993). With personal vision teachers can assess what they value the most and reflect on why they have selected the profession and assigned

meaning to their work (Fullan, 1993). Such reflection can enable them to seek collaborative opportunities.

Teacher Theme 3: Teacher-Administrator Collaboration is Beneficial

The CTE educators reported that their administrators were very helpful in providing technological support and literacy training. Their administrators collaborated with the CTE teachers and enabled CTE teachers to collaborate with teachers of other subject areas to integrate literacy. Silva et al. (2017) explained administrators are the educational leaders who provide professional development by offering collaborative training opportunities in the required areas. Teachers needing to change their teaching style benefit from receiving the support and training for developing effective strategies to manage change (Fullan, 1994, 2007).

According to Martin, Kragler, Quatroche, and Bauserman (2019), administrators' actions are necessary to ensuring teachers work together to develop positive learning environments. Within effective schools, a collaborative atmosphere occurs, and teachers along with administrators are involved in the decision-making process (Martin et al., 2019). Chen and Chou (2017) explained that training teachers to integrate literacy enhances their knowledge and skills. When trained teachers learn new strategies for ongoing literacy instruction through collaborative interactions with their leaders they overcome the challenges connected to changing their classroom practices. Fullan (1994) posited that with collaboration teachers consider new information obtained and uses the information to impact student success.

Teachers gain the greatest benefit when collaborating while making change, whether that collaboration occurs with administrators or teachers. Additionally, educators collaborate amongst themselves to share knowledge that contributes to improving students' learning. As CTE teachers collaborate based on the support of administrators, they then realize they can gain new knowledge others whose support they can use for creating their lessons (Fullan, 1994).

Teacher Theme 4: Support Learning with Student-to-Student Teaching

In the interviews, the CTE participants indicated that learning needs to be supported through student-to-student, or peer-to-peer, teaching. Students who work in groups aid in supporting differentiated instruction based on the students' levels of learning. Students can be grouped together so that stronger students support weaker students together to learn new information. According to Fullan (2007), teachers having to embrace change need to infuse new materials needed to identify the needs of students and receive the support and training for developing effective strategies to integrate literacy. When teachers work to ensure pedagogical change, they can engage students who support each other through peer teaching. This theme was unexpected prior to collecting data, and it had not appeared in the literature reviewed. The theme represents an addition to the body of knowledge about CTE teachers integrating literacy into their instruction.

Administrator Theme 1: Leadership That is Transformational

The first theme depicted from the administrators' interviews was that leadership is transformational. According to the participants, leadership has to be transparent and honest. Leaders provide resources to differentiate instruction and through invitational inquiry to transfer learning. Administrators use the trust they establish with teachers to gain teacher participation, such as in workshops (Liu et al., 2016). Ch et al. (2017) posited that leaders inspire and influence others by providing vision and direction. Principals, for example, would collaborate with teachers to develop strategies to raise reading achievement through the integration of literacy skills in content areas, such as CTE courses.

Transformational leaders also share the responsibility of leadership. According to Türkmen et al. (2018), leadership support is important in allowing employees to carry out increasing workload. It represents the opposite aspect of the collaboration theme the CTE teachers' data generated. Transformational leadership provides collaborative professional development by offering training opportunities in the required areas.

A successful change becomes evident when administrators as change agents are concerned about the success of the students and the school (Fullan, 1994). Fullan (1994) added that administrators need to provide support to teachers for making changes to reform implementation through providing opportunities for teachers to obtain new knowledge to make them more effective in their teaching. When CTE teachers receive support from their administrators the challenges they encounter will be lessened.

According to Fullan (2007), administrators can use collaboration to motivate and influence teachers and to ensure the fulfillment of the goals of the institution. Fullan (2001) indicated that educational reform requires administrators to cope with the changes alongside their teachers and to become transformational leaders.

Administrator Theme 2: Innovative Instructional Practices

The three administrators supervising the CTE teachers reported on the necessity to provide CTE teachers with innovative instructional practices and strategies. Their data support Goff (2015) who stated that restructuring instruction requires principals to support teachers and to display effective instructional practices. Larsson (2017) explained that teachers need to expose students to innovative learning experiences which challenges allows students to acquire cutting-edge content knowledge. Young, Winn, and Reedy (2017), for example, noted that school administrators impact teachers' practices by providing instructional advice. Administrators provide literacy instruction support that allows teachers to overcome challenges connected to changing their classroom practices, as stated by the data. Thus, leaders focus on providing instructional development to teachers (Puzio et al., 2015).

