2023

K–2 Educators' Perspectives Regarding the Resources Needed to Identify Students At-Risk for Dyslexia in a Southeastern State Local School

CherryAnn Bianca James
Walden University

Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

CherryAnn James

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Grace Lappin, Committee Chairperson, Education Faculty
Dr. Beryl Watnick, Committee Member, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2023

Abstract

K–2 Educators' Perspectives Regarding the Resources Needed to Identify Students At-

Risk for Dyslexia in a Southeastern State Local School

by

CherryAnn James

Ed.S., Argosy University, 2013

MA, Medaille College, 2004

BS, The City College of New York, 2002

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Early Childhood

Walden University

August 2023

Abstract

Dyslexia, a complex disorder affecting children's learning, is often misdiagnosed. When children with dyslexia are identified, teachers often lack the skills and resources to support them. This study was conducted because of a Southeastern state's dyslexia mandate, which requires early education teachers to have the knowledge to identify students at risk for dyslexia. This was a qualitative study, in which data were collected through in-depth interviews with educators working in grades K–2 in the local school district. Purposive sampling was used to select participants who are K–2 educators, have experience working with K–2 students, and were willing to offer their perspectives. The two research questions were used to examine the perspectives of K–2 educators regarding the challenges of identifying students at risk for dyslexia and resources needed to identify at-risk students in the local Southeastern state school district. The data were coded and categorized before the analysis could uncover recurring themes and patterns in the participants' responses. Thematic coding of interview data revealed three recurring themes for the first research question and four for the second. The data analysis revealed consistent patterns and themes aligned with the conceptual framework concerns-based adoption model. Semistructured Zoom interviews with 15 K–2 educators were conducted. The findings from this research revealed that the participants lack knowledge about what dyslexia is and are concerned about the resources needed to identify students with dyslexia. The findings also revealed the need for aiding educators in identifying and helping students at risk for dyslexia. The research findings may be used by educators to identify students by increasing their knowledge and promote social change.

K–2 Educators' Perspectives Regarding the Resources Needed to Identify Students At-Risk for Dyslexia in a Southeastern State Local School

by

CherryAnn James

Ed.S., Argosy University, 2013

MA, Medaille College, 2004

BS, The City College of New York, 2002

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Early Childhood

Walden University

August 2023

Dedication

This study will be dedicated to my supportive husband Thomas and son, Dariusz. They are the driving force behind my achievements. I want to thank them for their love, patience, and understanding of my sacrifices. Also, I would like to dedicate this to my parents, who are no longer with us. Completing this journey symbolizes that dreams can come true and that all things are possible through dedication, tenacity, and faith.

Acknowledgments

First, I must thank the creator who continuously giving me the strength and lifting me to reach my goal as I endured long work nights, illness, deaths, and many obstacles. Also, I thank my family, friends, and professors for the strength and faith they instilled in me whenever the completion of my goal seemed shattered and impossible to accomplish. Next, I would like to thank my parents for playing a role in building my character to persevere. There are not enough words to explain my gratification.

Overall, I would like to thank everyone who played a role in helping me to achieve this significant milestone and offered encouragement and support while I was on this challenging journey. I would like to acknowledge my chair, Dr. Lappin, who provided much encouragement and help. I appreciate her passion and drive to push me to the finish line as she provided constructive feedback. I regard her professionalism and tact in addressing revisions and providing feedback during my prospectus stage. Likewise, I would like to acknowledge my committee member, Dr. Watnick, for her help and encouragement.

Table of Contents

List of Tables

List of Figures

Section 1: The Problem

The Local Problem

The problem that I addressed in this study is that K–2 educators are challenged with identifying students at risk for dyslexia in their local school district. Teachers are concerned about the new mandate requirements since there has been nothing in place and no requirement for teachers to determine whether a student is at risk for dyslexia. They are concerned about the lack of training, personal knowledge, and resources needed to identify students with dyslexia.

Southeastern statewide mandates were written to help identify and support students with dyslexia. Despite the mandates, the Southeastern state has fallen behind regarding identifying children and training teachers to address the needs of children with dyslexia appropriately. The Southeastern state that was the focus of this study remains the only state in the Southeastern United States with no comprehensive program for children with dyslexia. As a result of these deficiencies, significant new legislation was signed into law to address the needs of students with dyslexia. The new mandates will become effective in 2024.

Southeastern State Senate Bill

The new Southeastern state dyslexia law was signed in May 2019. It stipulates that the State Board of Education must have procedures for referring elementary students for dyslexia screening. The Senate bill noted that the Southeastern state's department of education must create a dyslexia informational handbook to assist school districts,

provide professional development opportunities on dyslexia, and create a certification endorsement pathway for teachers.

In addition, the law requires that teacher preparation programs add instruction on dyslexia and response to intervention to existing standards (Schlesinger, 2020). Despite the new Southeastern state dyslexia law, there are currently no tools or teacher training to identify students at risk for dyslexia in general education classrooms. Teachers' practices and perspectives concerning students with dyslexia show that they are aware of the term and know the difficulties those students face. However, they are uncertain about how to address the specific learning needs of children with dyslexia (McCaleb, 2020).

Local District

The Southeastern state department of education uses the definition of dyslexia adopted by the International Dyslexia Association (IDA). The local district conducted a workshop to allow teachers to attend and share their knowledge on dyslexia as they worked toward abiding by Southeastern state mandates. Feedback from the training workshop notes highlighted that teachers felt the workshop did not provide tools to help them identify students at risk for dyslexia, One teacher noted that in 21 years as an educator, there has been little to no training in identifying and supporting the students that many suspected had dyslexia.

According to an administrator for the district, many teachers have voiced their frustration with the lack of training and resources available for the use to identify students at risk for dyslexia. Locally, the district is currently working on dyslexia identification and the gap in practice. This gap in practice may be due to a lack of universal procedures

or resources in local school districts for identifying and supporting students with or at risk for dyslexia. As this Southeastern state moves closer to implementing the dyslexia law, requiring screening to drive early interventions for reading, educators with the knowledge and skills to implement strategies for identified children must be in critical positions to elicit a change in ideology and practice in reading instruction (Wood et al, 2019).

Teachers need the knowledge and resources to comply with this Southeastern state's new dyslexia mandates. According to White et al. (2020), the early proficiency in reading skills for students with dyslexia depends on the knowledge and skills of the school practitioners responsible for their literacy development and instruction. The need for teachers to identify students with dyslexia early would develop teaching methods and planned strategies to help students integrate successfully into the classroom environment (Malatesha & Wijekumar, 2019). It is unethical for teachers to allow children with or at risk for dyslexia to be *pushed through* school without the education they desperately need to become adequate, efficient readers and confident in their careers and lives.

Despite the new state mandates, teachers experience lack of training, lack of personal knowledge, and lack the resources needed to identify students with dyslexia. At present no supports are in place to be used to identify students at risk for dyslexia forcing parents to initiate testing for dyslexia using outside sources. Spear-Swerling (2019) indicated young children who experience reading difficulties at a young age often experience life-long difficulties. Alternatively, when a young child is identified as having dyslexia, appropriate supports can be implemented which might ameliorate negative consequences. There are favorable outcomes when a student with dyslexia is identified

early and provided with the appropriate assistance. In this study, I ascertained teachers'

perspectives regarding resources necessary to support for students with dyslexia.

I examined the challenges and the resources kindergarten through second grade

(K–2) teachers in one local school system need to identify students with dyslexia. The

first section of the research project includes the rationale, the significance of the study,

research questions, a review of the relevant literature, terms, a synopsis, and an

explanation of my findings.

Rationale

Dyslexia identification for students who struggle with reading is now at the

forefront of most states (Kaye et al., 2022). Wolf (2019) explained that reading is neither

natural nor innate; instead, it is an unnatural cultural invention that has existed for 6,000

years. Shaywitz and Shaywitz (2020) noted that although speaking and reading both rely

on the same particle, the phoneme, there is a fundamental difference: Speaking is natural

and reading is not. Early intervention is critical for children because teachers can better

influence and direct the brain's reading circuit. Likewise, early identification of dyslexia

is essential because the brain is much more plastic in younger children and potentially

more malleable for rerouting neural circuits (Shaywitz & Shaywitz, 2020).

For a student with dyslexia to be identified early and receive evidence-based

interventions, school practitioners must understand the origins, prevalence, and

characteristics of dyslexia and the evidence-based instructional methods that will enhance

and support reading performance (Shaywitz & Shaywitz, 2020). According to Volkmer et

al. (2019), early detection of reading disorders can prevent a wait-to-fail situation and can increase the efficacy of subsequent interventions.

White et al. (2020) noted that the success of students with dyslexia receiving early identification and evidence-based interventions depends on the skills and knowledge of the school practitioners responsible for their academic programs. Teachers' knowledge of identifying struggling readers is linked to the purpose of the study to investigate teachers' perspectives regarding the challenges faced and resources needed to identify students at risk for dyslexia. Gonzalez and Brown (2019) expressed that there is concern about the lack of training and school support for students at-risk for dyslexia. School practitioners need to understand the causes, prevalence, and characteristics of dyslexia, as well as the evidence-based instructional methods that will enhance and support reading performance, in order for a student with dyslexia to be identified early and receive evidence-based interventions. Only then can the student be helped (Shaywitz & Shaywitz, 2020). Early diagnosis of reading difficulties may boost the effectiveness of future therapies, as stated by Volkmer et al. (2019).

According to White et al. (2020), the success of students with dyslexia who receive early identification and evidence-based interventions depends on the skills and knowledge of the school practitioners responsible for their academic programs. Early identification will often result in early intervention implementation and explicit instruction (Shaywitz & Shaywitz, 2020). In this study, I evaluated teachers' perspectives about the obstacles encountered and the resources required to identify students at risk for dyslexia.

Definition of Terms

The following are definitions of important terms found throughout this study.

Dyslexia: Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words (IDA, 2020).

Intervention: A strategy or process used to provide support and assistance to students who are having difficulty learning or applying new skills or concepts (Shaywitz & Shaywitz, 2020).

Multi-tiered Systems of Support (MTSS): It is a framework used to enhance the implementation of evidence-based practices to achieve outcomes for every student (Fletcher et al., (2021).

Neurobiological: Caused by genetic, metabolic, or other biological factors. Dyslexia is considered a neurobiological disorder (Gonzalez & Brown, 2019).

Phonological Awareness: refers to the awareness of and ability to work with sounds in spoken language (Shaywitz & Shaywitz, 2020).

Screening Assessment: A brief assessment of a particular skill or ability that is highly predictive of a later outcome (Wood et al, 2019).

Significance of the Study

This study is significant because I explored the perspectives of K–2 educators about the obstacles encountered and resources required to detect students at risk for dyslexia in a local school district. There are currently no dyslexia practices in place in

the local school district and there many misconceptions about dyslexia amongst teachers in the classroom. According to Peltier et al. (2020), laws regarding dyslexia have almost doubled from 2013 to 2018 with 33 legislative bills related to dyslexia drafted across the United States between January 2018 and March of 2018.

Due to the gap in practice identifying children at risk for dyslexia and the lack of available teacher resources to address the needs of children with dyslexia, several Southeastern state school districts are working on meeting the requirements of dyslexia Senate Bill mandate, knowing that they need to have systems in place by 2024 for identification. A gap also exists in the literature regarding educators' perspectives and the resources needed to identify students at-risk for dyslexia. Despite advocacy efforts and state legislation, identification rates remain lower than expected (Odegard et al., 2020).

I contributed to positive social change in the educational system by providing educators with practical strategies and information regarding identifying students with or at risk for dyslexia. The district can share these practical strategies and information through ongoing professional development training to support new and veteran teachers in identifying and supporting students who are at risk for dyslexia. Educational leader can improve support for the dyslexia population across the school district by implanting findings from this study. Well-informed and trained K–2 teachers may improve the overall quality and educational outcomes for students with dyslexia.

Research Questions

In this basic qualitative study, I investigated K–2 educators' perspectives regarding the challenges faced and resources needed to identify students at risk for

dyslexia in a local school district. I conducted interviews to answer the following two research questions (RQs):

Research Question 1 (RQ1): What are the perspectives of K–2 educators regarding the challenges of identifying students at risk for dyslexia in the local Southeastern school district?

Research Question 2 (RQ2): What are the perspectives of K–2 educators regarding the resources needed to identify at-risk students in a local Southeastern state school district?

It was evident that there was a need to assess K–2 educators' perspectives of dyslexia and the available resources needed to assist in identifying students with dyslexia. In the subsequent literature review, I will summarize significant findings that that I used to guide my study.

Review of the Literature

Dyslexia affects 3 to 7% of children in the United States (Wagner et al., 2020). The condition limits the learning abilities of the affected children (van Witteloostuijn et al., 2019). Learning disabilities often affect the ability of a child to read and recognize the alphabet. Dyslexia and other learning disabilities can impede children's learning process (Shaw et al., 2022).

Teachers are responsible for ensuring that all children understand basic concepts that will positively impact their lives. Among the essential stakeholders in the educational system, teachers must have adequate skills to identify students at risk of suffering from dyslexia and design a teaching program that meets their needs (Ziegler et al., 2020).

In this qualitative study, I focused on assessing the teachers' perception of identifying students at risk of dyslexia and their perception of resources needed to identify the students. I collected data using interviews. The data gathered from this research should be used to address the issues affecting teachers and their efforts to identify the risk of dyslexia. The data should also enlighten the district on how to distribute essential resources and measures to improve resource use.

Literature Search Strategy

I conducted a comprehensive literature search using the Walden University library system. I accessed ScholarWorks, a publicly available searchable database that includes Walden dissertations and Walden's open-access research journals. In addition, through the Walden University Library, ProQuest Dissertations, and Theses Global research journals, I accessed peer review journals through a broader range of databases, including EBSCO, ERIC, and SAGE Journals, PubMed and Google Scholar to locate peer-reviewed journals. The key terms I used for this search includes dyslexia, dyslexia training, kindergarten, second grade, reading skills, hidden disability, learning disability, teachers, professional development, explicit learning, language processing, phonological deficit disorders, teachers' knowledge, struggling reader, interventions, and dyslexia warning signs.

During the search, I focused primarily on peer-reviewed articles from 2018 to 2022. There were several peer-reviewed journals that were not pertinent to the research study. I exhausted the search to include teacher knowledge, resources, and training. These

included additional peer-review references and sources. However, these sources also revealed a gap in the literature.

Conceptual Framework

The study is supported by Hall and Louckes' (1978) concerns-based adoption model (CBAM), which served as the framework for understanding educators' perspectives on the resources needed to identify students at risk for dyslexia in a Southeastern State School District. According to Barrio and Combes (2015), the concerns-based adoption model is based on the measurement, description, and explanation of the process of change experienced by teachers or pre-service teachers when implementing innovations or practices.

The logical connections between the framework presented and the study approach highlight educators' capacity to change practices for the benefit of the students. Hall and Louckes' (1978) CBAM has extensively been used in all aspects of the educational process to facilitate practice changes for recognizing students at risk for dyslexia. This model provides a set of tools to understand and manage change in individuals when there is a shift in practice (Thompson & Fearrington, 2013).

CBAM examines the change process in three ways: Stages of concern (SoC), levels of use (LoU), and innovation components (IC). SoC explores individuals' feelings about adopting something new and different. LoU describes their actions during the transition to new practices, while IC identifies the specific aspects of change (Pešková et al., 2019). This framework facilitated the development of research questions addressing

the stated problem and guided the creation of interview questions to explore K–2 educators' perspectives on the resources needed to identify students at risk for dyslexia.

Literature Review Related to Key Concepts and Variable

Dyslexia causes the primary deficit of the inability to read and spell words fluently and adequately (Younger & Meisinger, 2022). Dyslexia is characterized by problems with phonological awareness, verbal memory, and the speed of verbal word processing (Meisinger et al., 2020). The disorder known as dyslexia encompasses a range of intellectual capacity and should be seen as a continuum rather than a distinct category, as there are no clear boundaries between the two (Shaywitz & Shaywitz, 2020). While difficulties with language, motor coordination, mental math, concentration, and personal organization may co-occur, they may not necessarily indicate dyslexia. Observing how individuals respond or have responded to evidence-based treatment can provide a reasonable idea of the severity and expected duration of dyslexia.

Characteristics of Dyslexia

Dyslexia runs in families and frequently occurs alongside difficulties in other areas, including organization, calculation, and concentration (Kirby, 2020). Dyslexia is a neurobiological learning disorder where students face specific challenges, such as reading, remembering spellings, and identifying words (Gonzalez & Brown, 2019). It is typically associated with the area of the brain that processes phonological and orthographic language (Breaux, 2020). Students with dyslexia struggle to break words down into their smallest constituent parts, making language learning an arduous process (Kirby, 2020).

Dyslexia is a language-based condition, not a vision-based one. Individuals with dyslexia experience challenges in reading due to language processing issues, which is distinct from reading difficulties caused by cognitive factors (Romero et al., 2021).

They also have difficulty retaining phonological knowledge and vocabulary, resulting in poor reading abilities. Dyslexia is a condition that does not go away, but individuals with dyslexia can learn to read well when provided multisensory, dyslexia-specific interventions (Wood et al., 2019).

Classification of Dyslexia

The Diagnostic and Statistical Manual of Mental Disorders 5-TR (DSM 5-TR; (APA, 2022) includes dyslexia as a learning disorder. According to Serafica (2021), a learning disorder is a generic term used in the DSM-5 to describe an individual who displays symptoms of a learning disorder for more than 6 months, despite efforts to provide additional or specifically targeted instruction. The person's achievement in an educational domain (such as reading) is substantially below that expected, given their age, schooling, and level of intelligence. The last revision of DSM 5-TR (APA, 2022) classifies dyslexia as one form of neurodevelopmental disorder. Neurodevelopmental disorders are heritable, life-long conditions with early onset (Snowling et al., 2020). Kaye et al. (2022) noted that under the Individual with Disability Education Act (IDEA), dyslexia is also categorized as a specific learning disability. IDEA designated dyslexia as a type of Specific Learning Disability (SLD) that falls under the umbrella of special education.

Brief History of Dyslexia

In 1877 German neurologist Adolf Kussmaul observed the phenomenon of *word blindness* among people who struggled with deciphering text and reading words in the correct order (Shaywitz & Shaywitz, 2020). In 1877, Kussmaul described "word blindness," focusing on adults who experienced an acquired inability to read despite having normal vision (Shaywitz & Shaywitz, 2020). The terminology changed in 1877 when Rudolf Berlin, a German ophthalmologist, began to use the term dyslexia to explain specific reading challenges (Kirby, 2020).

In 1896, describing 14-year-old Percy, Dr. W. Pringle Morgan published the first report of developmental dyslexia (Shaywitz & Shaywitz, 2020). In 1905, Dr. Hinshelwood recommended screening school children for dyslexia to enable them to receive appropriate instruction (Shaywitz & Shaywitz, 2020). In 1905, W.E. Bruner published the first report on childhood reading difficulties in the United States (Shaywitz & Shaywitz, 2020).