Professional development allows teachers to learn new strategies to teach and to improve instructional skills (America, 2014; Ciampa & Gallagher, 2016). These opportunities are how teachers become innovative as educators who can use their advanced knowledge of literacy and literacy-building practices in their lessons. Administrators represent catalysts ensuring innovation in instruction by encouraging

professional development. Fullan (2007) explained that administrators' understanding the cultures of their schools make decisions that lead to positive change. As such, teachers being part of a positive culture are committed to accept any change and to innovate (Fullan, 2007). Thus, administrators are advocates for innovation when they support the growth of their CTE teachers' skills through collaboration and professional development.

Overall Interpretation of the Findings

As discussed above, the four teacher themes of literacy integration is important, adapt to education changes, teacher-administrator collaboration is beneficial, and support learning with student-to-student teaching can be synthesized with the two administrator themes of leadership that is transformational and innovative instructional practices. The themes between the two sources can be triangulated to form a synthesis of the findings. This synthesis is discussed in the following major paragraphs.

The themes from the teachers of literacy integration is important, adapt to education changes, and teacher-administrator collaboration is beneficial seem to support the administrator theme of leadership that is transformational because from the interview the administrators responses indicated they needed to be "transparent" and "honest" and to "provide resources." Ad1 referred to the need to be transparent and honest and to provide resources that allow teachers to deliver instruction in differentiated ways so that they engage all the learners in their classes. These data support Jiang and Lu (2020) who stated that transformational leaders involve others to increase motivation. Jiang and Lu

explained that transformational leaders are capable of ensuring followers and teams reach the goals of the institution and enable change.

Indeed, literacy integration emphasizes the whole child approach to education (Hunt, 2019). Hunt (2019) explained the purpose of education in a democratic society is that literacy is not simply ends, but rather means to ensuring students achieve a balanced reality. Literacy integration, therefore, should not be an end but a means to accomplish educational goals. Lei, Phouvong, and Le (2019) stated those who embrace change allow the organization to prepare and implement change, thus attracting change leaders who ensure progress toward goals.

Collaboration between teachers and administrators enables the success of a school (Lockton, 2019). Collaboration provides the prospects for transformative pedagogical learning that can improve both teachers and students results. According to T3 and T4, the administrator provides training to provide help and offer "tricks" for engaging the students. The CTE teachers agreed that administrators' collaborative meetings and availability during their planning periods ensured opportunities for transformation.

Administrators also had a theme of innovative instructional practices that seemed to be related to the teachers' theme of support learning with student-to-student teaching. Student-to-student teaching is an advantageous practice (Duran, Flores, Oller, & Ramírez, 2019). Student-to-student teaching is method of teaching that encourages students to be self-motivated and has been considered an innovative learning strategy (Alegre, Moliner, Maroto, & Lorenzo-Valentin, 2019). Alegre et al. (2019) also stated

that students are better intermediaries for each other than adults are for students, because students have recent sensitivity to what topics might cause their classmates to struggle. As stated by Ad2, administrators' efforts involve intentional pedagogy, such as talking with CTE teachers about different strategies that can be used. Additionally, the administrators engaged CTE teachers who have been successful in the literacy area to present best practices to their peers.

Limitations of the Study

The limitations described in Chapter 1 included the time restrictions, size of the sample, analysis process, reporting, and the instrumentation. These limitations were likely to affect the transferability of the findings and the results of the study. The limitations of the study resulted from the study methodology, and I conducted the study based on the methods described in Chapters 1 and 3. Educators of other subject areas, such as core subject areas, were required to integrate literacy into their curriculum, but the study was delimited to just CTE teachers and administrators.

One limitation was sampling related based on my access to CTE teachers and CTE administrators. The study was designed to gain an understanding of the perceptions and experiences of specific individuals involved in CTE instruction who had to integrate literacy into their subject areas, which affected the amount of data available for collection and analysis. Thus, the limitation the perspectives of the participants who represented the School District located in East Coast state could have limited the findings. The results were based on the data from CTE teachers and CTE administrators working to integrate

literacy into the curriculum causing limitations to generalizing data beyond their specific sample.

The sample size was also a limitation as was stated in Chapter 1 and could be considered a challenge for transferability to other CTE teachers and administrators in other school districts and states. Participant selection was delimited to three to four administrators and four to five CTE teachers. During participant recruitment, only one principal consented to be interviewed; thus, I recruited two administrators who represented other participants administrator positions and were one department chair and one CTE school supervisor. I found four CTE teachers willing to be interviewed; however, the participants represented a very small sample size of less than 10 people. An effort was made to enhance credibility by triangulating data sources, which involved including administrators and teachers in the data collection.

A limitation involving data collection occurred. The interviews were intended to be face to face in a private space. The COVID-19 pandemic interfered with data collection, so face-to-face interviews could not be conducted. I submitted a change in procedures form to the IRB requesting permission to change from face-to-face interviews to using Zoom web conferencing platform for the interviews. The interviews were conducted, with IRB approval, using Zoom. Prior to the interviews, the participant were advised that I would conduct my side of their respective Zoom interview in a private space to promote confidentiality. All other previously planned interview procedures were

used throughout the interview as if the interviews were conducted in person to promote consistency and privacy.

Finally, to maintain a high level of trustworthiness in the data collected from participants' interviews, I assumed that participants would share their answers with honest responses. I developed an interview protocol based on what I believed would best address the research process. With the use of open-ended questions, the interviews allowed the participants to show biases from their responses. Data were collected from seven participants, four CTE teachers, and three CTE administrators.

Recommendations for Future Research

A basic qualitative research was used to explore the experiences of CTE teachers integrating literacy into their lessons and the support administrators provide them to do so. The scope of this research study attempted to answer the following research questions: (a) What are CTE teachers' experiences integrating literacy in the curriculum? (b) What support do administrators provide to CTE teachers in integrating literacy in the curriculum? The experiences of the CTE teachers in integrating literacy into their curriculum and the support they received from CTE administrators and supervisors were attained through data collection and analysis.

The current study was a basic qualitative design. Based on the themes attained, one recommendation for future research involves collecting quantitative data from the themes presented in this study. A larger sample size could be used for a quantitative study to ensure that more data could be gathered, making transferability or generalizability less

of a challenge. Alternatively, additional studies pertaining to these questions can be conducted using a mixed methods or case study.

All participants in the study concurred that their teaching practices were affected by having to integrate literacy into their lessons. Thus, another recommendation involves replicating this study with teachers of other subject areas, such as core-content areas. Further, a study of how collaboration occurs between CTE educators integrating literacy throughout the school year could shed light on why the CTE teachers referred to collaboration with administrators more than with fellow CTE teachers.

The measurement tool needs to be changed for future research so that the interview questions are adjusted to garner greater depth in the data provided by the CTE teachers and administrators about the phenomenon. This study involved one-on-one interviews; however, future researchers may choose to conduct studies of CTE and literacy integration using focus groups and classroom observations. This change could allow for more varied and in-depth data regarding the practices of literacy integration. Further research on this topic of the experiences of CTE teachers integrating literacy into the curriculum and the support they receive from administrators needs to be conducted across other states that apply the CCSS across curricula. As the sample selected for this study were teachers and administrators, a basic qualitative study should be conducted to explore the experiences of the CTE students learning literacy within their high school CTE courses.

Recommendations for Practice

Literacy integration is one educational change found in CTE programs operating in high schools in the East Coast state. As supported by the data in this study, educators must embrace reforms and facilitate sustaining them to accomplish the reform goals, such as ensuring all high school students in CTE programs graduate with literacy (Carse, 2015; Rolheiser et al., 2003; Takada, 2018). The teachers in this basic qualitative study indicated that literacy integration is important, teacher-administrator collaboration is beneficial, and student-to-student teaching supports learning. By adjusting pedagogical practices to support the integration of literacy in CTE, the sample of teachers and administrators implemented change and incorporated new strategies just as Fullan (2007) indicated would be the case.

Consequently, in practice, all high school elective courses, in addition to CTE and core courses, should have literacy skills integrated in the curriculum. As stated by Dalton (2012) and Wexler et al. (2017), high school graduates lack the literacy skills needed to perform effectively in their colleges and careers. Including literacy instruction in all high school courses, regardless of core course status, with intensive reading requirements would benefit students by supporting their development of conceptual and cognitive processes (Allen et al., 2017; America, 2014).