In the late 1920s, the prominent figure in dyslexia research was Dr. Samuel Torrey Orton, an American doctor. Dr. Orton introduced a redefinition of dyslexia as the *cross lateralization of the brain*, shaping the understanding of the condition (Shaywitz & Shaywitz, 2020). He emphasized and reinforced the idea of dyslexia as a visual problem rather than a cognitive one coining the term *strephosymbolia*, or letter reversal, in 1925.

However, Dr. Orton decided he was incorrect after his theory was published. Dr. Orton changed his theory and highlighted the association of dyslexia with speech and language problems in families, a theory that is still accepted (Kirby, 2020).

Literature Review of the Broader Problem

  This section summarized significant evidence from other researchers who evaluated various aspects of dyslexia and how it affected schools, children, teachers, and parents. The literature review included information on educators' perspectives of the challenges of identifying students at risk of suffering from dyslexia. The summary consisted of a comprehensive analysis of the resources needed to identify at-risk students in a Local School District.

  Dyslexia was among the specific learning disorders and affected 3 to 7% of children in the United States (Wagner et al., 2020). The condition limited the learning abilities of the affected children (Johnston, 2019). Learning disabilities often affected the ability of a child to read and recognize the alphabet. Dyslexia and other learning disabilities could impede children's learning process (Shaw et al., 2022).

  Teachers were responsible for ensuring that all children understood basic concepts that would positively impact their lives. Among the essential stakeholders in the educational system, teachers needed to have adequate skills to identify students at risk of suffering from dyslexia and design a teaching program that met their needs (Ziegler et al., 2020).

  This research focused on assessing the teachers' perception of identifying students at risk of dyslexia and their perception of resources needed to identify the students. The data were collected using interviews as the qualitative method. The data gathered from this research should be used as evidence to help the district determine the issues affecting teachers and their efforts to identify the risk of dyslexia. The data should also be used to

enlighten the district on distributing essential resources and measures to improve resource utilize.

Educators' Perspectives on Identifying Students at Risk of Dyslexia

Early identification and treatment are the keys to helping individuals with dyslexia achieve academically and in life (IDA, 2020). The effects of dyslexia among learners justify the need for an effective method to address the issue. The first step toward the solution for dyslexia is identifying students at risk of the condition and developing an early intervention. Most people with dyslexia need intervention support from educators, tutors, or therapists trained in using a multisensory, structured language approach (IDA, 2020). Teachers play a crucial role in students' lives. However, despite the growing dyslexia mandates throughout the education system in the United States, teachers and school districts still have challenges identifying students with dyslexia (Odegard et al., 2020).

The available evidence shows that many teachers have limited information about dyslexia (Rice & Gilson, 2023). Teachers require comprehensive and specific training to equip them with skills about the condition. Inadequate training is the main reason for the poor characterization of the condition. For instance, Gonzalez and Brown (2019) demonstrated that most teachers considered the condition a visual impairment, not a phonological disorder. With this perception, it is difficult or impossible for teachers to identify students at risk of the condition.

Although many teachers have limited knowledge about dyslexia, a significant percentage acknowledge their awareness that students who have dyslexia have challenges

in oral language and reading the alphabet (Gonzalez & Brown, 2019). Analysis of dyslexia training demonstrates that some institutions have established infrastructure to train their teachers about the condition (Breaux, 2020). However, the analysis revealed that some training lacks one or more of the five main themes needed to improve trainers' competence in the condition (Breaux, 2020). The diversity in awareness suggests the need for practical training for all early educators.

The overall analysis of dyslexia demonstrates weaknesses in the academic system. Teachers, being part of the academic system, should have adequate knowledge of dyslexia (Al Otaiba et al., 2019). Currently, findings show that most students with the condition are undiagnosed or diagnosed late (Ewry, 2020). Teachers' awareness and perception of dyslexia are essential to help all children suffering from the condition (Gonzalez, 2021). Despite having basic training about dyslexia, some teachers are still confused about its symptoms, which is the leading cause of the late diagnosis of the condition (Breaux, 2022). The negative perception is influenced by limited knowledge and awareness about the disorder.

Based on this evidence, assessing teachers' perspectives of dyslexia in this Southeastern state was essential. The information should result in an improvement in the educational system and promote equity in education. Equity facilitates the learning process for dyslexic students and will result in the elimination of the psychological distress associated with the inability to read like their fellow students.

K–2 Educators and Resources Needed to Identify Students at Risk of Dyslexia

Based on previous research findings on the prevalence of dyslexia (Wagner et al., 2020), it is crucial to develop more effective approaches to assist students. Moreover, the effects of dyslexia disorder have led to the enactment of legislative measures in this Southeastern state. Southeastern Senate dyslexia mandate proposes the utilization of available resources to screen students for dyslexia. The analysis of the condition suggests the importance of early screening for students, typically between kindergarten and grade 3. During screening, teachers should employ the available resources and make a definitive determination as to whether a child has dyslexia or not (Fletcher et al., 2021). Fletcher et al. (2021) emphasize that screening should be considered a rapid triage of entire classrooms to identify at-risk students, aligning with universal screening in a multi-tiered support system (MTSS).

Resources and Screening Process

Siegel (2020) introduced a Response to Intervention (RTI) model aimed at early identification and intervention to prevent reading failure among early readers. However, despite this model, preventing reading failure remains a significant challenge. Recent advocacy efforts and state policies have recognized the significance of identifying and supporting students with dyslexia in schools (Rice & Gilson, 2023).

Despite dyslexia being researched and identified for over a century, it remains a controversial term in education policy and practice (Shaywitz & Shaywitz, 2020). Various organizations in the United States, United Kingdom, and Canada are actively working to increase dyslexia awareness and provide support to teachers and families

(Mather et al., 2020). Shaywitz and Shaywitz (2020) emphasize that early identification and intervention are crucial as the brain is more malleable at a younger age. Failing to identify and intervene early can lead to dyslexic children falling behind academically (Jones et al., 2019).

Shaywitz and Shaywitz (2020) found that teachers with access to dyslexia diagnosis resources feel less confident using them, possibly due to limited training. To address this issue, a recent Southeastern State Senate Bill on dyslexia emphasized the importance of providing all trained teachers with access to primary resources for early identification. For successful identification of students with dyslexia, it is crucial for teachers to be well-informed about the necessary resources and conduct the screening process positively.

Limited availability of resources poses a major obstacle in how teachers perceive dyslexia. According to some teachers in Southeastern State believe they lack the adequate skills to identify students at risk of dyslexia, with limited training being the main hindrance in utilizing available resources. Cheyney-Collante (2020) reported that early education teachers only had basic knowledge about dyslexia. Similar findings have been noted by other researchers (Shaywitz & Shaywitz, 2020). Moats and Tolman (2019) emphasized that nearly every classroom teacher is likely to have one or two students with dyslexia. Despite this, schools often fail in early screening and interventions for dyslexic students (Shaywitz & Shaywitz, 2020).

In response, several Southern states, including Georgia, Mississippi, and Alabama, have enacted new legislation mandating dyslexia screening for all students and

specific teacher training programs to support dyslexic students (Catts & Petscher, 2022). Early identification is vital for teachers to implement effective strategies to support students' needs (Fletcher et al., 2019; Lindstrom, 2019). Cárdenas-Hagan (2019) suggests that early identification and evidence-based instruction with frequent monitoring of interventions work best for students with reading disabilities like dyslexia.

The indicators of dyslexia become more evident with awareness of what to look for. Equipping teachers with proper training and resources will better support dyslexic students and promote literacy for all children. The study focused on K–2 educators' perspectives in this Southeastern State, investigating the challenges faced and the resources needed to identify students at risk for dyslexia in local school districts. To support teachers in identifying dyslexia, providing learning materials from reputable organizations like the World Federation of Neurology and the International Dyslexia Society is crucial (Protopapas, 2019). Early identification and intervention for dyslexia are vital for students' academic success and life ambitions (Osa-Afiana, 2022). Policymakers must prioritize further research on dyslexia identification and intervention to equip schools with effective ways to support all students and promote literacy (Kaye et al., 2022).

Implications

Dyslexia was a significant academic concern both in the United States and globally (Wagner et al., 2020). In each class, there might have been one or more students with dyslexia (Moats & Tolman, 2019). However, many teachers were unaware of effective methods for early identification of this condition (Shaywitz & Shaywitz, 2020).

To address this issue, a research study was conducted to understand K–2 teachers' perspectives on identifying students at risk of dyslexia. The findings from this study could help teachers develop appropriate teaching strategies that cater to their students' needs (Fletcher et al., 2019). By improving teaching practices, these strategies could mitigate challenges related to reading and alphabet comprehension.

Furthermore, the research has the potential to contribute to future improvements in dyslexia policies and the development of measures aimed at enhancing learning processes for children with dyslexia. The study is founded on adequate background information and data gathered from participating teachers, which lays the groundwork for implementing more innovative practices related to dyslexia.

In conclusion, the insights from this study could lead to positive changes in dyslexia legislation within a local Southeastern school district. Additionally, it could aid in designing interventions that improve the learning experiences of children identified with dyslexia. Based on the study's findings, a district-wide struggling reader identification protocol and evidence-based professional development curriculum could be developed to effectively identify and support students at risk for dyslexia.

The second section of this study provided information about the research methodology, including the study's design, participants, data collection, and analysis. The researcher's role and the instruments used to collect data were also discussed. The study's recommendations on participant recruitment were detailed. Moreover, the study acknowledged and addressed any challenges encountered, ensuring the credibility of its findings by emphasizing transferability, trustworthiness, believability, and confirmability.

Finally, the third section of the study presented the data collection and analysis findings in detail.

Section 2: The Methodology

Qualitative Research Design and Approach

This section of the study focuses on the research design, participant selection, data collection, and data analysis. The primary aim of this qualitative research was to investigate K–2 educators' perspectives on the challenges faced and resources needed to identify students at risk for dyslexia in a local school district within the Southeastern United States. To achieve this objective, a basic qualitative research approach was employed. The study aimed to evaluate the perspectives of K–2 educators in a local school system regarding the difficulties they encounter in identifying students at risk for dyslexia and the specific resources they believe are necessary for this task.

The data was collected through self-designed interviews, and the interview protocol is included in Appendix C. Qualitative research provides a better understanding of how people interact with and perceive their surroundings (Creswell & Creswell Baez, 2021), validating and substantiating their experiences (Ravitch & Carl, 2021). This research project aimed to discover effective tactics for improving the reading abilities of students struggling with dyslexia.

The study design was chosen to effectively address the research goals, objectives, and challenges (Bhat, 2015). Through a basic qualitative research methodology, real-world scenarios were analyzed in inconspicuous, nonmanipulative, and noncontrolling environments (Patton, 2015). Describing how individuals speak, describe, and view the world are essential components of qualitative research (Creswell & Creswell Baez, 2021). It adopts a constructivist point of view and emphasizes intricate interdependencies

rather than reducing phenomena to discrete variables and cause-and-effect correlations (Patton, 2015).

A qualitative research methodology was selected over a quantitative approach to better understand individual perspectives and experiences. The research questions guided the study, allowing for affirming personal experiences and supporting multiple truths based on individual perspectives and learning (Ravitch & Carl, 2021).

Other qualitative designs were considered, such as qualitative descriptive, phenomenology, and case study, but the basic qualitative study was deemed the most appropriate, helping identify specific components of the problem, purpose, and phenomenon of interest (Merriam & Grenier, 2019).

Participants

Selection of Participants

The study used a qualitative methodology and basic qualitative research design to investigate K–2 educators' perspectives regarding the resources needed to identify students at risk for dyslexia. The study used self-designed interviews with fifteen current Southeastern state K–2 teachers. The researcher recruited K–2 teachers through a potential pool of 425 educators from the Local School District.

I interviewed 15 teachers, which researchers have revealed is an effective sample size for qualitative research and an appropriate number to achieve data saturation in a qualitative study (see Hennink & Kaiser, 2022; Seidman, 2019). Creswell and Creswell Baez (2021) state that qualitative research is conducted in settings keeping with the natural world. The study was conducted in participants' school and home environments

via Zoom. Their environments helped provide essential contexts for comprehending what the participants say (Creswell & Creswell Baez, 2021). In addition, qualitative researchers interact with people directly and via observation of settings (Ravitch & Carl, 2021). The researcher used purposeful sampling to choose people and locations so that they may get a better understanding of the study (Ravitch & Carl, 2021). Therefore, purposeful sampling of the study's location and participating individuals was carefully considered to help answer the research questions. Plus, the data revealed consistency that may help close the knowledge gap in the research literature and clinical practice regarding tools necessary to identify children at risk for dyslexia.

The focus of this qualitative inquiry was on the primary educators in grades K–2. A total of 15 teachers from K–2classrooms in a local district participated in the study. Pseudonyms were used to protect the privacy of both the participants and the study sites. All participants were required to have at least 2 years of prior teaching experience in the local school district.

Recruitment for Participants

Prior to conducting the study, the procedures to obtain certification from the Institutional Review Board (IRB) at Walden University were followed. While exploring the local school district webpage, a wealth of information regarding research protocols within the local school system was found. K–2 teachers from a local school district in the Southeastern region of the United States were purposefully selected as participants. After obtaining approval from the district's Review Board, all participants' email addresses were collected, and the required consent letters from Walden University were emailed to

them. The consent letters included the study number (03-31-23-1047657) and a synopsis of the minimal-risk, work-related interview protocol.

All participants were informed that their identity and responses would remain anonymous. They were also notified about their rights and the confidentiality of their participation, with emphasis on the low risks and minimal discomfort associated with this study. The purpose of the interview was reiterated, and participants were assured of their flexibility to withdraw at any time during the interview and the study. Additionally, appropriate contact information was provided in case of any further questions or concerns regarding their participation rights.

Data Collection

According to Rudestam and Newton (2015), the researcher serves as the key instrument in a qualitative study (Creswell, 2018). This section explains the rationale for selecting appropriate data collection instruments in the specific research setting. In my study, I carefully selected appropriate data collection instruments to suit the specific research setting. As a qualitative researcher, I recognized that I am the key instrument in this type of study. Thus, I chose to collect data through various methods, including document examination, behavior observation, and conducting interviews with the participants. Unlike quantitative research, I embraced the flexibility of qualitative data collection, allowing me to explore different areas of inquiry. For this basic qualitative study, I relied on interviews as the primary data collection method. In qualitative research, data is collected through various methods, including examining documents, observing behavior, and conducting interviews with participants (Creswell, 2018).

Creswell (2018) emphasizes that data collection is crucial for assessing the research design and approach to inquiry. The process of data collection involves a series of interconnected activities aimed at gathering valuable information to address emerging research questions (Creswell, 2018).

Data Collection Instrument: Interviews

In this basic qualitative study, I relied on interviews as the primary method for data collection, guided by established sources in qualitative research methodology. Ravitch and Carl (2021) emphasized that conducting group or individual interviews enables the researcher to obtain rich, personalized information from the participants. To delve deeply into the participants' perspectives, I employed semi-structured interviews following the guidelines suggested by Rubin and Rubin (2012). I designed a set of explicit questions to facilitate comprehensive responses from the participants.

Before proceeding with the interviews, I ensured the validity and appropriateness of the interview questions and protocol (See Appendix B) through a thorough review process. An experienced education administrator with over 5 years of expertise, along with the dissertation chairperson, provided valuable input to enhance the quality of the questions. To uphold ethical standards, I obtained informed consent from all the participants, who were K-2 educators, prior to conducting the interviews. Each teacher was then asked a list of 10 semi-structured open-ended questions to gather their perspectives regarding the resources needed to identify students at risk for dyslexia.

In adherence to qualitative research best practices, I made audio recordings of each interview session to ensure accuracy and capture all the nuances of the discussions.

Throughout the interviews, I followed the recommendations of Rubin and Rubin (2012) by asking probing questions based on the participants' responses to explore the phenomenon further. By drawing upon the insights from Ravitch and Carl (2021) and Rubin and Rubin (2012), I was able to adopt a comprehensive and well-grounded approach to data collection, aligning with the objectives of this study.

Keeping Track of Data

In this study, I prioritized the anonymity of the participants by using pseudonyms throughout the research. To gather in-depth information, I carefully designed a list of 10 explicit open-ended semi-structured questions for the interviews. During the interviews, I maintained an audit trail of field notes, recording my voice and any changes in tone while interacting with the participants and noting my own subjective responses.

To efficiently capture the essence of the discussions, I strategically took brief notes using selected keywords, phrases, and abbreviations. Each note was meticulously labeled with the corresponding date and time to ensure easy reference later. After each interview, I promptly coded, categorized, and typed the collected data to prepare it for analysis.

To ensure data completeness, I conducted a thorough review of the materials, identifying any gaps in the information. When necessary, I formulated additional follow-up questions to gain deeper insights from the participants. Throughout the analytical process, I manually examined the data, actively searching for recurring themes that emerged from the interviews. This iterative approach allowed me to refine the themes and ensure the reliability and validity of the findings. Overall, this comprehensive

methodology safeguards participant anonymity, maintains data integrity, and facilitates a

rigorous analysis for a credible and insightful research study.

Access to Participants

After obtaining certification from Walden University IRB and the local school

district committee (Appendix D), I collected participants' email addresses. I emailed the

research study topic to all participants. I noted that the study is about K–2 educators'

perspectives regarding the resources needed to identify students at risk for dyslexia in the

local school district. I notified the participants that their responses and identities would

remain anonymous.

Once participants indicated their willingness to participate in the study via email,

I sent them the required consent letters from Walden University, along with a synopsis of

the minimal-risk, work-related interview protocol. I requested participants to read the

materials and provide their consent to participate by responding via email. After

receiving consent from the participants, I scheduled individual Zoom meetings at

mutually convenient times.

The Zoom meeting took place in their school and home closed environment, free

from interruptions and for confidentiality reasons. To ensure participants' privacy, they

were assigned a pseudonym before permission was granted to enter the meeting and

privately asked each participant structured interview questions. At the beginning of the

session, I thanked the participants for agreeing to participate in the study. I explained to

participants that interviews would be audio recorded for note purposes only and asked for

their consent to audio record interviews as noted in Walden University minimal-risk,

work-related consent letter. I employed the interview and document protocols with the participants' permission to gather rich study details.

After I reviewed the transcripts and the raw data typed, I shared them with individual participants for member checking and accuracy. I stored the collection of participants' responses safely in a combination safe, and they will be kept for 3 to 5 years and discarded by shredding.