An additional practice recommendation involves formalizing the collaborative practices that support literacy integration between teachers and administrators. Formalizing the collaboration, such as through mentoring programs that target literacy

integration, may enable integration practices to expand across all high school courses.

The collaboration may empower teachers to acquire needed skills to integrate literacy in

their curriculum as a best practice pedagogy.

Furthermore, administrators may need to expand the professional development

offerings for teachers seeking to establish innovative literacy instruction practices.

Moreover, administrators would be wise to seek out professional development that would

help them lead teachers through large scale literacy integration as a formal process.

Administrators may benefit from obtaining training for guiding professional learning

communities and implementing these practices at their schools to reduce the gap in

literacy competency seen by students on state-mandated tests. A final recommendation

for practice is for teachers to accept that differentiated instruction that emphasizes

student-to-student teaching, regardless of subject area, can effectively support learning.

The teachers in this study trusted their students to be good learning partners, suggesting

that students can be empowered to learn from each other.

Implications

This basic qualitative study's findings have the potential to influence efforts for

promoting positive social change in individuals, the educational organization, and

society. The experiences of the CTE teachers gained having to integrate literacy into their

lessons and the support they received from administrators involve an existing effort for

promoting positive social change. The data suggest the level of contributions these

educators make do benefit society as a whole because of the adaptations as well as collaborative and leadership efforts involved.

The educational change in CTE education and literacy integration requires improved support systems for CTE teachers to be provided by their administrators. These efforts can ensure the needed career readiness and academic outcomes for all students of CTE programs. Moreover, when students acquire the needed literacy skills in high school, they can pass state-mandated literacy assessments and be equipped with the skills and strategies they needed to succeed in college, to acquire postsecondary jobs, and to work effectively in the workplace. Students who have received equitable learning experiences can be agents of positive social change in the world and become change agents who sustain social change over long periods in history.

This study can influence social change initiative toward integration of literacy within CTE programs in high schools. The findings could provide information that influences the professional development about literacy integration strategies that are provided to CTE teachers. In fact, a specific implication of the findings involves adjusting the current trend of providing literacy resources solely to content-area teachers when CTE teachers need the same resources for their noncore area courses.

Finally, this study has methodological and empirical implications. The study was a basic qualitative design that involved interviews by Zoom, and while this mode of interviewing was not planned, future researchers could more efficiently collect the same data and do so with a larger sample size. Additionally, from the study only one high

school principal consented to participate; as such, future validation of this study could be focused on just principals who are tasked with supporting the integration of literacy in secondary CTE programs.

Conclusion

In Chapter 5, I presented the findings of this basic qualitative study involving interviews with seven participating educators. The data provided a deeper understanding of phenomenon of integrating literacy in CTE courses and of providing support to the CTE teachers tasked with doing so. The four themes generated from the CTE teachers for Research Question 1 were the following: (a) literacy integration is important, (b) adapt to education changes, (c) teacher-administrator collaboration is beneficial, and (d) support learning with student-to-student teaching. The themes generated from the administrators were the following: (a) leadership that is transformational and (b) innovative instructional practices. The findings and results multiple themes addressed the central research questions that guided the study.

CTE educators' mandate to implement state reforms for integrating literacy led to adaptation, collaboration, and operating as educational change agents for implementation to be effective. It was evident that CTA educators were challenged to adapt to the requirement to integrate literacy, but administrators were clear about their need to provide support to ensure the integration. Thus, the data showed the administrators understood that they needed to be change agents, to identify the type of leader they are, and to support teachers in embracing the change. Not only teachers but also

administrators were facilitators of the literacy integration change. As change agents these

educators influenced the culture of the institution in which they worked as part of

ensuring its success with graduating high school students ready to be effective

contributors to society.

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Appendix A: CTE Teacher Interview Protocol

Date: _____

Interviewee: _____

Interviewer: _____

You have been selected to participate in this qualitative research as you are CTE educator who integrates literacy into your curriculum. The research focuses on the experiences of CTE teachers' integrating literacy into the curriculum and the support administrators provide the teachers to integrate literacy in the curriculum. I am the sole researcher for this doctoral study under the supervision of Walden University. The interview would be recorded for analysis. For your information, only the researcher will be privy to the tapes, which will be kept for 5 years. Essentially, all information will be held confidential and your participation is voluntary. You may stop the interview at any time if you feel uncomfortable. Thank you for your agreeing to participate.

The interview may take 40 minutes. During this time, I have several questions to cover. If time begins to run short, it may be necessary to reschedule the interview. After collecting interview data and coding are completed, I will share with you the findings and ask you to review them for accuracy. Your review of the findings and our follow up conversation, if needed, may take up 20 minutes of your time if you choose to participate in that process.

Special note. The following questions are designed to answer RQ1: "What are CTE teachers' experiences integrating literacy in the curriculum?" The questions that will

be asked of the teachers are based on the conceptual framework that includes Fullan's

(2007) change model and contemporary models of transformational leadership

(Anderson, 2017; Brezicha et al. 2015; Kaume-Mwinzi, 2016; Marks & Printy, 2003;

Veel & Bredhauer, 2009). Also, literacy is directly implicated as important to the study;

therefore, direct literacy instruction in CTE based on the definition of literacy and the

review of the literature forms part of the rationale for each question (see Orr et al., 2014;

Tavdgiridze, 2016).

No.	Question
1	What did you think about being asked to integrate literacy instruction into your CTE courses?
2	How do you define literacy?
3	What have you done to integrate literacy into the lessons you teach?
4	How do you respond to changes in educational practices or requirements?
5	What do you consider to be best practices in literacy instruction?
5A	Which of those best practices do you use on a regular basis and why?
6	What barriers do you face each day in the classroom, having to integrate literacy?
6A	How does <insert barrier just said> affect literacy instruction?
6B	What aspects of incorporating literacy into your CTE lessons do your students enjoy more?
7	What support and guidance have you have been offered by your administrators?
8	What support and guidance have you received from administrators that have met your needs?
9	Now, let's look at the opposite side of that coin: What about the support and guidance from administrators that have NOT met your needs?
10	How do you differentiate literacy instruction based on each student's needs?
11	What evidence have you seen in terms of integrating literacy skill development in your classes as being successful or not with the students?
11A	Please share an example of literacy success that happened in one of your classes?
12	What experiences that you may have had with integrating literacy into your lessons that we have not discussed? They might have come to your mind while we have been talking.
13	What suggestions would you give to administrators and policymakers about how to improve CTE curricula?

Note. A letter after the number of the question indicates that the question is a follow up to the primary question. For example, 6A is a follow up to main question number 6.

Appendix B: Administrator Interview Protocol

Date: _____

Interviewee: _____

Interviewer: _____

      You have been selected to participate in this qualitative research as you are a CTE administrator who supports the integration of literacy into the curriculum. The research focuses on the experiences of CTE teachers integrating literacy into the curriculum, and the support administrators provide the teachers to integrate literacy in the curriculum. I am the sole researcher for this doctoral study under the supervision of Walden University. The interview would be recorded for analysis. For your information, only the researcher will be privy to the tapes, which will be kept for 5 years. Essentially, all information will be held confidential, and your participation is voluntary. You may stop the interview at any time if you feel uncomfortable. Thank you for agreeing to participate.

      The interview may take 40 minutes. During this time, I have several questions to cover. If time begins to run short, it may be necessary to reschedule the interview. After collecting interview data and coding are completed, I will share with you the findings and ask you to review them for accuracy. Your review of the findings and our follow up conversation, if needed, may take up 20 minutes of your time if you choose to participate in that process.

Special note: The following questions are designed to answer RQ2: "What support do administrators provide for CTE teachers in integrating literacy in the curriculum?" The questions that will be asked of the teachers are based on the conceptual framework that includes Fullan's (2007) change model and contemporary models of transformational leadership (Anderson, 2017; Brezicha et al., 2015; Kaume-Mwinzi, 2016; Marks & Printy, 2003; Veel & Bredhauer, 2009). Also, literacy is directly implicated as important to the study; therefore, direct literacy instruction in CTE based on the definition of literacy and the review of the literature forms part of the rationale for each question (see (see Orr et al., 2014; Tavdgiridze, 2016).