Role of the Researcher

According to Creswell (2013), ethical considerations are paramount in qualitative research. Researchers must be mindful of their subjectivity, as it can influence the study's outcomes. Carter et al. (2021) emphasize the importance of developing strategies to establish rapport with participants and address any distress that may arise during the research. These protocols should be included in the ethics applications. In acknowledging the potential influence researchers may have, Creswell (2007) highlights the importance of recognizing that participants are the true owners of the information gathered. This perspective ensures respect for their contributions and experiences. Additionally, Finlay (2004) emphasizes the need for researchers to be critically mindful of the methodological and political mandates that can impact the strength of qualitative research. By being attentive to these aspects, the validity and reliability of the study can be enhanced.

The study, mandated by Senate in a specific Southeastern State, employed interviews as the primary data collection method to gather constructed responses and understand participants' perspectives. Throughout the research process, the researcher maintained a professional relationship with the participants to minimize potential biases

and external influences on the study results. To ensure transparency and eliminate biases, the researcher identified subjectivities before commencing the study. It's essential to clarify that the researcher's experiences do not drive this research; rather, the focus lies on adhering to rigorous ethical guidelines and methodological considerations.

The research aimed to explore external perspectives on the resources needed to identify students at risk for dyslexia. To ensure the study's credibility, trustworthiness, and applicability to other contexts, specific criteria for assessing these aspects were employed.

Data Analysis

During the data analysis phase, I actively searched for patterns, which were then coded and categorized accordingly (Clarke & Braun, 2021). As the analysis progressed, distinct patterns and topics emerged, and I exercised discretion in modifying subjects and categories when necessary (Clarke & Braun, 2021). There was no predetermined number of topics, allowing me the freedom to add relevant subjects as they arose.

The purpose of conducting thematic analysis was to identify and explore recurring themes, providing a comprehensive picture of the subject matter. Saturation, in qualitative research, is reached when enough data has been collected on a prevalent issue, leaving room for the discovery of new topics or patterns (Hennink & Kaiser, 2022). In this study, saturation was achieved after conducting fifteen interviews, as consistent themes emerged regarding participants' lack of knowledge about the State's dyslexia mandate. Specifically, thirteen participants expressed their limited understanding of dyslexia and the necessary resources for identifying at-risk students (Merriam & Tisdell,

2016). When researchers repeatedly encounter similar responses during interview sessions, indicating saturation or redundancy, they can be confident that the point of saturation in the research has been reached (Merriam & Tisdell, 2016).

Themes

According to Ravitch and Carl (2021), themes represent essential concepts in the data and can be understood as generalized features of a dataset. When researchers analyze participant feedback using coding, they can identify and quantify common themes in the language used by the participants. Codes serve as the fundamental building blocks for these themes. Clarke and Braun (2021) highlighted that topics in qualitative data analysis often closely align with the questions asked during data collection. In this context, a summarized theme effectively captures the responses to the specific data collection questions. Themes play a crucial role in organizing and reporting the researcher's observations from the data analysis process (Clarke & Braun, 2017).

Coding

Many scholars who work with interview or focus group data recognize the significance of coding in qualitative research (Parameswaran et al., 2020). The researcher carefully reads the transcribed data line by line and divides it into meaningful analytical units, which allows for better understanding and analysis of the data (Ravitch & Carl, 2021). By using codes, researchers can identify important sections of the data, making it easier to interpret and present relevant excerpts to readers (Linneberg & Korsgaard, 2019). In a basic qualitative study, the interviews were analyzed using initial, axial, and selective coding techniques to capture the main overarching theme of the conversations.

Saldaña (2021) emphasizes the importance of initial, axial, and selective coding as it facilitates the essence of the research and helps establish a unified theory. Initial coding involves grouping similar content from the interview transcript. Axial coding, on the other hand, connects the grouped data into overarching themes. Selective coding links these themes and defines a unified theory for better understanding the research problem.

The insights gained from this study have provided valuable information to strengthen the intended project. Based on the collected data, a concise professional development training manual will be developed. This manual will offer strategies for identifying and addressing the academic needs of children with dyslexia. Educating teachers about dyslexia and providing them with the necessary training to support these children's specific needs can create the potential for meaningful social change.

Categories

During a research study, researchers gather qualitative data using various methods, such as interviews, focus groups, observation, and documentary analysis. To improve their understanding of the collected data, researchers use categories. These categories help them classify spoken or oral words, analyze behavior, and facilitate sorting, grouping, codifying, and tabulating the data (Ravitch & Carl, 2021). The process of content analysis involves coding and classifying the data, often referred to as categorizing or indexing (Ravitch & Carl, 2021). By adopting this approach, researchers can gain a clearer perspective of the information and extract meaningful insights from the data.

In my research study, I specifically collected qualitative data through interviews, employing this approach to develop a clearer picture of the information and derive valuable insights from the data.

Trustworthiness

In qualitative research, researchers strive to achieve trustworthiness by considering four essential aspects: transferability, dependability, credibility, and confirmability (Shenton, 2004). To strengthen the quality of qualitative research, researchers must be attentive to methodological, epistemological, and political factors (Finlay, 2004). Ensuring validity in qualitative research hinges on the accuracy of the results from the researcher's perspective (Creswell & Creswell, 2018). Establishing credibility, dependability, transferability, and confirmability is crucial to maintain rigor in the research process (Houghton et al., 2013).

During the study, no pre-existing instrument with established validity and reliability was utilized in the qualitative research. As a result, it is vital to demonstrate the credibility, transferability, confirmability, and dependability of the research findings. To achieve this, the study employed semi-structured interviews conducted via Zoom to delve into the participants' perceptions regarding the resources needed to identify students at risk for dyslexia. It is essential to recognize that data validity is influenced by the researcher's professional values and the trustworthiness of those who collected and analyzed the data (Merriam & Tisdell, 2016). As a consequence, I ensured trustworthiness in my study by emphasizing transferability, dependability, credibility, and confirmability.

Credibility

Credibility is a crucial aspect in qualitative research, referring to the extent to which the research findings are plausible, believable, and trustworthy (Tracy, 2010). It is vital for the researcher to establish credibility to ensure that the study's findings accurately reflect reality and are seen as truthful. This involves having the necessary training, experience, and qualifications to ensure the accuracy of the data collected and its alignment with reality (Shenton, 2004).

In this study, I used a technique called member-checking to enhance credibility. Member-checking is a significant method employed by qualitative researchers to validate the credibility of their findings (Motulsky, 2021). During this process, I shared their interpretations and conclusions with the research participants to clarify any misunderstandings, correct errors, and gather additional insights. To further ensure credibility, the participants were provided with a pre-publication copy of the raw interview transcripts, giving them an opportunity to provide feedback and validate the accuracy of the data.

Transferability

A qualitative researcher can establish transferability by providing readers with evidence that the research study's findings could apply to other settings, situations, times, and populations. Within qualitative research, transferability replaces the objective of external validity. To achieve this, researchers offer a thick description of their research methods and a detailed account of their experiences during data collection. Additionally, providing a comprehensive description of the research site is essential. The aim is to give

readers enough information to judge the study's applicability to other situations (Shenton, 2004).

In my study, I ensured transferability by providing thick descriptions, including research methods and raw data, allowing readers to assess the findings' applicability (Houghton et al., 2013). To enhance the quality of transferability, I used detailed descriptions to provide deeper insights into the phenomenon in the final report for the readers.

Dependability

Dependability is considered essential to ensure trustworthiness in research, as it allows for the consistency and repeatability of the study's findings (Shenton, 2004). The aim is to verify that the conclusions reached by the researchers are aligned with the raw data collected, and it is explicitly demonstrated how the findings were arrived at, while adhering to proper research practices. To ensure the quality of dependability, an effective approach is peer debriefing, where detailed notes are shared by the researcher with another trained researcher who reviews the study's methods and findings. Additionally, an external check is conducted to validate the accuracy of the data interpretations.

Moreover, comprehensive research details are provided to enable the study to be replicated in the future, leading to the achievement of similar results (Shenton, 2004). Dependability in qualitative research can be compared to reliability in quantitative analysis, signifying the stability and consistency of the data (Houghton et al., 2013). In my study, dependability was achieved by employing interviews as the primary method

for data collection. By offering a clear and thorough description of the methodology, the research allows for the study to be replicated and the findings to be validated.

Confirmability

In qualitative research, establishing confirmability was crucial to ensure the objectivity of the data and its connection to the research findings. This meant maintaining a systematic and transparent audit trail that included detailed notes linking the research findings to the original data and decision rules. Throughout the study, I placed strong emphasis on confirmability to reduce biases and maintain the integrity of the research (Ravitch & Carl, 2021). To ensure confirmability and minimize study biases, I actively practiced reflexivity in my research. By critically examining my own assumptions and potential biases, I strived to maintain a more objective and unbiased approach to data collection and analysis.

Moreover, to maintain the quality of confirmability, I kept a comprehensive audit trail of my original notes. Within this trail, I provided explanations regarding how my personal biases may have influenced the study. This process enabled me to uphold the objectivity and authenticity of the data, ensuring that the participants' experiences and ideas were accurately represented, without being influenced by my perspective as the researcher. By employing these measures, I aimed to enhance the credibility and trustworthiness of my qualitative research.

Anonymity and Confidentiality

Anonymity and confidentiality are critical ethical considerations in qualitative research, as acknowledged in the works of Ravitch and Carl (2021). Ensuring the privacy

of participants is achieved through anonymity, which involves removing identifying

information and using pseudonyms (Kezar, 2014). To protect participants' well-being,

self-reflective questions were employed to minimize potential harm and ensure

confidentiality. Ethical reflexivity, as highlighted by Von Unger (2016), is essential in

qualitative research, as ethical challenges can arise at every stage of the research process.

Participants have the right to expect a certain level of anonymity and must be fully

informed about the research to make an informed decision about their participation

(Rubin & Rubin, 2012).

Maintaining ethical relationships between the researcher and participants can

present challenges in qualitative studies, as discussed by Thomas et al. (2009). As a

researcher, I recognized and embraced the serious ethical responsibility and fostered

honest and open interactions to avoid misrepresentations. Respecting the shared

experiences of participants and acknowledging the unique ethical challenges of protecting

privacy and minimizing harm were paramount (Rubin & Rubin, 2012). Throughout the

study, I took great care to ensure that all collected information was treated with respect,

avoiding any potential embarrassment or harm to the participants (Ravitch & Carl, 2021).

Preserving the anonymity of all participants was a standard practice, unless explicitly

agreed otherwise.

Ethical concerns in qualitative research are multifaceted, and transparency about

the researcher's position, potential biases, and assumptions is crucial in ensuring the

authenticity of research accounts and findings, as emphasized by Reid et al. (2018). As a

researcher, I made a conscientious effort to interpret the study results ethically, avoiding

over-interpretation or misinterpretation of the data and presenting the possible

conclusions as accurately as possible (Ravitch & Carl, 2021). By adhering to these ethical

principles, I aimed to uphold the credibility and trustworthiness of my qualitative

research.

Limitations

During the research, I encountered certain limitations. Some interviewee

responses may have been affected by fear or nervousness due to sensitive topics. To

address this issue, I made efforts to prevent personal bias and environmental influences

from affecting the interviews and distorting participants' responses. As suggested by

Rubin and Rubin (2012), recording all interviews and taking detailed notes for

clarification and ensuring accuracy were important steps in the research process.

Maintaining objectivity throughout the study was crucial. I employed specific

strategies when framing interview questions to minimize bias in the research. By

remaining neutral and avoiding leading questions, I aimed to enhance the credibility and

trustworthiness of the study's findings. Additionally, I took care to create a comfortable

and non-judgmental atmosphere during the interviews, encouraging participants to share

their perspectives openly and honestly. Furthermore, I engaged in regular self-reflection

to monitor any potential biases that might have influenced my approach or interpretation

of the data. These practices helped ensure the rigor and integrity of the research and

provided a more nuanced and balanced understanding of the participants' experiences.

Data Analysis Results

In this section, I will provide a detailed explanation of the process of data collection and analysis, focusing on the research questions addressed in the study. I will describe the study setting, the demographics of the participants, and the procedures used for data collection. Additionally, I will explain the steps taken for data analysis.

The study aimed to gain insights into the resources required to identify students at risk for dyslexia in a local Southeastern school district, from the perspective of K–2 teachers. To address the research questions, I conducted one-on-one Zoom interviews with fifteen K–2 teachers. The interviews explored their perspectives on the knowledge and resources needed for identifying at-risk students in the local school district. To begin the interview process, I obtained necessary approvals from the school district, the elementary school principal, and the Walden University Institutional Review Board. Informed consent forms were then provided to the teachers via email, and individual conference interview meetings were scheduled.

During the interviews, I introduced the participants to the research study and sought their agreement to participate. I asked questions about their background, knowledge of dyslexia, familiarity with the state dyslexia mandate, challenges faced during its implementation, and their perceptions of difficulties in identifying students at risk for dyslexia. Throughout the interviews, I ensured a supportive and non-threatening environment to encourage open and honest sharing by the participants. I actively listened to their responses, allowing them to elaborate on their viewpoints and experiences. This approach fostered a sense of trust and rapport between the participants and myself,

contributing to the richness and depth of the data collected. Additionally, I carefully probed further into specific areas of interest to gain a comprehensive understanding of the teachers' perspectives on identifying students at risk for dyslexia.

After completing the interviews, I transcribed the audio recordings and carefully reviewed the notes taken during the sessions. Thematic analysis was used to identify recurring patterns and themes within the data. I employed a systematic approach to coding and categorizing the information, allowing me to gain meaningful insights into the resources needed for dyslexia identification. By cross-referencing the themes with the research questions, I ensured that the findings directly addressed the study's objectives. The rigor and transparency in the data analysis process contributed to the overall trustworthiness and credibility of the study's results.

General Knowledge About Dyslexia

Overall, it was evident that the participants had limited and inaccurate general knowledge of dyslexia and the state mandate. The majority of the participants (12 out of 15) adhered to common myths about dyslexia, such as the misconception that students with dyslexia see, read, and write words backward. Additionally, most participants wrongly believed that most poor readers have dyslexia.

However, there was one notable gap in knowledge, with only two participants mentioning that children could potentially outgrow dyslexia with significant intervention and support. On a positive note, many participants recognized the correlation between dyslexia and social-emotional problems. They believed that these issues might arise from the challenges they face in reading efficiently.

In addition to the need for greater awareness and education about dyslexia, the study findings also underscore the importance of providing professional development opportunities for K–2 teachers. By equipping teachers with the necessary knowledge and resources to identify and support students at risk for dyslexia, the school district can enhance its overall literacy support system. Addressing the gaps in knowledge and misconceptions about dyslexia among K–2 teachers is essential for creating a more inclusive and supportive learning environment for all students. By promoting accurate understanding and informed practices, the school district can take significant strides towards ensuring that students with dyslexia receive the appropriate resources and interventions to thrive both academically and emotionally.

Findings from the Problem and Research Questions

The following findings on the research questions can be drawn after conducting one-on-one Zoom interviews with a total of 15 K–2 participants:

RQ 1: What are the perspectives of K–2 educators regarding the challenges of identifying students at risk for dyslexia in the local Southeastern school district?

The participants identified several obstacles in their school system when it comes to identifying students at risk for dyslexia. One of the most significant challenges was the lack of awareness about the nature of dyslexia and how it presents in students. Teachers also expressed concerns about parents who were in denial about their child's dyslexia diagnosis and were unwilling to address the issue. Another prominent barrier mentioned by the participants was the need for support from the school administration to effectively

implement the state dyslexia mandate and obtain the necessary resources for identifying at-risk students.

RQ 2: What are the perspectives of K–2 educators regarding the resources needed to identify at-risk students in a local Southeastern state school district?

The participants identified several obstacles in their school system when it comes to identifying students at risk for dyslexia. One of the most significant challenges was the lack of awareness about the nature of dyslexia and how it presents in students. Teachers also expressed concerns about parents who were in denial about their child's dyslexia diagnosis and were unwilling to address the issue. Another prominent barrier mentioned by the participants was the need for support from the school administration to effectively implement the state dyslexia mandate and obtain the necessary resources for identifying at-risk students.

Patterns, Relationships, and Themes

Overview of Codes Identified from Participant Interviews

The following is an overview of the codes that were identified for RQ1, which was based on the participant interview and intended to study the perspectives of K–2 educators regarding the difficulties of identifying students at risk for dyslexia in the local Southeastern School System.

1. Educators, parents, and children all struggle with an absence of comprehension and awareness regarding what dyslexia is and how it manifests itself.

2. Difficulty diagnosing dyslexia owing to incorrect interpretation of symptoms or traits may result in a wrong diagnosis or the omission of students at risk for the disorder.

3. Findings highlighted the need for additional specialized training and professional development for teachers to increase their academic understanding and capacity to recognize and assist students with or at risk for dyslexia.

4. Buy-in and support from school administrators, colleagues, and parents to ensure the successful execution of the state's dyslexia mandate is necessary.

5. It may impede early identification and intervention efforts when communicating with parents who may be in denial about the possibility that their child has dyslexia or resist the thought that their child may have the disorder is challenging.

The following is a summary of the codes that were determined to be relevant from the interviews with the participants for RQ2:

Professional Development

The most common response to the question of which resources are necessary to identify students who may be at risk for dyslexia was found to be the need for professional development. Participants stressed the importance of ongoing training and education on the topic of dyslexia. They emphasized the necessity of recognizing the characteristics of dyslexia and understanding how to identify students who may have dyslexia so that teachers can effectively provide the support they need.

Participants highlighted that professional development on dyslexia awareness and evidence-based instructional strategies is crucial for all educators, not just those specifically designated to work with students with learning differences. By enhancing the knowledge and skills of all teachers, schools can create a more inclusive and supportive learning environment for students with dyslexia.

Moreover, participants expressed the desire for professional development opportunities that offer practical strategies and tools for identifying and supporting students with dyslexia in the classroom. They believed that hands-on training and access to resources would enable them to implement effective interventions and accommodations to meet the diverse needs of their students.

Overall, the emphasis on professional development as a necessary resource reflects the participants' recognition of the continuous learning and growth required to effectively support students with dyslexia. By investing in ongoing education and training, educators can strengthen their ability to create positive learning experiences and promote the academic success of all students, including those with dyslexia.

Resources for Screening and Assessing Students

It was determined that this particular code represented the second most common response among the participants. They emphasized the critical need for access to dyslexia screening tools and training on how to administer or assist with the screening and evaluation process for students at risk for dyslexia. Participants recognized that early identification of dyslexia is crucial for providing timely and targeted interventions to support students' literacy development. They stressed the importance of having reliable

and standardized screening tools that can effectively identify students who may be at risk for dyslexia. Additionally, participants highlighted the need for training and guidance on how to administer the screening tools accurately. They acknowledged that proper training is essential to ensure that the screening process is carried out correctly and that the results are interpreted accurately.

Moreover, participants emphasized the value of ongoing support and resources for teachers and specialists involved in the screening and evaluation process. Access to professional development and guidance from experts in the field of dyslexia can enhance educators' confidence and competence in identifying and supporting students with dyslexia effectively.

Overall, the recognition of the importance of dyslexia screening tools and training reflects the participants' commitment to early intervention and their dedication to providing the best possible support for students at risk for dyslexia. By ensuring access to these resources, educators can play a pivotal role in improving the literacy outcomes and academic success of students with dyslexia.

Collaboration

Participants emphasized the significance of collaboration among teachers, administrators, and specialists in the process of identifying students at risk for dyslexia and providing appropriate support. They highlighted the importance of consistent meetings and regular information-sharing to ensure that all stakeholders are well-informed about the students' needs and progress. By working together as a cohesive team,

participants believed that students could receive the necessary help and interventions effectively.

In addition to collaboration within the school, participants also stressed the importance of involving parents or guardians in the process. They recognized that parents play a crucial role in supporting their child's learning journey, and their insights and input are invaluable in understanding the student's strengths and challenges.

Moreover, participants discussed the need for professional development opportunities focused on dyslexia awareness and evidence-based instructional strategies. They expressed the desire for ongoing training to enhance their knowledge and skills in effectively supporting students with dyslexia in the classroom. By staying updated with the latest research and best practices, teachers can continuously improve their ability to address the diverse needs of students with dyslexia.

Overall, the participants' emphasis on collaboration, parental involvement, and professional development highlights the importance of a comprehensive and holistic approach to supporting students with dyslexia. By working together and staying informed, educators can create a nurturing and inclusive learning environment that empowers students with dyslexia to reach their full potential.

Involvement of Parents

The teachers who participated in the research emphasized the importance of including parents in acknowledging and supporting students with dyslexia. Participants spoke about the need to maintain an open line of communication with parents, educate them about dyslexia, and collaborate with them to aid in their child's academic

development effectively. Participants recognized that parents play a pivotal role in their child's learning journey and that their involvement is essential for creating a supportive and successful educational experience. By keeping parents informed about dyslexia, its characteristics, and available resources, educators can empower them to better understand and advocate for their child's needs.

Furthermore, participants discussed the benefits of involving parents in setting academic goals and designing individualized intervention plans for their child. When parents are active partners in the education process, they can provide valuable insights into their child's strengths, interests, and challenges, contributing to a more personalized and effective support system. The research participants also emphasized the importance of fostering a collaborative and respectful relationship with parents. By listening to their concerns, addressing their questions, and valuing their perspectives, educators can build trust and a sense of partnership with parents, creating a strong support network for the student with dyslexia.

Classroom Resources

Assistive technology, customized instructional materials, and adaptations to instructional procedures emerged as some of the key classroom tools that participants identified as necessary to effectively serve students with dyslexia. These resources were seen as valuable in supporting the unique learning needs of students with dyslexia and promoting their academic success.

Furthermore, participants emphasized the importance of providing appropriate accommodations in the classroom to create an inclusive learning environment. They

highlighted the need for individualized support, such as extended time for assignments, reading assistance, and alternative assessment methods, to help students with dyslexia thrive academically.

In addition to classroom tools and accommodations, participants also discussed the significance of fostering a supportive and understanding classroom culture. Creating an environment where students feel comfortable seeking help, expressing their challenges, and celebrating their successes can contribute to the overall well-being and confidence of students with dyslexia. Teachers recognized the vital role they play in creating this positive atmosphere, acknowledging the impact of their encouragement and support on students' self-esteem and learning experiences.

Funding

Participants mentioned that funding was essential to offer the necessary resources and support for identifying and helping students who have dyslexia. Participants also noted that financing was essential to provide funding. They talked about how there should be more money allocated to professional development, evaluations, and the materials available in classrooms.

The following patterns, relationships, and themes are supported by the data provided with the study questions:

Coding Procedures and Themes

The overview of the coding techniques for RQ1 and RQ2 and the Theme table, which contains codes for each question, is shown below.

The Coding Procedures for RQ1 and RQ2 are as Follows: *Acquaint yourself with the data*: The first stage was to read through all the responses to RQ1 and acquire an overall comprehension of the data. *Initial coding*: The first coding phase consisted of identifying prospective codes and topics to proceed with the subsequent stages. After reading the responses, I looked for emerging themes or patterns and used those observations to develop these codes.

    Open coding: After the preliminary coding was finished, I moved on to open coding to find any extra codes missed during the original coding. Open coding allows for conducting a more in-depth and comprehensive data analysis. *Axial coding*: Following open coding, axial coding was done to determine the linkages between the various codes and emerging themes. *Selective coding*: As a last step, I used selective coding to zero in on the most important themes that surfaced during data analysis.

Table 1

Question 1 Theme Codes

Theme	Code
Stress Management	T1
Knowledge of Dyslexia	T2
Support	T3
Productivity	T4

    RQ1: What are the perspectives of K–2 educators regarding the challenges of identifying students at risk for dyslexia in the local Southeastern school district?

50RQ2: What are the perspectives of K–2 educators regarding the resources needed to identify at-risk students in a local Southeastern state school district?

Table 2

Question 2 Theme Codes

Theme	Code
Remote Learners	R1
Communication and Collaboration	R2
Technology and Infrastructure	R3
Strategies and Approaches	R4

RQ1

RQ1 was: What are the perspectives of K–2 participants regarding the challenges of identifying students at risk for dyslexia in the local Southeastern school district?

Lack of Awareness of Dyslexia

Several teachers believed that one of the most challenging aspects of identifying students at risk for dyslexia was the lack of understanding regarding dyslexia, including what it is, what it looks like, and how to recognize it. Teachers were the primary participants in this case.

Misdiagnosis

Participants pointed out that there is a possibility for students to be given an incorrect diagnosis of dyslexia if they are not properly trained. It is possible to incorrectly diagnose students with dyslexia if a teacher assumes a student has the condition only because they have produced some typographical errors in their work, writing, or reading.

Buy-in from stakeholders

The participants felt that it was vital to have buy-in from all stakeholders, including the school administration and the parents, to ensure that implementing the dyslexia mandate in the classroom is successful. Some parents may be in denial about their child's health and cannot accept that their youngster requires intervention and help. School community members were the primary participants in this case.

RQ2

RQ2 was: What are the perspectives of K–2 participants regarding the resources needed to identify at-risk students in a local Southeastern state school district?

Professional development

The participants were asked the question, "What in-service professional development have you received from your local school district on dyslexia? Was it effective?" In response, the participants stated that they had never received any in-service training or professional development on dyslexia, either from the district or elsewhere. They expressed the belief that ongoing education was crucial in order to equip themselves with the knowledge and skills needed to identify students at risk for dyslexia. The participants expressed optimism that the district would support the implementation of the dyslexia mandate by providing them with the necessary resources and training.

Support from the district

The participants emphasized the critical need for support from the district in terms of resources, tools, and personnel to effectively identify students at risk for dyslexia. They expressed their concerns that without adequate support, it would be challenging to

accurately identify and intervene for students who may be struggling with dyslexia. The participants highlighted the importance of having access to screening tools, assessments, and professional development opportunities that would enable them to acquire the necessary knowledge and skills to identify and support students with dyslexia. They emphasized that the district's support was crucial in ensuring timely intervention and appropriate educational strategies for students at risk. The participants expressed their hope that the district would recognize the significance of providing such support to facilitate effective identification and intervention processes for students with dyslexia.

Evaluation tools

The participants stressed the importance of having sufficient evaluation tools to identify students at risk for dyslexia. They expressed their strong desire for the district to provide them with the necessary resources to conduct accurate and efficient evaluations of students in their classes. The participants recognized the significance of using appropriate assessment measures to identify potential signs of dyslexia and determine the specific needs of each student. They emphasized that having access to comprehensive evaluation tools would enable them to gather valuable information and make informed decisions regarding interventions and support strategies. The participants held optimistic expectations that the district would recognize the importance of equipping them with the necessary evaluation tools to effectively identify students at risk for dyslexia and provide them with the appropriate assistance they need.

Conceptual Framework

The analysis of the data in this study was conducted within the framework of Hall and Louckes' (1978) Concerns-Based Adoption Model (CBAM). This model provided a conceptual foundation for understanding the various factors that influence the identification of students at risk for dyslexia. By aligning the data analysis with the CBAM framework, recurring themes and patterns in the participants' responses were identified and categorized.

Figure 1

Concerns-based Adoption Model
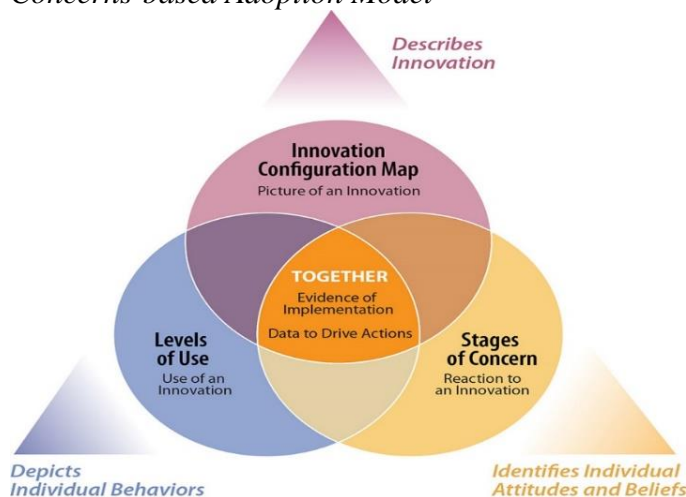
Note. From Hall and Louckes' (1978) Concerns-Based Adoption Model (CBAM)

The findings of the study revealed consistent patterns and themes that align with the stages of concern outlined in the CBAM framework. Specifically, the participants expressed high levels of concern regarding the availability of resources and the need for training to effectively identify students at risk for dyslexia. These concerns highlight the significance of continuing education and training for elementary school teachers to enhance their awareness of dyslexia and their ability to identify students at risk.

The study's findings have implications for the local school district, as they can contribute to the development of effective strategies and resources for identifying and supporting students at risk for dyslexia. By understanding the concerns expressed by educators through the CBAM framework, district leaders can provide targeted support to address these concerns and ensure successful implementation of the dyslexia mandate.

Stress Management

Educators face significant challenges when identifying students at risk for dyslexia and meeting their academic needs. This can result in heightened stress levels. To alleviate this burden, it is crucial to provide educators with stress management resources. These may include access to social support networks, opportunities for feedback and professional growth, and specialized training on stress management techniques. By supporting educators in managing their stress, they can better focus on effectively identifying and supporting students at risk for dyslexia.

Productivity

Educators involved in dyslexia identification require support to enhance their productivity. To facilitate efficient and accurate identification, it is important to provide educators with resources that promote productivity. This may involve access to information and communication technologies, training in data analysis and interpretation, and opportunities for collaboration with colleagues. By equipping educators with the necessary tools and skills, they can increase their productivity and make informed decisions when identifying students at risk for dyslexia.

Remote Work Challenges

The transition to remote instruction can pose unique challenges for educators working with students at risk for dyslexia, especially those accustomed to face-to-face interactions. However, districts have the opportunity to address these obstacles by offering essential support. This includes providing technical assistance to educators, delivering training on remote work technologies, and establishing clear guidelines for appropriate behavior during remote interactions. By providing this support, districts can help educators navigate the challenges of remote instruction and ensure that students at risk for dyslexia receive the necessary support and resources.

Communication and Collaboration

Effective communication and collaboration among educators are crucial for identifying students at risk for dyslexia. To foster successful communication and collaboration, it is important to provide educators with resources that enhance these skills. This may involve providing communication tools, offering training in effective communication strategies, and creating opportunities for collaborative work. By promoting strong communication and collaboration, educators can exchange valuable insights and work together to identify and support students at risk for dyslexia.

Technology and Infrastructure

Leveraging technology and infrastructure effectively can significantly improve the identification of students at risk for dyslexia. To maximize the benefits of technology, educators should have access to appropriate resources. This may include providing access to relevant technology tools, offering training on their effective application, and providing ongoing technical assistance. By integrating technology and infrastructure into

the dyslexia identification process, educators can enhance their ability to identify students at risk and provide targeted support.

Furthermore, the study emphasizes the importance of ongoing professional development and training for educators to enhance their knowledge and skills related to dyslexia. By investing in their continuing education, teachers can improve their ability to identify students at risk for dyslexia and provide appropriate support.

In summary, the utilization of the CBAM framework in the data analysis process allowed for a comprehensive understanding of the concerns and needs of educators regarding the identification of students at risk for dyslexia. The findings provide valuable insights for district leaders and educators, enabling them to develop effective strategies, allocate necessary resources, and provide targeted support to ensure the success of dyslexia identification and support initiatives.

Salient Data and Discrepant Cases

Concerning the first research question, the participants indicated that their primary challenge was identifying the proper symptoms of dyslexia and avoiding classifying slow readers who spell erratically as dyslexic. In other words, they did not consider slow readers who spelled erratically to be dyslexic. The participants stated they require clear standards, specific rubrics, and more training to recognize dyslexic students. They demanded testing and certification equivalent to that required for other disabilities because they feared that students would be incorrectly diagnosed. There were consistencies in the participants' responses. Data analysis found no discrepant cases.

Concerning the second research question, the participants mentioned that they did not have sufficient resources to teach students with dyslexia and could not classify students as having dyslexia. Participants expressed a desire for research-based guidance for small groups, feature manuals, or resource books to assist with the identification of dyslexic students. In addition, they advocated for inclusive methods and distinct collections of resources to help participants instruct students with dyslexia. Based on the data findings, it is evident that the school district needs to take several steps to improve the identification of students with dyslexia. First, they should provide guidelines, rubrics, and additional training to educators to enhance their ability to identify and support students with dyslexia. Additionally, the district should offer research-based guides, feature manuals, or resource books that can assist educators in accurately identifying students with dyslexia.

Furthermore, it is crucial for the district to equip educators with specialized tools and inclusive teaching approaches that can effectively support students with dyslexia. By providing these resources, educators will be better prepared to meet the needs of students with dyslexia and create a supportive learning environment.

The research findings also highlight a lack of academic understanding among the participants regarding the identification of dyslexic students. This suggests that the district needs to provide additional opportunities for professional development to address this knowledge gap. Educators should be given access to training programs that enhance their understanding of dyslexia and its manifestations, enabling them to identify students at risk and provide appropriate academic support.

For instance, the interview conducted with JDS 1, a second-grade teacher with 19 years of experience, revealed that while they have a basic knowledge of dyslexia, they have not thoroughly explored the State Senate Bill dyslexia mandate. JDS 1 acknowledges the importance of obtaining support from both the school and parents to successfully implement the dyslexia requirement. They believe that a lack of understanding about dyslexia and its characteristics can hinder the identification of students at risk. JDS 1 emphasizes the need for training to ensure accurate recognition of dyslexia and highlights the necessity for increased academic knowledge to identify and support students with dyslexia effectively.

Similarly, the interview with JDS 8, a second-grade teacher with nine years of experience, revealed limited knowledge about dyslexia and a lack of awareness regarding the State Senate Bill dyslexia mandate. JDS 8 recognizes that students with dyslexia may exhibit letter reversals and transcription difficulties. They stress the importance of professional development to educate teachers about dyslexia, its manifestations in the classroom, and effective strategies to support all students, particularly in the early grades where foundational reading skills are developed. JDS 8 also expresses the need for additional information and highlights the significance of professional development in ensuring that all teachers are knowledgeable about dyslexia.

In summary, the findings underscore the necessity for the school district to provide comprehensive training, guidelines, and resources to enable educators to accurately identify and support students with dyslexia. By addressing these areas, the

district can promote a more inclusive and supportive learning environment for students with dyslexia, ultimately improving their academic outcomes.

<center>Limitations of the Study</center>

The study has several limitations that need to be acknowledged. Firstly, the sample size was limited to a specific group of teachers from kindergarten through second grade in a single school district. This restricts the generalizability of the findings to other schools, districts, or states where the perspectives of educators may differ significantly.

Secondly, the research relied solely on interviews as the data collection method, which introduces the possibility of bias. Educators may have provided socially desirable responses or may have felt hesitant to share their true opinions and experiences.

Furthermore, it is important to consider the potential influence of the researcher on the participants' responses during the interviews. Factors such as the wording of the questions and the demeanor of the researcher, whether conducting the interviews in-person or online, can unintentionally influence the participants' answers. Therefore, it is crucial to acknowledge the potential impact of the researcher's presence on the collected data. Additionally, the study's participant selection was limited to educators in grades K–2, which may not provide a comprehensive understanding of the challenges associated with identifying students at risk for dyslexia throughout the entire district. Including other stakeholders such as parents, administrators, or specialists could offer valuable insights and perspectives on the subject.

To summarize, this research relied primarily on qualitative data, and no quantitative data was collected or analyzed. As a result, drawing statistical conclusions or

making direct comparisons with other studies may be challenging due to the absence of quantitative analysis.

Participant Profiles

The study involved fifteen participants, comprising three kindergarten teachers, four first-grade teachers, seven second-grade teachers, and one instructional support teacher for grades K–2. All participants were current employees of the Southeastern school district. Pseudonyms were used to ensure participant anonymity, as well as to maintain confidentiality regarding the state, district, and specific research sites. The selection criteria for participants required a minimum of two years of teaching experience in the classroom setting and current employment within the local school district.

Demographics

All participants met the criteria established for the study, which included a minimum of two years of teaching experience and current employment within the local school district. Table 3 presents the demographic information of the participants.

Table 3

Participant Demographics

Participants	Pseudonyms	Grade	Degree	# Years of Teaching Experience In the District
Teacher 1	JDS1	2	Specialist	19
Teacher 2	JDS2	1	Master's	12
Teacher 3	JDS3	2	Master's	21
Teacher 4	JDS4	1	Master's	16
Teacher 5	JDS5	K	Specialist	22
Teacher 6	JDS6	K	Master's	17
Teacher 7	JDS7	2	Bachelor's	16
Teacher 8	JDS8	2	Bachelor's	9
Teacher 9	JDS9	2	Master's	6

Teacher 10	JDS10	1	Bachelor's	18
Teacher 11	JDS11	2	Master's	20
Teacher 12	JDS12	K–2 Support	Master's	18
Teacher 13	JDS13	K	Specialist	22
Teacher 14	JDS14	1	Master's	9
Teacher 15	JDS15	2	Specialist	23

Evidence of Quality

This study employed a basic qualitative research design to explore the perspectives of participants in grades K–2 within a local Southeastern school district regarding the challenges and resources required for identifying students at risk for dyslexia. To ensure the accuracy and credibility of the data, member checks were conducted. These member checks involved verifying the collected data with the participants to ensure its accuracy and credibility.

The interviews were conducted individually with each of the fifteen participants using Zoom, and detailed transcripts were created. These transcripts provide comprehensive responses to the study's questions and include relevant statements from the participants that contribute to the overall discussion. Additionally, the study utilizes tables to present data, such as a list of the difficulties faced by teachers when implementing the state's dyslexia mandate in their classrooms. These tables serve to summarize and organize the data, making it easier to understand and evaluate.