No.	Question
1	How do you define literacy?
2	How do you describe your style of leadership with CTE teachers, particularly regarding the requirement for integrating literacy instruction into their courses?
3	How do you describe your efforts to support CTE educators who have needed to learn how to integrate literacy instruction into their lesson plans?
4	What do you do to build trust with teachers so that you and they can accomplish goals?
5	What did you think about CTE teachers being required to integrate literacy instruction into their courses?
5A	What example can you share about a time when your style of leadership was effective in supporting CTE teachers who have been required to integrate literacy development into instruction?
5B	What changes have you identified in the teachers' attitudes and aptitudes for integrating literacy instruction in CTE courses?
6	Tell me about a classroom visit when you observed a CTE teacher integrating literacy instruction during a lesson?
7	What conflicts have you experienced with CTE teachers who had to change their traditional lesson plans in order to integrate literacy instruction?
7A	How have any of these conflicts affected efforts to incorporate literacy instruction into CTE courses?
8	What professional development have CTE teachers been offered about how to successfully do literacy integration in their lesson plans?
8A	What have you observed about whether or not literacy instruction PD has met their individual needs?

table continues

No.	Question
9	What leadership activities are more likely to influence CTE teachers to change their lessons so that they incorporate literacy skill development?
9A	What leadership have you provided to empower CTE teachers to integrate literacy instruction in their classes?
10	What changes have you seen among CTE educators after the requirement to integrate literacy development into lesson plans?
11	What evidence have you seen toward the success or failure of integrating literacy skill development in CTE classes with the students?
11A	What pieces of data do you use to determine effectiveness of literacy instruction in CTE classes?
12	What actions or communications have come from the leaders in the central district office that have helped you lead the CTE teachers during this time of changing to the integration of literacy skills development in their classes?

Note. A letter after the number of the question indicates that the question is a follow up to the primary question. For example, 5A is a follow up to main question number 5.

Appendix C: Coding Tables

Two Column Table Demonstrating the Converting of Data to Codes for Teachers

Teacher Data	Codes
T1: "Like saying that there is a school without books. All forms of CTE starts with reading and understanding. I was honestly shock that they don't really understand what we do". T2: "I think it is a great thing. I think it's something that's very much needed".	CTE courses starts with reading and understanding
T3: "They are pushing but mainly college and academics. But I thought that my role is to get them ready to get a job, get them familiar on the basics of how to get a job, how to hold a job, and to be productive citizens. So literacy is kind of needed but in my profession it's not the literacy you need. You need a trade."	Literacy integration is very important a great thing. Literacy integration is needed.
T4: "My first reaction was why?" However, it is important, but I think what they ask of us to present to the students for literacy project assignments is not too beneficial to their trade."	Literacy integration is important
T1: "It's funny because when I first started teaching, my response was different than it is now. But, what I've had to do is when they give us something that's new that they want us to incorporate, I do my own research and I look at my lessons and how I can format it in."	Look at lessons and format it in changes to educational practices.
T2. "Well if it is required and then you have to change. When you are asked to change you a lot of times don't see it right away, but once you've made the change and start to implement some of the changes, a lot of the time it's a good thing."	Implement the changes to educational practices
T3. "Well I'm kind of from the old school but I've been learning to adapt to them. How, I'll adapt is, I'll explain to the class what they require me to do and this is what I must do. So I incorporate it into my lesson, studies, whatever I have to do to answer the bill or to give an answer to my administrators."	Adapt to the changes and incorporate it into lessons.
T4. "I will do what's asked of me and try to do it to the best of my ability and to find the educational purpose for it. I'll always keep a positive spin on something with the students. And they will do what I ask because somebody has created an activity hence feels it would be beneficial to my teaching and the students learn it.	Find the purpose of the change and put a positive spin to it.
T1: "It's whatever I need and however she can figure out how to help me. If the answer is no she will still find a way to help us in the best way she can."	Administrator is very helpful.