Overall, the study followed appropriate protocols to ensure the accuracy and quality of the collected data. The use of member checks confirms the validity of the data, while the transcripts and tables provide specific and well-organized information related to the research questions. The findings from the interviews were also coded for further analysis. (see Table 4).

Table 4

Summarizing the Data From the Interview

Research Questions	Themes	Subthemes
RQ 1: What are the perspectives of K–2 educators regarding the challenges of identifying students at risk for dyslexia in the local Southeastern school district?	Challenges	- Lack of understanding about dyslexia - Misdiagnosis - Buy-in from school and parents
RQ 2: What are the perspectives of K–2 educators regarding the resources needed to identify at-risk students in a local Southeastern state school district?	Resources	- Professional development - Administrative and parent support - Intervention manual - Knowledgeable school personnel

The first research question indicated three obstacles K–2 educators in the local Southeastern school district has when identifying at-risk students for dyslexia. These challenges are a lack of understanding about dyslexia, a misdiagnosis, and buy-in from the school and the parents. The second study question determined that four resources are

required to assist K–2 educators in identifying at-risk students: professional development, administrative support, intervention manual, and knowledgeable professional personnel.

Several interviewees stated that they do not have the adequate academic understanding to identify a student as having dyslexia or as being at risk for having the condition and that they require specific training. All interviewees stated that they yet to receive in-service or professional development that targets dyslexia.

Summarizing Outcomes Logically and Systematically Concerning the Problem and Research Questions

This study aimed to investigate the perspectives of K–2 participants in a local school district in the Southeastern United States regarding the resources needed to identify students at risk for dyslexia. The research involved one-on-one Zoom interviews with fifteen participants and focused on two primary research questions. The first research question explored the participants' perceptions of the challenges associated with identifying students at risk for dyslexia in the school district. The findings revealed that the most significant obstacle was the widespread misunderstanding about dyslexia among teachers, parents, and school officials. Participants emphasized the need for more training to understand dyslexia and its manifestations in the classroom. They also highlighted the importance of distinguishing between typical reading errors and signs of dyslexia. Additionally, participants stressed the necessity of having the support of parents and school administration for successful diagnosis and intervention.

The second research question examined the participants' perceptions of the resources required to detect students at risk for dyslexia. Participants emphasized the

importance of continuing education for professionals and emphasized the need for cooperation from school administrators and parents to effectively implement the state dyslexia mandate. They also suggested the use of screening techniques, such as informal reading inventories, to identify students at risk.

The conceptual framework of the study focused on exploring educators' experiences, beliefs, and attitudes regarding the resources needed to identify students at risk for dyslexia in the local school district. The Concerns-Based Adoption Model (CBAM) was used to better understand educators' concerns and facilitate change in education. Overall, the findings of the study highlighted the need for additional resources, training, and support for K–2 participants to identify and provide solutions for students with dyslexia. The study also underscored the importance of involving both parents and school administrators in the identification and implementation process. Furthermore, the utilization of screening instruments and participation in professional development programs were identified as valuable tools for correctly identifying students at risk for dyslexia.

Summary

Section One of this study provided the introduction to the problem, background information, problem statement, and the purpose of the study. It also presented the conceptual framework that guided the research. The section addressed research questions, limitations, definitions of terms, and the significance of the study. Section Two focused on the literature review, which served as the foundation for the study. It provided insights and support for the research. The section also discussed the methodology, including the

research design, research setting, subject selection, instrumentation, researcher's role,

trustworthiness, limitations, procedures, data collection, analysis, and results. Section

Three introduced and described the project based on the research findings. It explained

the rationale behind the project, the literature review, project description, evaluation plan,

implications, and timeline for implementation. Overall, the study followed a systematic

structure, covering the essential components such as problem identification, literature

review, methodology, and the development of a project based on the research findings.

Section 3: The Project

Introduction

Dyslexia, a prevalent learning disability, affects a significant number of students, making early diagnosis crucial for effective interventions. Unfortunately, many teachers still hold misconceptions about dyslexia, emphasizing the need to understand educators' perspectives, knowledge gaps, and resource requirements for identifying at-risk students (Ramli et al., 2019; White et al., 2020). It is vital to address the lack of identification techniques, current challenges, and potential areas for professional development in dyslexia identification.

The findings from the one-on-one Zoom interviews highlight the necessity of developing targeted professional development opportunities focused specifically on dyslexia. The project's objective is to offer professional development and training curriculum materials to educators in grades K–2 from a local school system in a Southeastern state. The purpose of this initiative is to help these educators effectively identify students who may be at risk for dyslexia.

The deliverable will include a comprehensive training program that equips participants with the necessary information, skills, and resources to effectively identify at-risk students. Training materials, such as PowerPoint presentations, handouts, and other resources, will support the implementation of the training program. The final outcome of the research is expected to be a comprehensive curriculum that addresses the challenges faced by participants, provides specific strategies for identifying students at risk for dyslexia, and outlines the necessary resources to support students with dyslexia.

Rationale

The study findings indicate a significant need for additional professional development among K–2 teachers concerning dyslexia. Among the 15 participants, 12 held the misconception that dyslexic students see letters or words backward, a phenomenon often referred to as backward reading (White et al., 2020). The participants acknowledged their limited or nonexistent knowledge about dyslexia, underscoring the importance of ongoing professional development to accurately identify students at risk for dyslexia and effectively utilize necessary resources. Additionally, the study revealed that teachers had received minimal formal training on recognizing and addressing dyslexic students, highlighting the necessity for more comprehensive training. Interestingly, even experienced teachers demonstrated a lack of knowledge about dyslexia, which can be attributed to inadequate teacher preparation in some states, leading to persistent knowledge gaps and misconceptions (Gonzalez, 2021).

Johnston (2019) emphasizes the significance of K–2 teachers gaining a clear understanding of dyslexia's nature and characteristics, as well as effective strategies to support students with dyslexia. In response to these research findings and insights, the professional development initiative aims to facilitate the exchange of information and resources related to the identification of students at risk for dyslexia. Its primary goal is to equip educators with the necessary tools, interventions, and knowledge to enhance their capacity to identify and support students with dyslexia effectively. By incorporating insights and recommendations from the research findings, the project ensures that the professional development directly addresses the identified needs of K–2 teachers.

Through evidence-based approaches, this initiative seeks to enable teachers to fulfill their roles effectively in addressing the lack of knowledge, understanding, and resource gaps within the educational community concerning dyslexia identification.

Review of the Literature

Professional development is considered significant because it helps educators improve their knowledge, abilities, and teaching methods, eventually leading to better student results (Gore & Rosser, 2022). This literature study examines scholarly works linked to the specific genre of professional development, focusing on how it affects educators' efficiency, instructional strategies, and overall professional progress. The evaluation will look at research about professional development programs that attempt to address the identification and support of students who are at risk for dyslexia. The literature review aligns with the project genre of professional development.

Professional Development Addressing the Problem

The topic area of professional development was an excellent choice for addressing the highlighted problem of difficulties in recognizing students in the K–2 school setting who may be at risk for dyslexia and in providing practical support for such students. The research and theory that influenced the project's development, notably the concerns-based adoption model (Hall & Loucks, 1978), guided the selection of professional development as the genre of the project.

The concerns-based adoption model (CBAM) is a model that provides a framework for understanding the stages of concern that educators face when adopting new methods or addressing issues in their professional positions. According to Hall and

Loucks (1978), professional development programs should consider the specific

problems, requirements, and levels of new practice adoption by each educator. The

CBAM served as a guiding framework for the project because it emphasizes the

importance of meeting the concerns and needs of K–2 teachers regarding dyslexia

identification and support. The project recognizes that different educators may have

different degrees of knowledge and expertise in this area, and professional development

should tailor to address individual teachers' specific concerns and implementation needs

(Gore & Rosser, 2022).

Educators can gain the specific knowledge and resources they need to effectively

identify and help students who may be at risk for dyslexia when they participate in

professional development activities, giving them access to the necessary tools and tactics.

This strategy aligns with the findings of research conducted by Mullikin, et al. (2021),

who highlighted the favorable influence that focused professional development programs

had on educators' teaching practices and the outcomes for their students. Additionally,

Kim et al. (2019) stressed the significance of professional development in providing

educators with the necessary knowledge, diagnostic tools, and intervention techniques for

detecting dyslexia.

According to recommendations made by Özgenel and Mert (2019), educators can

engage in active learning, collaborate with other colleagues, and receive continuing

support through professional development. These components are necessary for efficient,

professional growth because they facilitate acquiring new knowledge and abilities and

implementing innovative strategies in the classroom.

Professional development is an area that lends itself well to resolving the stated issue of difficulties in identifying and supporting students with or at risk for dyslexia in a K–2 educational environment. The Concerns-Based Adoption Model (Hall & Loucks, 1978) and research-based guidelines for efficient, professional development are incorporated into the model. Professional development can equip educators to effectively identify students at risk for dyslexia and execute appropriate interventions by offering targeted knowledge, resources, and ongoing support (Yurtseven Avci et al., 2020).

Interconnected Analysis, Theory and Research Support the Project Content

The project's content, focusing on professional development for kindergarten through second-grade teachers to address the identification of students at risk for dyslexia, draws support from applicable theories and research. The rationale behind the project and its overall efficiency are enhanced through theory and research findings. This study section examines how the identified theory, known as the CBAM, and the research findings from Section 2 provide support for the project's content.

According to Hall and Loucks (1978), CBAM is a theoretical framework used to understand educators' concerns and requirements when implementing new practices or addressing challenges in their professional roles. The study acknowledges that K–2 educators may encounter difficulties in recognizing students at risk for dyslexia and may require additional resources and support to effectively address these issues. By utilizing the CBAM, the project acknowledges that individual educators have unique concerns and varying levels of implementation, and it aims to provide professional development specifically tailored to meet their individual needs (Philipsen et al., 2019).

The research findings presented in Section 2, collected through qualitative interviews with 15 K–2 teachers, offer important insights that further support the project's content. According to the findings, the participants acknowledged the need for furthering their knowledge and capabilities in identifying students at risk for dyslexia. This aligns with the findings of Haug and Mork (2021), who focused on the positive impact of targeted professional development programs on educators' teaching methods and student outcomes. The findings also highlighted specific challenges the teachers faced, such as insufficient knowledge and resources, which are consistent with the existing literature on dyslexia identification and support (Kennedy, 2019).

The project's content, which includes the exchange of information and resources for dyslexia identification and support, directly addresses the identified issues and aligns with the research findings. The project aims to equip educators with the necessary knowledge and tools to correctly identify students at risk for dyslexia. Providing specialized professional development for K–2 teachers aligns with the statements made by Kalinowski et al. (2019) and Krasnova et al. (2020) regarding the significance of providing educators with an understanding of dyslexia, diagnostic tools, and intervention strategies tailored to the condition.

Moreover, the emphasis on collaborative professional development models and job-embedded learning, as emphasized by Hartshorne et al. (2020), supports the project's focus on collaboration and ongoing support, as discussed in the professional development literature analysis. This research finding reinforces the project's overall design. The project aims to establish a supportive learning community where teachers can engage in

collaborative activities, such as exchanging ideas on effective teaching strategies and reflecting on their experiences. This fosters a culture of continuous development and enhances the likelihood of successful implementation of dyslexia identification measures (Pokhrel, 2021).

In conclusion, the CBAM theory and the research findings presented in Section 2 provide a solid foundation for supporting the project's content. The initiative aligns with CBAM by considering the concerns and requirements of K–2 educators and offering specialized professional development in this area (Parkhouse et al., 2019). The research findings not only validate the concerns raised by educators but also emphasize the importance of knowledge, resources, and collaboration in addressing these challenges. By integrating theory and research, the project ensures that evidence-based practices influence its content, increasing its potential efficacy and likelihood of success.

Literature Search Strategy

To search for relevant research on the chosen topic, I followed several steps. First, I identified key words and phrases related to the subject, such as *professional development*, *dyslexia identification*, and *resources for educators*. Then, I conducted a comprehensive literature search using the Walden University library system, which includes ScholarWorks, a database containing Walden dissertations and open-access research journals.

To find more research, I used popular academic databases like PubMed, Google Scholar, ERIC, and PsycINFO, focusing on articles related to education, dyslexia, and educators' opinions. I created specific search queries using the identified keywords, like

K–2 educators' perspectives on dyslexia identification resources or resources needed for
identifying dyslexia in early grades.

As I found articles, I carefully reviewed their titles and abstracts to determine if they were relevant to my search, particularly looking for those that addressed educators working with kindergarten through second-grade students and the resources required for dyslexia identification.

To broaden my search, I explored the reference lists of relevant articles and used the *related articles* feature in academic databases to discover similar publications. Throughout the process, I conducted multiple searches using different keywords and databases to ensure I found all pertinent information. I critically evaluated the sources I located, considering the authors' credibility, the reputation of the journals or conference proceedings, and the relevance of the studies to my project. This approach helped me gather high-quality and reliable information for my research.

Professional Development and Teacher Effectiveness

The passing of the recent dyslexia legislation requiring professional development indicates that lawmakers, parents, and educators recognize the need for in-service educators to be knowledgeable about dyslexia (Gonzalez, 2021). Some researchers have highlighted the favorable relationship between professional development and teacher effectiveness. These studies have shown that there is a direct correlation between the two. Akram (2019) discovered that prolonged professional development programs, including coaching and collaborative learning, led to enhanced pedagogical methods and increased student accomplishment. Similarly, Borup et al. (2019) carried out an exhaustive meta-

analysis, which led to the discovery of successful professional development programs. His study characterized professional development as active learning, coherence with the requirements of teachers, and sustained duration.

Professional Development and Instructional Practices

Research continually highlights professional development's impact on strengthening instructional practices, which is in response to the question, "What is the relationship between professional development and instructional practices?" Bragg et al. (2021) found that tailored professional development programs that focused on evidence-based instructional strategies favorably benefited teachers' practices and the outcomes for their students when applied to the setting of dyslexia. Additionally, Burroughs et al. (2019) discovered that collaborative professional development activities, such as lesson study and professional learning communities, encourage the adoption of good teaching approaches.

Professional Development and Dyslexia Identification

Educators need specialized knowledge and abilities to address the requirements of students who may be at risk for dyslexia. Professional development and dyslexia identification are two aspects of this. According to the findings of a study conducted by Cirocki and Farrell (2019). educators must participate in ongoing professional development to acquire the requisite knowledge of dyslexia, diagnostic tools, and intervention strategies. In addition, Compen et al. (2019) showed the positive influence that professional development has on the ability of educators to identify students who are at risk for dyslexia accurately.

Customized Professional Development and Contextual Relevance

For professional development to be as beneficial as possible, it is essential to solicit teacher input and tailor it to the particular needs and requirements of the educators. According to Didion et al. (2020), providing teachers with opportunities for job-embedded professional development is essential. It enables the immediate use of newly acquired skills and information in their respective classrooms. In addition, Popova et al. (2022) argued for collaborative professional development models that provide continuing support and reflection. It aligns with the goal of the project genre, which is to give individualized support to K–2 teachers.

In summary, the academic literature on professional development emphasizes its favorable impact on teacher effectiveness, instructional techniques, and the identification of students who may be at risk for dyslexia. Active learning, content coherent with the requirements of educators, and a commitment to the program are the hallmarks of successful professional development programs (Fernández-Batanero et al., 2022). It is necessary to personalize professional development so that it is targeted to the specific context in which educators work and the issues they confront in order to maximize its impact. The project in the genre of Professional Development can provide a framework for building a tailored and contextually appropriate program to address the needs of K–2 educators in identifying and effectively assisting students at risk for dyslexia by drawing upon the findings from previous research. The project will help educators effectively identify students who are at risk for dyslexia (García & Weiss, 2019).

Project Description

Needed Resources

For educators to effectively identify and help students at risk for dyslexia, they need access to relevant resources. Screening tools, assessment materials, intervention programs, opportunities for professional development, and continuous assistance are some of the resources that fall under this category. Improving dyslexia identification techniques requires better understanding (Podolsky et al., 2019). Educators need access to high-quality professional development activities that focus on dyslexia identification and the availability and sufficiency of resources. Their understanding of dyslexia should improve, they should gain knowledge about evidence-based testing procedures, and they should be equipped with appropriate teaching practices for supporting students who have dyslexia (Schachter et al., 2019).

It was essential to have screening and assessment techniques that are both reliable and valid when trying to identify students who may be at risk for dyslexia. These materials should be suitable for K–2 students, sensitive to the signs of dyslexia, and in line with the most recent techniques supported by research. Support is all needed to gain professional knowledge. Creating possibilities for collaboration among educators, specialists, and other associated professions can make the identification process go more smoothly (Wasserman & Migdal, 2019). Professional development in-service training provides teachers with a support network which can also be helpful. The ability of educators to recognize students who may be at risk for dyslexia can be a source of

improvement by creating support networks where they can seek help and exchange experiences with one another (Popova et al., 2022).

Existing Support

Supports are already in place through Special Education Services in elementary schools for K–2 teachers if students arrived already diagnosed. Educators can work with specialists in special education who are knowledgeable in identifying and implementing interventions for students with dyslexia. When it comes to identifying students who may be at risk for dyslexia, educators can benefit greatly from the insights and assistance provided by existing special education services (Romijn et al., 2021). School psychologists and speech-language pathologists can contribute to identifying dyslexia by conducting extensive evaluations and providing recommendations for interventions. Working with these trained specialists can improve the accuracy of the diagnosis, identification, and formulation of appropriate interventions.

Potential Barriers

Lack of sufficient information and awareness is a potential barrier. The findings revealed that some teachers do not have adequate knowledge and understanding of dyslexia and its early indications, which can lead to the under-identification or incorrect identification of students who are at risk. In addition, resource constraints are also a potential barrier. The limited availability of screening tools, assessment resources, and chances for professional development can be a barrier for educators in their capacity to identify students who may be at risk for dyslexia properly.

Potential Solutions to Barriers

One potential solution to barriers is continuous professional development. Professional development that prioritizes dyslexia identification can improve educators' knowledge and skill sets when they participate in comprehensive professional development programs. Training for educators in grades K–2 need to be easily accessible, founded on solid evidence and specifically designed to meet the demands of their profession.

<div align="center">

Proposal for Implementation and Timetable

</div>

Another potential solution to barriers is establishing collaboration and support systems. Establishing collaboration platforms and support mechanisms within schools or districts can foster information exchange and collaboration among educators. Support can cause. In addition, efficient resource allocation is also a potential solution to barriers. Advocating for adequate resources and financing to guarantee access to proper screening tools, assessment measures, and intervention strategies is paramount. Administrators and policymakers in educational institutions can play an essential part in efficiently distributing available resources.

The professional development program aims to increase the knowledge and abilities of K–2 teachers to improve their ability to identify students who may be at risk for dyslexia and provide appropriate interventions for those students.

Table 5

Project Timetable

Phase	Activities	Timeline
Phase 1	Needs Assessment and Program Planning • Conduct pre-assessment surveys to identify needs • Formulate program goals and objectives • Develop content and materials for professional development sessions	1 Month
Phase 2	Professional Development Sessions • Conduct interactive sessions on dyslexia identification and intervention strategies • Share best practices and evidence-based strategies for early literacy instruction and support • Provide hands-on activities and case studies • Foster collaboration and sharing among participants	2-4 Months
Phase 3	Ongoing Support and Application • Provide follow-up resources, readings, and videos for further learning • Offer mentoring and coaching opportunities • Encourage implementation of new strategies in the classroom	5-8 Months
Phase 4	Evaluation and Reflection • Conduct post-assessment surveys to evaluate the effectiveness of the professional development program	9 Months

Phase	Activities	Timeline
	• Collect feedback from participants and incorporate suggestions for improvement • Reflect on the program's impact and identify future steps	

The first step of the implementation plan is a Pre-Implementation Phase. The pre-implementation phase includes a need assessment. The project facilitator will conduct a needs assessment survey to identify the specific knowledge gaps, challenges, and resource needs of K–2 teachers regarding dyslexia identification and interventions. The project facilitator will analyze the overall survey to inform the design and content of the professional development program. The facilitators will establish the goals and objectives and the duration and frequency of the professional development sessions during the pre-implementation. The written modules, with a detailed session plan, will include topics, activities, and desired outcomes. Identify expert facilitators/trainers who possess expertise in dyslexia identification and intervention. Gather and organize the necessary materials, including presentation slides, handouts, case studies, and reference materials. In addition, securing access to technology resources, screening tools, and online platforms for collaboration will also be included in the first step pre-implementation phase.

The second step is the Implementation Phase. During this phase, all interactive sessions will follow the designed session plan. Topics include dyslexia awareness, early identification, evidence-based intervention strategies, the science of reading, and

classroom accommodations. The facilitator will utilize various instructional methods, including presentations, group discussions, case studies, and hands-on activities. Participants will be encouraged to actively participate, share knowledge, and reflect. The facilitator will also provide teachers with opportunities to collaborate, solve problems, and apply learned strategies.

The third Phase of the implementation plan is Ongoing Support and Application. During this phase, the project facilitator offers follow-up resources, readings, and videos for further learning and exploration. Provide mentoring and coaching opportunities to support teachers in implementing new classroom strategies. In addition, the project facilitator fosters collaboration and networking among participants through online forums or communities. Encourage teachers to share their experiences, challenges, and successes to foster a supportive professional learning community.

The fourth phase is the Post-Implementation Phase. During this phase, the project focuses on Evaluation and Reflection. The project manager will Conduct post-assessment surveys to gather feedback on the effectiveness of the professional development program. Analyze the survey results to evaluate the program's impact and identify areas for improvement. Collect qualitative feedback from participants through focus groups or individual interviews. Reflect on the program's strengths, weaknesses, and lessons learned. Use the evaluation findings from participants' surveys, questionnaires, and feedback forms to make necessary adjustments and improvements to the program content, delivery, and resources. Update and refine the professional development materials based on identified needs and emerging research. Share the program's outcomes

and lessons learned with other educators and stakeholders to promote best practices in dyslexia identification and interventions. Encourage ongoing professional development and learning opportunities for teachers beyond the initial program. Provide access to additional resources, workshops, conferences, or online courses related to dyslexia identification and intervention. Promote a culture of continuous learning and improvement within the school community.

In addition, throughout the implementation process and phases, the project manager will maintain regular communication and collaboration with participants, program coordinators, and school leadership. The project manager will also maintain flexibility and adaptability to address any unforeseen challenges and ensure the project meets the unique needs of the participants.

The table above provides a general outline of the daily training outline and the specific timings and topics based on the project objectives and requirements.

Table 6

3 Full Days Hour-by-hour Detail of Training

Day	Time	Activity
Day 1	9:00 - 9:30	Introduction and welcome
	9:30 - 10:30	Session 1: Understanding Dyslexia and its Impact
	10:30 - 10:45	Break
	10:45 - 12:00	Session 2: Early Signs and Identification of Dyslexia
	12:00 - 1:00	Lunch break
	1:00 - 2:30	Session 3: Assessment Tools and Procedures for Dyslexia
	2:30 - 2:45	Break
	2:45 - 4:00	Session 4: Science of Reading and Scarborough's Rope
	4:00 - 4:30	Q&A and wrap-up
Day 2	9:00 - 10:30	Session 5: Strategies and Interventions for Dyslexic Students
	10:30 - 10:45	Break
	10:45 - 12:00	Session 6: Individualized Education Plans (IEPs) for Dyslexia
	12:00 - 1:00	Lunch break
	1:00 - 2:30	Session 7: Creating Dyslexia-Inclusive Classrooms
	2:30 - 2:45	Break
	2:45 - 4:00	Session 8: Collaboration and Support Systems
	4:00 - 4:30	Q&A and wrap-up
Day 3	9:00 - 10:30	Session 9: Policy and Advocacy for Dyslexia
	10:30 - 10:45	Break
	10:45 - 12:00	Session 10: Building Partnerships with Parents and Community
	12:00 - 1:00	Lunch break
	1:00 - 2:30	Session 11: Case Studies and Best Practices
	2:30 - 2:45	Break

Day	Time	Activity
	2:45 – 4:00	Session 12: Creating an Action Plan for Dyslexia Support
	4:00 – 4:30	Q&A, evaluation, and wrap-up

Role and Responsibilities of Students any Other Involved

K–2 Teachers

- Attend and give your whole attention to professional development workshops.

- Participate in conversations, elicit responses from others, and relate anecdotes from your own life.

- Implement in their classrooms the skills and information they obtained from participation in the seminars.

- Work together with your coworkers to assist each other's professional development and share the best practices you've found.

- ·Give your comments and recommendations on how the program could be improved.

Facilitators/Trainers

- Develop and lead professional training and development workshops.

- Get all of the necessary materials, resources, and activities ready and organized for each session.

- Make the classroom a welcoming place that encourages interaction and support.

- Modify the presentation so that it addresses the specific issues and questions being raised by the participants.

- It would be helpful if you could provide some direction and clarification regarding the identification and treatment of dyslexia.

- Promote collaboration, and inspire active engagement whenever possible.

- Throughout the duration of the program, you should provide continuing assistance and mentoring.

Program Coordinators

- Develop a strategy for, as well as monitor the execution of, the professional development program.

- Work together with the session's facilitators and trainers to design both the agenda and the format for the sessions.

- Determine the resources and materials are required for the program and plan to obtain them.

- Inform participants of the specifics of the program as well as their expectations.

- Keep an eye on how the professional development program is coming along as well as how effective it is.

- Gather the participants' input and perform an analysis on it.

- Make any adjustments and enhancements in accordance with the evaluation and feedback you receive.

School Leadership/Principals

- Encourage participation in the professional development program and speak out in its favor.

- Make it possible for instructors to attend the sessions by providing them with the necessary time and resources.

- It is important to encourage active participation and the implementation of innovative tactics by teachers.

- Make sure there are opportunities for people to work together and share successful strategies inside the school.

- Maintain a close eye on, and help with the program's execution within the context of the school.

External Experts/Consultants

- It is your responsibility to provide specific knowledge and expertise in the area of dyslexia identification and intervention.

- Work together with the session facilitators and trainers to create the exact sessions that will be delivered.

- Provide insights and direction based on study findings and practices that are supported by evidence.

- The sharing of case studies and examples taken from real life can help improve both comprehension and implementation.

Peers and Colleagues

- Participate in group activities that encourage learning and the exchange of information and experiences.

- Help out your coworkers who are taking part in the program, and provide them with feedback.

- Develop and implement concepts in their separate classes together through a collaborative effort.

- Create an atmosphere within the community of the school that values continuous professional development and learning.

It is essential for all of the concerned parties to have open lines of communication, work together, and take turns taking responsibility in order for the professional development program to be successfully implemented and have an impact. Each of the stakeholders plays an essential part in the development of a learning environment that is encouraging and enriching, in assuring the transfer of acquired knowledge and skills into practices that are useful, and in cultivating a culture of continual improvement.

Learning Outcomes

1. By the end of the professional development, teachers would be able to acquire an understanding of the knowledge and awareness of dyslexia identifying.

2. By the end of the professional development, teachers could determine the difficulties and roadblocks when identifying students at risk for dyslexia.

3. By the end of the professional development, teachers would be able to understand the specific resource requirements and essential steps toward improving dyslexia identification.

The three learning outcomes will contribute to an overall understanding of the current dyslexia identification practices in the local school, provide valuable insights for

educational policymakers and stakeholders in the Southeastern state, and inform future interventions and support programs.

Goals of the Project

The data analysis in Section 2 sheds light on the particular demands and points of view of K–2 educators, who play an essential role in early education. The lack of dyslexia knowledge helped link with preparation for learning topics and teacher-sought resources.

Improving the educational outcomes of students in the local school system who are at risk for dyslexia is the ultimate objective of the professional development that the project will provide. Early elementary K–2 educators considerably impact early academic learning, and they play an essential role in its delivery. A detailed understanding of dyslexia has the potential to inform the development of focused interventions that address the observed gaps and enhance dyslexia identification procedures.

The project intends to contribute significantly to the current body of information on dyslexia identification by achieving the goals that this project defined. These goals include expanding knowledge and awareness, providing required resources, and supporting informed decision-making. In addition, it strives to educate policy and decision-making processes, which, in turn, will lead to improved educational results for students who are at risk for dyslexia and will create a learning environment that is more inclusive to all students.

Project Evaluation Plan

Project development entails the systematic design, execution, and monitoring of the professional development program. Evaluation is the process of analyzing the results of project development. Defining crystal-clear goals and objectives, developing the program's structure and content, and determining appropriate instructional methodologies and resources are all required steps. In addition, the development of a project involves the establishment of mechanisms for ongoing evaluation and assessment. These mechanisms should include formative and summative measurements, which may be used to evaluate the program's efficacy. The project guarantees that the professional development program is relevant, engaging, and responsive to the requirements of K–2 teachers and their students by adopting a well-structured development and evaluation process. This process is one of the main components of the project.

Incorporating stakeholders' feedback is one way to evaluate the validity and relevance of the project. It is essential to solicit feedback from stakeholders, such as teachers and administrators, regarding the effective design, resources, and instruction delivery. Participants will receive continuous opportunities throughout the project to provide feedback via surveys and questionnaires to evaluate the effectiveness of the project. The data collection and interpretation of the findings will help increase the validity and relevance of the project. It will inspire the project manager to make changes, consider opportunities, and improve future training modules.

Description of the Key Stakeholders

The project's key stakeholders focus on educators of students in grades K–2 who are employed at local schools located in the Southeastern state and are involved in identifying and supporting students at risk for dyslexia in the early stages of primary education.

Project Implications

Possible Social Change Implications

The introduction of a professional development program for teachers of grades K–2 that focuses on the resources needed to identify students at risk for dyslexia has the potential to bring about significant social change in various ways. Firstly, such a program can lead to improved identification of at-risk students. By providing educators with the necessary information and resources, teachers can identify students who may be at risk for dyslexia at an earlier stage and with greater accuracy. This early identification can pave the way for timely interventions and support, ultimately reducing the negative impact that dyslexia can have on students' academic achievements (Sancar et al., 2021).

Secondly, the professional development program aims to equip educators with evidence-based intervention strategies that can be tailored to meet the specific needs of students with dyslexia. By enhancing teachers' ability to address the challenges faced by these students and providing them with appropriate tools, the program has the potential to improve the educational outcomes of students with dyslexia.

Furthermore, the curriculum can contribute to creating a more inclusive learning environment. Educators who are well-informed about dyslexia and possess support tools

for students with the condition can foster an atmosphere that values and accommodates students' diverse approaches to learning. This inclusivity can benefit not only students with dyslexia but also other learners in the classroom. The professional development program can also facilitate enhanced collaboration and networking among educators. By providing opportunities for cooperative work and networking, the program can create a supportive professional learning community where teachers can share their experiences, effective techniques, and valuable tools. This collaborative network has the potential to extend beyond the program's duration, promoting continued cooperation and knowledge exchange among educators.

The program's results and outcomes can be shared with educational policymakers, administrators, and other stakeholders. By disseminating this research, the program can influence policy decisions regarding dyslexia identification, intervention strategies, and teacher training. This can draw attention to the importance of ongoing education for educators and the availability of resources to support students with dyslexia (Powell & Boder, 2019).

Overall, the professional development program has the potential to contribute to positive social change by enhancing the identification of students who may be at risk for dyslexia, providing effective interventions, cultivating an inclusive learning environment, promoting collaboration, and influencing policies related to the education of students who have dyslexia. These implications for societal transformation may result in improved educational outcomes and enhanced assistance for students with dyslexia within the more extensive educational system.

Important of Local Stakeholders and in a Larger Context

The initiative of creating a professional development program for teachers in grades K–2 on dyslexia diagnosis and intervention holds enormous value not just for local stakeholders but also in the context of education more generally. The importance of the stakeholders at the local level is vital to the overall project. This project will directly help K–2 teachers by providing them with the knowledge, tools, and resources necessary to identify and support students at risk for dyslexia effectively. It tackles their worries and issues associated with dyslexia, strengthening their professional competencies and boosting their confidence in their ability to adapt to the requirements of students with a wide range of learning styles. The project directly affects students with dyslexia since it focuses on the importance of students receiving timely identification and suitable interventions. The project helps improve educational outcomes and a more inclusive learning environment for these students by providing educators with evidence-based solutions they may implement in their classrooms.

Parents of students who have dyslexia benefit from the project because it improves the awareness and knowledge of educators, which ultimately leads to more effective support for their children who have dyslexia. It fosters stronger cooperation in addressing the educational needs of students with dyslexia by increasing collaboration between parents and teachers.

Moreover, the project's initiative aligns with the school administrators' current goals concerning dyslexia. The overall goals are to provide all students with a high-quality education and assistance. Professional development training modules will elevate

the level of professional knowledge held by teachers at the school, which in turn leads to enhanced educational outcomes and has a beneficial effect on the reputation held by the district.

This project addresses a substantial learning obstacle known as dyslexia, which enables it to contribute to the educational system as a whole. It will improve the overall quality of education by ensuring that educators receive the knowledge and skills necessary to identify students with dyslexia. The project intends to contribute new information to the current body of research and knowledge regarding the identification and objective of inclusive education, which aims to increase access to learning opportunities for all students. It offers a detailed grasp of the issues and resource requirements that can help teachers identify students at risk for dyslexia and insights into the views and needs of K–2 educators. This information can contribute to advancing dyslexia education research, policy, and practices in the future.

The project has ramifications for the educational policies and decision-making processes on all three levels (local, regional, and national). The research has the potential to affect policies on the training of teachers, the distribution of resources in aiding students with dyslexia, and support systems for children who have difficulties learning.

In a nutshell, the project is of the utmost significance to the local stakeholders, which includes the educators, the parents, students, and the administrators of the schools. In addition, it contributes to education by resolving a significant problem with the lack of academic knowledge about dyslexia, students learning, and impacting educational policies and decision-making on dyslexia. In section 4, the researcher discussed the

project's strengths, limitations, recommendations for alternative approaches, scholarship,

project development, evaluation, leadership, and change. Also discussed in the section is

the reflection on the importance of the work, implications, applications, directions for

future research, and conclusion.

Section 4: Reflections and Conclusions

Strengths of the Project

Strengths of the project encompass its capacity to address critical needs, employ an evidence-based approach for training modules, actively involve participants, and potentially bring about significant social change in educational practices within the school district.

Addressing a Critical Need

This study and project effectively tackle a critical need by focusing on dyslexia identification and the necessary resources for K–2 teachers to identify students at risk of dyslexia. The professional development genre addresses a vital requirement in the school system, directly targeting an area where educators often lack knowledge and resources, thus addressing a significant deficiency in professional development.

Evidence-Based Approach

The project strongly emphasizes an evidence-based approach, incorporating well-researched findings, established frameworks, and best practices for dyslexia identification and intervention. By doing so, it ensures that the professional development program is firmly grounded in solid educational concepts, enhancing the potential for positive outcomes.

Participant Involvement

A notable strength lies in actively involving participants, particularly teachers, by seeking their input through interviews and integrating their feedback into the program's

design. This approach ensures that the program caters to the specific challenges and demands faced by the target audience, thus promoting its success and effectiveness.

Potential for Social Change

One of the most significant strengths of this project is its potential to improve dyslexia identification and support for students, thereby contributing to positive social change. By enhancing educational outcomes and fostering a more inclusive learning environment, empowered teachers can make a substantial difference in the lives of dyslexic students and the overall school community.

<div align="center">

Limitations of the Project

</div>

The project's qualitative research utilized a sample size of 15, yielding valuable insights. However, to fully capture viewpoints and experiences of all K–2 teachers in the local school district, a larger sample size would be more feasible and improve the findings' applicability. The project's focus on one Southeastern state in the United States may hinder generalization of the findings and limit the program's applicability to other regions worldwide. The unique context and challenges of the local area may not accurately represent experiences of teachers in diverse regions.

Furthermore, the project requires additional resources, including funding, time, and staffing. These limitations might restrict the program's scope, depth, and continuous support for participants. One significant limitation is the long-term sustainability of the project. Continuous assistance and follow-up may be necessary beyond the original professional development program, especially considering its potential influence on educators' practices. In resource-constrained settings, ensuring the program's long-term

viability and ongoing support for educators could be challenging. Evaluating the program's long-term impact and effectiveness may be arduous due to its focus on professional development. Measuring changes in teaching practices, student learning outcomes, and the overall learning environment requires meticulous planning, data collection, and analysis.

Despite these limitations, the project's strengths lie in addressing a critical need, employing an evidence-based approach, involving participants, and having the potential for social change, particularly in improving dyslexia identification and intervention practices among K–2 teachers.

Recommendations for Alternative Approaches

While the current project primarily focused on K–2 educators, its impact can extend to a wider range of teachers. One key recommendation is to explore a diverse range of training modalities to enhance dyslexia identification and intervention efforts.

Parent Education and Involvement

Implement educational programs for parents in schools to help them understand dyslexia signs and symptoms and support their children's reading and writing at home. Involving parents will strengthen interventions and create consistency between home and school support.

Multidisciplinary Collaboration

Encourage collaboration among speech-language pathologists, psychologists, special education specialists, and classroom educators to provide comprehensive support

for students with dyslexia. Together, they can develop personalized strategies for assistance.

Technology-Based Interventions

Integrate technology-based therapies and resources like educational apps and digital learning platforms to customize education and engage students with dyslexia. Teachers will receive training to effectively use these resources.