Table continues

Teacher Data	Codes
T2: "And as I have said they have met my needs. One of the cool things is my administrator is very tech savvy. He is very up to date with all of the different apps and online tools. So a lot of the times he is able to come back with me and say, "Okay chef, let's try this particular tool. So, pretty much they definitely have been very supportive and 99.9% of the time whenever he's given me a suggestion, its always worked."	Administrator provides technology support.
T3: "They had a lady from another state to come in and kind of give us help and tricks on how to engage the students. What you would use to get them to understand literacy a little more and how to incorporate it in our studies."	Training in literacy integration
T4: "Fantastic. They're willing to help guide us, walk us through it, come and observe and evaluate me on how I can improve and what I need to do. Also, we have collaboration meetings and planning periods.	Collaboration with other subject areas.
T1: "That starts with understanding and gaining knowledge of where each student is, so that I can go in and look at their responses. I do a lot of preassessments and using a different terminology so that they do not feel excited about taking it. So that I can really see where they are using strategies to find out where they are so that I can group them together by their levels".	Working in groups used to differentiate instruction based on levels of learning.
T2: "Well, first you got to learn your students. You got to know exactly what your students need. I figured out about ten years of teaching that I can't teach a blanket method of teaching. So, I do a lot of grouping, figure out what students needs help. And, I tend to pair stronger students with the weaker students and a lot of the times helps that weaker student.	To differentiate instruction group students to work together with stronger and weaker together.
T3: "Well, sometimes I have to, I gave students a little more time to do it. Also, we use visuals like sometimes I use PowerPoints. Sometimes we use videos and then I ask them to write what they think was the most important thing on the video they looked at and give me reasons why it's important to use."	PPT and videos to support learning
T4: "Wow! That's a big one. In my subject in CTE Culinary Arts, I have quite a few students with IEPs, so I have to differentiate a lot and on a regular basis. So, again I ask those in the know like from the special ed department, "What can I do?" What do you suggest?" Because the students that I do have with IEPs they take up a lot of time and I lose other students due to that fact. In the future I may look at a buddy system, have students who is better equipped and quick to learn with someone who is struggling."	Use IEP outline to prepare differentiated instructions.

Two Column Table Demonstrating the Converting of Data to Codes for Administrators

Administrator Data	Codes
Ad1: "Well the first thing I do is to be very transparent and honest. Sometimes it gets me in trouble with the leadership, with my leadership but I don't really care. Okay well, it's far as I'm concerned, what I do I provide resources that allow teachers to deliver instruction in differentiated ways, to engage all the learners in their class. So, the key as far as I am concerned is to provide resources that provide differentiated instruction."	Leadership that is transparent and honest, and provides resources to differentiate instruction
Ad2: "I use mostly the philosophy of transformational leadership. So I allow individuals to learn, well I put them in position for them to learn, but I give them experiences so that they can connect it to the learning that I am trying to push them towards. So I use methods like invitational inquiry to get people to understand and learn what we are doing."	Leadership that is transformational using invitational inquiry to transfer learning.
Ad3: "Generally speaking my leadership style is transformational. So if there's ever a time when my team aren't able to step up to fulfil the needs and the requirements of implementation during our collaborative planning meetings and department chair meetings then I typically take the lead.	Transformational leader sharing leadership responsibilities.
Ad1: "Well, we talk about different strategies that can be used. We talk about that as far as best practices. Teachers that seem to be successful in the literacy area and getting students to be more engaged in literacy, we had them present some of their best practices or their strategies that they use to help. We also have a resource in our CTE office instructional specialist who focus on literacy and CTE, how to fuse literacy-based facts in CTE."	Sharing different strategies and best practices.
Ad2: "So, our efforts are intentional about pedagogy. So, the one thing that I've noticed with now supervising CTE for three years is our tradesmen are excellent ta their trade, however their teaching pedagogy might not be on the same level. So, we go back to very basic skills when it comes to pedagogy. We show them facilitation model an example is the workshop model that we use."	Provide workshops for teachers
Ad3: "One of the things that I do is we have weekly department meeting. We typically talk about innovative strategies to help students in terms of intervention before they are underperforming. I am constantly learning new innovative, instructional practices and strategies to be able to pass them on to my colleagues as well as my teammates.	Sharing innovative instructional practices and strategies.

Two Column Table Demonstrating the Converting of Codes to Themes for Teachers and

Administrators

Codes	Themes
CTE Teachers	
CTE courses starts with reading and understanding Literacy integration is very important a great thing. Literacy integration is needed. Literacy integration is important Look at lessons and format it in changes to educational practices.	Literacy Integration is important
Administrator is very helpful. Administrator provides technology support Training in literacy integration Collaboration with other subject areas	Collaboration
Working in groups used to differentiate instruction based on levels of learning. To differentiate instruction group students to work together with stronger and weaker together. PPT and videos to support learning Use IEP outline to prepare differentiated instructions.	Support learning through peer tutoring or student-to-student teaching
Administrators	
Leadership that is transparent and honest, and provides resources to differentiate instruction Leadership that is transformational using invitational inquiry to transfer learning. Transformational leader sharing leadership responsibilities.	Leadership that is transformational
Sharing different strategies and best practices. Provide workshops for teachers Sharing innovative instructional practices and strategies.	Innovative instructional practices