Mentoring and Coaching

Offer ongoing mentoring and coaching to educators, allowing them to apply newly acquired skills and knowledge in the classroom. Experienced dyslexia specialists can provide guidance, feedback, and support.

Establishing Collaborative Learning Communities

Create collaborative learning communities among educators through internet forums, professional networks, or in-person gatherings. This enables the sharing of experiences and best practices related to dyslexia identification and intervention.

Advocacy for Policy Changes and Systemic Support

Advocate for policy changes at different levels to improve dyslexia instruction, resource allocation, and professional development. Collaborative efforts can lead to systemic improvements, providing sustainable support for students and teachers.

By integrating these approaches, the project can create a supportive environment that emphasizes cooperation, technology integration, parental involvement, and systemic improvements. This holistic approach will lead to more effective and impactful dyslexia identification and intervention strategies for the benefit of all students. As part of the

project, rigorous scholarship is vital, involving a thorough investigation and synthesis of existing research and evidence to ensure evidence-based practice and contribute to the advancement of knowledge on teaching students with dyslexia.

Scholarship, Project Development and Leadership and Change

Scholarship

In the project context, scholarship refers to a rigorous investigation, synthesis, and application of existing research and information on dyslexia identification and intervention. It involves conducting thorough literature research to gather relevant academic articles, studies, and theoretical frameworks that will inform the content and design of the professional development program. Engaging in scholarly activity also entails critically analyzing and assessing the quality of the evidence to ensure the incorporation of up-to-date and reliable information. The project is committed to using evidence-based practice, contributing to the existing knowledge on teaching students with dyslexia.

Leadership and Change

Leadership plays a crucial role in driving change and generating a positive influence by implementing the professional development program. This can be achieved through effective leadership that provides direction, assistance, and inspiration to the project team and stakeholders. Effective leadership also involves influencing policy and decision-making processes, fostering a culture of continual learning and improvement, and advocating for the significance of dyslexia identification and intervention within the educational system. By encouraging collaboration, enabling educators to embrace change

and improve their practices, and cultivating a creative environment, leadership within the project promotes the development of effective dyslexia identification and intervention methods, ultimately leading to positive outcomes for children.

In summary, the success and impact of the professional development project are influenced by various interconnected factors. These factors include engaging in scholarly activities, developing the program based on evidence, implementing effective project development and evaluation strategies, and demonstrating strong leadership. Together, these elements ensure the delivery of high-quality professional development and facilitate positive change in dyslexia identification and intervention practices.

Reflection on Importance of the Work

This project required a significant amount of time and effort to complete. Dyslexia is a complex learning challenge that profoundly affects the academic performance and educational experiences of many school-aged children. Despite its prevalence, misconceptions and misdiagnoses of dyslexia are still widespread in educational systems. Consequently, students with dyslexia often experience frustration, low self-esteem, and limited academic progress.

This project addresses the urgent need for effective dyslexia identification and intervention techniques by prioritizing professional development for kindergarten through second-grade teachers. Teachers are at the forefront of education and play a vital role in identifying at-risk students and providing appropriate support. However, studies have shown that many teachers lack the necessary expertise and resources to effectively address the needs of dyslexic students.

The project recognizes the importance of equipping educators with the information and resources needed to positively impact the lives of their students. By participating in specific professional development opportunities, teachers can increase their awareness of dyslexia, enhance their ability to identify at-risk students, and develop effective methods and interventions to address the learning needs of students with dyslexia. This has the potential to completely transform the educational experiences and outcomes of students with dyslexia, enabling them to thrive academically and acquire the skills needed for future success.

In addition, it is admirable that the project centered on making beneficial changes in the community. The goal of the project is to create a more welcoming and encouraging atmosphere in educational settings by providing teachers with the information and tools necessary to recognize students with dyslexia and provide them with assistance. The project could have a domino effect since educators participating in the professional development program can share their newfound knowledge and ideas with their fellow educators. As a result, the impact will be further amplified and impact more students.

Overall, the significance of this study lies in the fact that it can meet a critical demand in the educational system, enhance the educational opportunities available to students with dyslexia, and contribute to the development of positive social change within the educational system. This project has the potential to change the lives of students who have dyslexia and create an educational environment that is more inclusive and equitable. One can accomplish this by investing in teachers' professional development and providing them with the resources they need to do their jobs effectively.

Implications, Applications, and Directions for Future Research

Implications

The findings and outcomes of this study have several implications for various stakeholders in the field of education. The project emphasizes the necessity of providing targeted professional development for K–2 teachers to enhance their knowledge and skills in dyslexia identification and intervention. The program designed can serve as a model for other districts or educational institutions facing similar challenges, providing a practical blueprint for professional development activities.

The findings also highlight the importance of school districts and administrators supporting teachers in addressing dyslexia. Instructional lead teachers and district personnel should offer K–2 general education teachers a repository of resources to address specific academic deficits. The project results can inform policy decisions and resource allocation by school districts and administrators, ensuring educators have access to appropriate assistance, training, and materials to identify and accommodate students with dyslexia.

The initiative underscores the significance of involving parents and the community in supporting students with dyslexia. The results can act as a catalyst for parent education efforts, community partnerships, and increased dyslexia awareness, fostering a collaborative approach among schools, families, and community stakeholders.

Applications

The study's findings and the professional development program that was developed based on those findings have practical applications in education. One such application is the incorporation of these programs into continuing education and professional development initiatives. By replicating the established program in other school districts or educational institutions, teachers can enhance their abilities to identify students at risk for dyslexia. Moreover, the program can be adapted to suit different environments, ensuring its widespread and lasting effects.

In addition, the results of the study can be used to inform administrators and aid in the creation of a curriculum for teacher preparation programs. This would ensure that future teachers receive extensive training in dyslexia identification, leading to the development of knowledgeable and well-prepared educators.

Furthermore, the findings can also guide the development of educational resources, instructional materials, and assessment instruments specifically designed for dyslexia identification and intervention. These resources would be invaluable to educators, as they would enable the implementation of evidence-based methods and interventions in classrooms, benefiting students with dyslexia.

Directions for Future Research

The completion of this project opens up new lines of inquiry in the field of dyslexia identification and intervention, leading to a deeper and more comprehensive understanding of the subject matter. Several potential avenues for future investigation are highlighted below:

Longitudinal Studies

Conducting longitudinal studies to analyze the long-term effects of the professional development program on teaching methods and student outcomes can provide valuable insights into the program's capacity to sustain its efficacy and create lasting changes. These studies may explore how teachers' perspectives on dyslexia are influenced by their interactions with students, colleagues, and parents, as well as the cultural norms and values in the school district. Additionally, examining external factors such as resource availability, administrative support, and opportunities for professional development can help understand their impact on educators' abilities to identify students at risk for dyslexia.

Comparative Studies

Comparative studies that assess the effectiveness and adaptability of the professional development program across various settings, such as urban and rural schools or diverse student demographics, can shed light on its potential benefits in different circumstances.

Effectiveness of Specific Interventions

Research evaluating the efficacy of specific therapies or instructional approaches for dyslexia identification and intervention can contribute to the development of evidence-based practices in the field. This could involve investigating the effectiveness of interventions based on technological advancements, multidisciplinary methods, or customized instructional strategies.

Teacher Perspectives and Experiences

Exploring the experiences, viewpoints, and challenges faced by teachers during the implementation of the professional development program can provide valuable insights into the factors influencing its uptake, fidelity, and sustainability. Understanding educators' perspectives is crucial for improving educational programming and enhancing the overall effectiveness of professional development efforts. By pursuing these avenues for future research, the field can make significant progress in its understanding of dyslexia identification and intervention. These studies will improve practices, enhance student outcomes, and contribute to a more inclusive educational system.

Conclusion

During the interviews, participants expressed that they lacked sufficient training or professional development on dyslexia during their pre-service education and tenure with the district. The Southeastern school district also lacked a protocol to track the percentages of K–2 children with dyslexia, and information about dyslexia or the state's mandate was not adequately provided.

Consequently, teachers lacked the necessary knowledge, resources, and intervention strategies to effectively address the needs of dyslexic students. To improve dyslexia identification techniques in kindergarten to second-grade settings, it is essential to address these issues and provide appropriate tools. District-wide professional development programs on dyslexia can play a critical role in addressing this issue. These programs should be well-designed, comprehensive, and ongoing to ensure that teachers receive the necessary support and resources for identifying and teaching students with

dyslexia effectively. By deepening their understanding of dyslexia, teachers can better recognize its signs and symptoms, implement appropriate instructional strategies, and provide reasonable accommodations.

The potential contribution of this project to the existing knowledge on dyslexia identification justifies its pursuit. It can provide a more nuanced understanding of the issues and resource requirements specific to this context, focusing on the perspectives of K–2 educators. To improve dyslexia identification and intervention, it is crucial to address the obstacles and challenges that teachers may encounter. This includes providing district-wide professional development and establishing school-based resources to enhance teachers' understanding of dyslexia and develop effective strategies to support dyslexic students' needs. With appropriate training and resources, teachers can create inclusive classrooms where all students, including those with dyslexia, can thrive academically and reach their full potential. Teachers can collaborate with school psychologists, sharing their experiences, thoughts, and suggestions about dyslexia screening tools, professional development needs, and intervention strategies.

Professional workshops on dyslexia can offer teachers evidence-based practices, instructional techniques, and assistive technologies to support the learning needs of dyslexic students. Topics covered could include dyslexia awareness, screening and identification, instructional interventions, differentiation strategies, and creating dyslexia-friendly classrooms. Schools can also establish dedicated resource centers or learning support teams specializing in dyslexia to provide teachers with individualized guidance, consultation, and mentorship. Collaborating with these professionals can help teachers

develop appropriate teaching plans and interventions for students with dyslexia, leading to a more supportive and inclusive learning environment.

Furthermore, schools can offer access to various resources, such as dyslexia-friendly teaching materials, assistive technologies, and digital tools, which can support dyslexic students' reading and writing skills. Creating a supportive and inclusive environment will foster a positive learning experience for dyslexic students and empower teachers with the necessary tools to address their needs effectively.

In conclusion, teachers play a pivotal role in identifying and supporting students with dyslexia. Understanding the difficulties and resource requirements for identifying students at risk for dyslexia can lead to the development of straightforward diagnostic tools, customized interventions, and support systems. This will enable a more effective and inclusive educational approach for dyslexic students.

References

Al Otaiba, S., Baker, K., Lan, P., Allor, J., Rivas, B., Yovanoff, P., & Kamata, A. (2019).

   Elementary teacher's knowledge of response to intervention implementation: A

   preliminary factor analysis. *Annals of Dyslexia, 69*(1), 34–53.

   https://doi.org/10.1007/s11881-018-00171-5

Akram, M. (2019). Relationship between Students' Perceptions of Teacher Effectiveness and

   Student Achievement at Secondary School Level. *Bulletin of Education and*

   Research, *41*(2), 93–108.

Alvarez, K. (2022). Michigan dyslexia handbook: A guide to accelerating learner Outcomes in

   Literacy. https://www.michigan.gov/mde/-/media/Project/Websites/mde/Literacy/Lit-in-

   MI-and-Essential-Practices/MDE_Dyslexia_Handbook.pdf

Anderson, A., Sarlo, G., Pearlstein, H., and McGrath, L. M. (2020). A review of online dyslexia

   learning modules. *Frontiers in Education, 5* (118) 1–13.

   https://doi.org/10.3389/feduc.2020.00118

Balci, E. (2020). Early predictors for kindergarten students at risk for dyslexia: A two-year

   longitudinal study. *International Journal of Progressive Education*, *16*(3), 201–210.

Barrio, B. L., & Combes, B. H. (2015). General education pre-service teachers' levels of concern

   on response to intervention (RTI) implementation. *Teacher Education & Special*

   Education, *38*(2), 121–137. https://doi.org/10.1177/0888406414546874

Bice, H., & Tang, H. (2022). Teachers' beliefs and practices of technology integration at a school

   for students with dyslexia: A mixed methods study. *Education and Information*

   Technologies, 1–27.

Borup, J., & Evmenova, A. S. (2019). The effectiveness of professional development in overcoming obstacles to effective online instruction in a College of Education. *Online Learning*, *23*(2), 1–20.

Bragg, L. A., Walsh, C., & Heyeres, M. (2021). Successful design and delivery of online professional development for teachers: A systematic review of the literature. *Computers & Education*, *166*, 104158

Braun, V., & Clarke, V. (2021). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*. https://doi.org/10.1037/qup0000196

Breaux, D. E. (n.d.). *Teachers' perceptions regarding dyslexia professional development training for addressing the social-emotional needs of children with dyslexia*. [Electronic dissertation, Abilene Christian University]. Digital Commons @ ACU. https://digitalcommons.acu.edu/etd/280/

Burkholder, G. J., Cox, K. A., Crawford, L. M, & Hitchcock, J. H. (Eds.). (2020). Research designs and methods: An applied guide for the scholar-practitioner. Sage.

Cárdenas-Hagan, E. (2019). Dyslexia identification within a response to instruction and intervention model: Have we fulfilled our promise? *Perspectives on Language & Literacy*, *45*(1), 29–32.

Carter, S. M., Shih, P., Williams, J., Degeling, C., & Mooney-Somers, J. (2021). Conducting Qualitative Research Online: Challenges and Solutions. Patient, 14(6), 711–718. https://doi.org/10.1007/s40271-021-00528-w

Catts, H. W., & Petscher, Y. (2022). A cumulative risk and resilience model of dyslexia. *Journal of Learning Disabilities, 55*(3), 171–184. https://doi.org/10.1177/00222194211037062

Cheyney-Collante, K., Gonsalves, V., & Giuliani, S. (2022). Online dyslexia professional development for diverse practitioners: A multiple-case study. *Teacher Education and Special Education, 45*(3), 246–264. https://doi.org/10.1177/08884064211050344

Cirocki, A., & Farrell, T. S. (2019). Professional development of secondary school EFL teachers: Voices from Indonesia. *System*, *85*, 102111.

Clarke, V., & Braun, V. (2017). Thematic analysis. *Journal of Positive Psychology, 12*(3), 297–298. https://doi.org/10.1080/17439760.2016.1262613

Cockburn, L., Mbibeh, L., & Awa, J. (2019). The GRID network: A community of practice for disability-inclusive development. *Disability, CBR & Inclusive Development*, 30(2), 84–94.

Compen, B., De Witte, K., & Schelfhout, W. (2019). The role of teacher professional development in financial literacy education: A systematic literature review. *Educational Research Review*, *26*, 16–31.

Creswell, J. W (2018). *Qualitative inquiry and research design* (4th ed.). Sage Publications.

Creswell, J. W & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). Sage Publications.

Creswell, J. W., & Creswell Baez, J. (2021). *30 Essential skills for the qualitative researcher* (2nd ed.). Sage Publications.

Conklin, C. (2019). *A case study of teachers' understanding of dyslexia and the impact of professional development on teachers' expertise in identifying and remediating students with dyslexia* (Publication No. 13905094) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations and Theses Global.

Dance Weaver, S. (2020). *Secondary Content Area Teachers' Perspectives of the Impact of Teaching Explicit Reading Strategies on Reading Comprehension and Student Academic Performance" (2020).* St. John Fisher Education Doctoral. Paper 466. https://fisherpub.sjfc.edu/education_etd/466

DeCino, D. A., & Waalkes, P. L. (2019). Aligning epistemology with member checks. *International Journal of Research & Method in Education, 42*(4), 374–384.

Didion, L., Toste, J. R., & Filderman, M. J. (2020). Teacher professional development and student reading achievement: A meta-analytic review of the effects. *Journal of Research on Educational Effectiveness*, *13*(1), 29–66.

Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2022). Digital competences for teacher professional development. Systematic review. *European Journal of Teacher Education*, *45*(4), 513–531.

García, E., & Weiss, E. (2019). The Role of Early Career Supports, Continuous Professional Development, and Learning Communities in the Teacher Shortage. The Fifth Report in 'The Perfect Storm in the Teacher Labor Market' Series. *Economic Policy Institute*.

Gore, J., & Rosser, B. (2022). Beyond content-focused professional development: powerful professional learning through genuine learning communities across grades and subjects. *Professional development in education*, *48*(2), 218–232.

Finlay, L (2003). The reflexive journey: mapping multiple routes. In L Finlay and B Gough (Eds.) *Reflexivity: A practical guide for researchers in health and social sciences.* Oxford: Blackwell Publishing.

Fletcher, J. M., Francis, D. J., Foorman, B. R., & Schatschneider, C. (2021). Early

detection of dyslexia risk: Development of brief, teacher-administered screens. *Learning*

   Disability Quarterly, 44(3), 145–157. https://doi.org/10.1177/0731948720931870

Gearin B., Turtura J., Kame'enui E. J., Nelson N. J., Fine H. (2020). A multiple stream

   analysis of recent changes to state-level dyslexia education law. *Educational*

   Policy, 34(7), 1036–1068.

Gonzalez, M. (2021). Dyslexia knowledge, perceived preparedness, and professional

   development needs of in-service educators. *Annals of Dyslexia, 71*(3), 547–567.

   https://doi.org/10.1007/s11881-021-00235-z

Gonzalez, M., & Brown, T. B. (2019). Early childhood educators' perspectives of

   dyslexia and ability to identify students at-risk. *Journal of education and*

   learning, *8*(3), 1–12.

Hall, G. E., & Hord, S. M. (2020). *Implementing change: Patterns, principles, and*

   potholes (5th ed.). Pearson.

Hall, G. E., & Loucks, S. (1978). Teacher concerns as a basis for facilitating and

   personalizing staff development. *Teachers College Record*, *80*, 36–53.

Hartshorne, R., Baumgartner, E., Kaplan-Rakowski, R., Mouza, C., & Ferdig, R. E. (2020).

   Special issue editorial: Preservice and inservice professional development during the

   COVID-19 pandemic. *Journal of Technology and Teacher Education*, *28*(2), 137–147.

Haug, B. S., & Mork, S. M. (2021). Taking 21st century skills from vision to classroom: What

   teachers highlight as supportive professional development in the light of new demands

   from educational reforms. *Teaching and Teacher Education*, *100*, 103286.

Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research:

A systematic review of empirical tests. *Social Science & Medicine, 292*.

https://doi.org/10.1016/j.socscimed.2021.114523

Houghton, C., Casey, D., Shaw D, Murphy, K. (2013). Rigor in qualitative case-study

research. *Nurse Researcher 20*(4) 12-17.

Hutton, P. (2022). *A nasty dose of the yawns: An adventure with dyslexia and literacy

difficulties*. Routledge.

International Dyslexia Association. (2017). Dyslexia in the classroom: What every

teacher needs to know. https://dyslexiaida.org/wpcontent/uploads/2015/01/DITC

Handbook. Pdf

Johnston, V. (2019). Dyslexia: What Reading Teachers Need to Know. *Reading Teacher,

73*(3), 339–346. https://doi.org/10.1002/trtr.1830

Jones, A. L., Holtgraves, T. G., & Sander, J. B. (2019). Attitudes and knowledge of

future teachers to identify struggling readers. *Teacher Educator, 54*(1), 46–59.

https://doi.org/10.1080/08878730.2018.1490842

Kalinowski, E., Gronostaj, A., & Vock, M. (2019). Effective professional development

for teachers to foster students' academic language proficiency across the curriculum: A

systematic review. *AERA Open,* 5(1), 2332858419828691.

Kalsoom, T., Mujahid, A. H. & Zulfqar, A. (2020). Dyslexia as a learning disability:

Teachers' perspectives and practices at school level. *Bulletin of Education and Research*,

42(1), 155–166.

Kaye, E. L., Lozada, V., & Briggs, C. (2022). Early identification of and intervention for

children with and without dyslexia characteristics: A comparison study. *Literacy*

Research & Instruction, 61(3), 298–313. https://doi.org/10.1080/19388071.2022.2059418

Kennedy, M. M. (2019). How we learn about teacher learning. *Review of research in education*, *43*(1), 138–162.

Kezar, A. (2014). Higher education changes and social networks: A review of the research. *Journal of Higher Education, 85*(1), 91-125.

Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational psychology review, 31*, 163–195.

Kirby, P. (2020). Dyslexia debated, then and now: a historical perspective on the dyslexia debate. *Oxford Review of Education, 46*(4), 472–486. https://doi.org/10.1080/03054985.2020.1747418

Kirby, P., Nation, K., Snowling, M., & Whyte, W. (2020). The problem of dyslexia: historical perspectives. *Oxford Review of Education, 46*(4), 409–413. https://doi.org/10.1080/03054985.2020.1770020

Krasnova, L. A., & Shurygin, V. Y. (2020). Blended learning of physics in the context of the professional development of teachers. *International Journal of Technology Enhanced Learning*, *12*(1), 38–52.

Kumas, Ö. A., Dodur, H. M. S., & Yazicioglu, T. (2021). Teachers' knowledge about dyslexia and reading models. *International Journal of Curriculum and Instruction*, *13*(3), 3096–3121

Lindstrom, J. H. (2019). Dyslexia in the schools: Assessment and identification. *Teaching Exceptional Children*, *51*(3), 189–200 https://doi.org/10.1177/0040059918763712

Linneberg, M. S., & Korsgaard, S. (2019). Coding qualitative data: a synthesis guiding

the novice. *Qualitative Research Journal, 19*(3), 259–270. https://doi.org/10.1108/QRJ-12-2018-0012

Malatesha Joshi, R., & Wijekumar, K. K. (2019). Introduction: teacher perception, self-

efficacy and teacher knowledge relating to literacy. *Annals of Dyslexia, 69*(1), 1–

4. https://doi.org/10.1007/s11881-018-00173-3

Martin, A. J., & Collie, R. J. (2019). Teacher-student relationships and students'

engagement in high school: Does the number of negative and positive relationships with

teachers matter? *Journal of Educational Psychology*, 111(5), 861–876

Mather N., White J., Youman M. (2020). Dyslexia around the world: A snapshot.

Learning Disabilities, 25(1), 1–17. https://doi.org/10.18666/LDMJ-2020-V25-I1-9552

McCaleb, A. L. (2020). *Understanding classroom teachers' knowledge and practices for

teaching reading to students at-risk for dyslexia* (Doctoral dissertation, University

of Arkansas at Little Rock).

Meisinger, E. B., Breazeale, A. M., & Davis, L. H. (2022). Word- and text-level

reading difficulties in students with dyslexia. *Learning Disability Quarterly,

45*(4), 294–305. https://doi.org/10.1177/07319487211037256

Merriam, S.B. & Grenier, R.S. (2019). *Qualitative research in practice: Examples for

discussion and analysis*. Jossey-Bass

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: a guide to design and

implementation* (4th ed.). Jossey-Bass

Miciak, J., & Fletcher, J. M. (2020). The critical role of instructional response for

Identifying dyslexia and other learning disabilities. *Journal of Learning Disabilities*.

Advance online https://doi.org/10.1177/0022219420906801

Mullikin, K., Stransky, M., Tendulkar, S., Casey, M., & Kosinski, K. (2021). Informal

preparation and years of experience: Key correlates of dyslexia knowledge among

Massachusetts early elementary teachers. Dyslexia (10769242), 27(4), 510–524.

https://doi.org/10.1002/dys.1701

Misciagna, S. (2020). *Learning Disabilities - Neurological bases, clinical features and

strategies of Intervention*. IntechOpen. https://doi.org/10.5772/intechopen.86684.

Moats, L. C., & Tolman, C. (2019). *LETRS: Language essentials for teachers of reading

and spelling* (3rd ed.). Voyager Sopris Learning.

Montgomery, D. (2019, March 29). *How this man's journey with dyslexia may lead to a

victory for thousands*.

https://www.startelegram.com/news/state/texas/article228592554.html

Motulsky, S. L. (2021). Is member checking the gold standard of quality in qualitative

research? Qualitative Psychology, 8(3), 389–406. https://doi.org/10.1037/qup0000215

Odegard, T. N., Farris, E. A., Middleton, A. E., Oslund, E., & Rimrodt-Frierson, S.

(2020). Characteristics of students identified with dyslexia within the context of state

legislation. *Journal of Learning Disabilities*, *53*(5), 366–379.

https://doi.org/10.1177/0022219420914551

Osa-Afiana, D. D. (2022). Symptom Identification, Assessment and Management of

Dyslexia in Children. IFE PsychologIA, 30(2), 76–82.

Özgenel, M., & Mert, P. (2019). The role of teacher performance in school effectiveness. *International journal of education technology and scientific researches*, *4*(10), 417–434.

Parameswaran, U. D., Ozawa-Kirk, J. L., & Latendresse, G. (2020). To live (code) or to not: A new method for coding in qualitative research. *Qualitative Social Work, 19*(4), 630–644. https://doi.org/10.1177/1473325019840394

Parkhouse, H., Lu, C. Y., & Massaro, V. R. (2019). Multicultural education professional development: A review of the literature. *Review of Educational Research*, *89*(3), 416–458.

Peltier, T. K., Heddy, B. C., & Peltier, C. (2020). Using conceptual change theory to help preservice teachers understand dyslexia. *Annals of Dyslexia*, *70*(1), 62–78. https://doi.org/10.1007/s11881-020-00192-z

Philipsen, B., Tondeur, J., Pareja Roblin, N., Vanslambrouck, S., & Zhu, C. (2019). Improving teacher professional development for online and blended learning: A systematic meta-aggregative review. *Educational Technology Research and Development*, *67*, 1145–1174.

Pokhrel, S. (2021). Reflective teaching a requisite for Teacher Professional Development-A case Study in secondary education in the Kingdom of Bhutan. *Bhutan Journal of Research and Development*, *10*(2).

Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. *Journal of Professional Capital and Community*, *4*(4), 286–308.

Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). Teacher professional

   development around the world: The gap between evidence and practice. *The World Bank*

   Research Observer, *37*(1), 107–136.

Powell, C. G., & Bodur, Y. (2019). Teachers' perceptions of an online professional development

   experience: Implications for a design and implementation framework. *Teaching and*

   Teacher Education, *77*, 19–30.

Ravitch, S. M., & Carl, N. M. (2021). *Qualitative research: Bridging the conceptual,*

   theoretical, and methodological (2nd ed.) Sage Publications.

Region 10 Education Service Center. (2020). Texas dyslexia identification academy.

   https://www.region10.org/programs/texas-dyslexia-identification-academy/overview/

Reid, A. M., Brown, J. M., Smith, J. M., Cope, A. C., & Jamieson, S. (2018). Ethical

   dilemmas and reflexivity in qualitative research. Perspectives on Medical Education, 7(2),

   69–75. https://doi.org/10.1007/s40037-018-0412-2

Rice M., & Gilson, C. B. (2023). Dyslexia identification: Tackling current issues in

   school. *Intervention in School & Clinic*, *58*(3), 205–209.

Romijn, B. R., Slot, P. L., & Leseman, P. P. (2021). Increasing teachers' intercultural

   competences in teacher preparation programs and through professional development: A

   review. *Teaching and Teacher Education*, *98*, 103236.

Rubin, H. J., & Rubin, I. (2012). *Qualitative interviewing: The art of hearing data* (3rd

   ed). Sage.

Rudestam, K. E., & Newton, R. R. (2015). Surviving your dissertation: A comprehensive

   guide to content and process (4th ed.). Sage Publication.

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage

    Publications.

Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers'

    professional development. *Teaching and Teacher Education*, *101*, 103305.

Schachter, R. E., Gerde, H. K., & Hatton-Bowers, H. (2019). Guidelines for selecting

    professional development for early childhood teachers. *Early childhood education*

    journal, *47*, 395-408.

Schlesinger, N. W. (2020). Dyslexia and Georgia senate bill 48. *Georgia Journal of*

    Literacy, *43*(1), 3. https://digitalcommons.kennesaw.edu/gjl/vol43/iss1/3

Serafica, F. C. (2021). Learning disorders. *Salem Press Encyclopedia of Health*.

Seidman, I. (2019). Interviewing as qualitative research: A guide for researchers

    In education and the social sciences (5th ed.). Teachers College Press.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research

    projects. *Education for Information, 22*, 63–75.

Sherman, M. K. (2019). Pre-service primary teachers' perspectives and knowledge of

    Dyslexia and basic language concepts (Doctoral dissertation, Houston Baptist

    University).

Siegel, L. S. (2020). Early identification and intervention to prevent reading failure: A

    Response to intervention (RTI) initiative. *The Educational and Developmental*

    Psychologist, *37*(2), 140–146. https://doi.org/10.1017/edp.2020.21

Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding

dyslexia: past, present and future. *Oxford Review of Education*, *46*(4), 501–513.

https://doi.org/10.1080/03054985.2020.1765756

Shaw, S. C. K., Hennessy, L. R., & Anderson, J. L. (2022). The learning experiences of

dyslexic medical students during the COVID-19 pandemic: a phenomenological study.

Advances in Health Sciences Education: Theory and Practice, 27(1), 107–124.

https://doi.org/10.1007/s10459-021-10074-7

Shaywitz, B. A., & Shaywitz, S. E. (2020). The American experience: towards a 21st

century definition of dyslexia. *Oxford Review of Education, 46*(4), 454–471.

https://doi.org/10.1080/03054985.2020.1793545

Shaywitz, S., & Shaywitz, J. (2020). *Overcoming dyslexia* (2nd ed.). Vintage Books.

Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher

professional development: a critical review. *School effectiveness and school

improvement*, *32*(1), 47–63.

Spear-Swerling, L. (2019). Structured literacy and typical literacy practices:

Understanding differences to create instructional opportunities. *Teaching

Exceptional Children, 51*(3), 201–211. https://doi.org/10.1177/0040059917750160

Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding

and using trustworthiness in qualitative research. *Journal of Developmental

Education, 44*(1), 26–28.

Stoker, G. & Vaughn, S. (2019). Dyslexia and related disorders reporting study. *American

Institutes for Research*.

https://tea.texas.gov/sites/default/files/DyslexiaIDReportStudyReport-508Compliant.pdf

Thompson, L. J., Fearrington, J. Y. (2013). Teacher concerns pertaining to response to

      intervention. *School Psychology Forum*, *7*(3), 64–75.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative

      research. *Qualitative Inquiry, 16*(10), 837–851.

      https://doi.org/10.1177/1077800410383121

Von Unger, H. (2016). Reflexivity beyond regulations: Teaching research ethics and qualitative

      methods in Germany. *Qualitative Inquiry, 22*(2), 87–98.

Wagner, R. K., Zirps, F. A., Edwards, A. A., Wood, S. G., Joyner, R. E., Becker, B. J., Liu, G., &

      Beal, B. (2020). The Prevalence of Dyslexia: A New Approach to Its

      Estimation. Journal of Learning Disabilities, 53(5), 354–365.

      https://doi.org/10.1177/0022219420920377

Washburn, E. K., Mulcahy, C. A., Musante, G., & Joshi, R. M. (2017). Novice teachers'

      knowledge of reading-related disabilities and dyslexia. *Learning Disabilities:*

      A Contemporary Journal, 15(2), 169–191.

Wasserman, E., & Migdal, R. (2019). Professional development: Teachers' attitudes in

      online and traditional training courses. *Online Learning*, *23*(1), 132–143.

White, J., Mather, N., & Kirkpatrick, J. (2020). Preservice educators' and noneducators'

      knowledge and perspectives of responsibility about dyslexia. *Dyslexia 26*(2),

      220–242. https://doi.org/10.1002/dys.1653

Witteloostuijn, M., Boersma, P., Wijnen, F., Rispens, J., & van Witteloostuijn, M.

      (2021). The contribution of individual differences in statistical learning to reading and

      spelling performance in children with and without dyslexia. *Dyslexia*

(10769242), 27(2), 168–186. https://doi.org/10.1002/dys.1678

Wong, R. (2020). Do kindergarten teachers possess adequate knowledge of basic language constructs to teach children to read English as a foreign language? Annals of Dyslexia, 70(1), 79–93. https://doi.org/10.1007/s11881-020-00197-8

Wood, R., McMunn Dooley, C., Smith-Dixon. Z. (2019, November 22). Dyslexia informational handbook. Georgia Department of Education. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Dyslexia%20Informational%20Handbook%20Final.pdf

Younger, R., & Meisinger, E. B. (2022). Group stability and reading profiles of students with dyslexia: A double-deficit perspective. *Learning Disability Quarterly, 45*(4), 239–251.

Yurtseven Avci, Z., O'Dwyer, L. M., & Lawson, J. (2020). Designing effective professional development for technology integration in schools. *Journal of Computer Assisted Learning*, *36*(2), 160–177.

Ziegler, J. C., Perry, C., & Zorzi, M. (2020). Learning to read and dyslexia: From theory to intervention through personalized computational models. *Current Directions in Psychological Science, 29*(3), 293–300. https://doi.org/10.1177/0963721420915873

Zhou, J. (2022). Research on the new ecological model under the environment of "double reduction" of children's community education services. *Journal of Environmental & Public Health*, 1–8. https://doi.org/10.1155/2022/9471160

Appendix A: The Project

Sample Letter of Cooperation

Local County Public Schools

1955 Main Street

Locust Grove, GA 34059

November 6, 2022

Dear Ms. James:

      I appreciate your interest in conducting research at the county elementary schools in our Local County Public Schools (LCPS). Before approval, all research applications and materials must be reviewed by the Department of Research, Evaluation, Assessment, and Accountability. Please be advised that permission to conduct research in LCPS is based on several criteria.

      If your request to conduct research in the Local School District gains approval, you may begin data collection. We ask that you provide the Department of Research and Evaluation with a final copy of the completed research. Please note that any changes to the approved research study require an RRB review and approval before any data collection. Therefore, revisions are discouraged. If you decide to complete your research at LCPS, we look forward to your request.

Respectfully,

Director of Research, Evaluation, Assessment and Accountability

Appendix B : Interview Questions

Participant Code : _____   Position : _____

Date: _____   School Site: _____

Please share any questions or concerns you might have at this time. If you agree to be interviewed as described consent, please say "yes" for the audio-recording when I ask, "Do you agree to be interviewed for this study?"

1. How long have you been employed as a classroom teacher in the district?

2. What do you know about children with dyslexia?

3. What do you know about the Southeastern Senate dyslexia mandates? The mandates states that after positive identification of characteristics of dyslexia all K-3 teachers must provide interventions, progress monitoring their students.

4. Describe any challenges that you may face when implementing the state dyslexia mandate?

5. What is your perception regarding the challenges of identifying students at risk for dyslexia in your local school district?

6. Do you think you have sufficient academic knowledge to identify a student with or at risk for dyslexia? Why or why not?

7. What strategies have your local school district adopted to overcome any related challenges regarding identifying students with or at risk for dyslexia?

8. Do you think you have sufficient resources to teach a student with or at risk for dyslexia? Why or why not?

9. What is your perception regarding the resources needed to identify at-risk students for dyslexia?

10. What resources are needed to better support teachers with inclusive practices to teach students with or at risk for dyslexia?

11. What in-service professional development have you received from your district on dyslexia? Was it effective?

Appendix C: Teachers' Interview Protocol

Participant: _____

Title: K–2 Educators' Perspectives Regarding the Resources Needed to Identify Students

At-Risk for Dyslexia in a Southeastern State Local School District

Date of Interview: _____

Interview start: _____

Interview end: _____

Interviewer: _____

Time: 30 to 45 minutes.

Format: audio recorded

Opening Statement:

Hello, my name is CherryAnn James. Thank you for lending your time to participate in

this study. As mentioned before this study seeks to only gain your perspectives regarding

the resources needed to identify students at-risk for dyslexia. Participating in this study is

voluntary and no compensation will be granted. You are free to stop or withdraw at any

time, without any penalty or loss. Today I will ask for your response to a list of 10 semi-

structure open-ended questions that will be audio recorded. These questions are used to

guide the interview process. Interviews will last 30-45 minutes. There may be some

probing questions to gain further information on the topic. Feel free to ask any questions

during our interview sessions. If you do not have any concerns or questions at this time,

we will begin.

Appendix D: Local District and Site Approval

May 24, 2023

Cherry Ann James

1955 Avondale Court.

Locust Grove, GA 30248

RE: "K–2 Educators' Perspectives Regarding the Resources Needed to
Identify Students At-Risk for Dyslexia in a Southeastern State Local School"

Dear Ms. James,
Thank you for your interest in conducting research within Southeastern County Public
Schools (SCPS). Your research application and materials were reviewed. Approval to
conduct research in SCPS is based on a number of criteria outlined in a review template
utilized by the RRB and embedded in the "SCPS Research Guidelines and Applications
Procedures." The criteria include (a) the alignment of the proposed study to the current
SCPS goals and objectives, (b) possible positive value to the educational program, (c) its
administrative feasibility in the school(s)/district in terms of the current instructional
program, and (d) its desirable contribution to the educational welfare of the students of
Southeastern County Public Schools.

Your request to conduct research in SCPS was approved. You may begin data collection.

A Local Site Research Support Form signed by the Principal of each school that
participates must be submitted before the interviews begin. A final copy of the completed
research report must be submitted to the Department of Research, Evaluation,
Assessment and Accountability within 30 calendar days of the proposed project
completion date (December 2023) you provided in your application. If your proposed
completion date changes, you must notify me in writing and provide the revised
completion date and the reasons for the change. Please note that any changes to the
approved research study require an RRB review and approval prior to implementation;
therefore, revisions are discouraged. We look forward to you presenting your findings
and receiving a copy of your final report.

Respectfully,

Education Research Scientist

Southeastern County Public School