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Teachers' Perceptions of Challenges Teaching Reading Comprehension Using Explicit Strategies with Third-Fifth Graders

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Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Lavern Gottshalk

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.

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Walden University
2023

Abstract

Teachers' Perceptions of Challenges Teaching Reading Comprehension Using Explicit
Strategies with Third-Fifth Graders.

by

Lavern Gottshalk

MS, Walden University, 2011

BA., International University of the Caribbean, 2008

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2023

Abstract

The problem that the researcher addressed through this study was that third- to fifth-grade teachers found it challenging to incorporate explicit comprehension strategies to reading in an elementary school in southeastern Virginia. The purpose of the study was to examine third- to fifth-grade teachers' perceptions of and experiences when incorporating specific strategies in reading comprehension instructions. The researcher used purposeful homogeneous sampling to select 10 third- to fifth-grade teachers. Bandura's self-efficacy theory was the conceptual framework used to help clarify teachers' responses. The researcher used a basic qualitative approach to gather data using informal semistructured interviews with two research questions guiding the data collection. Microsoft Word macros was used by the researcher to analyze the data, which led to four themes aligned with the research questions. Results indicated that the teachers needed more time to plan and execute lessons, the class dynamics prevented teachers from using more specific strategies, and the teachers were unsure that the county or the school endorsed specific reading comprehension strategies. A consensus was that continuous professional development (PD) would better prepare them to teach reading comprehension using explicit strategies. A 3-day PD was created to support teachers in planning and teaching using specific reading comprehension strategies. This study could create positive social change by helping administrators to put in place the help teachers need with teaching reading comprehension using explicit strategies.

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Dedication

This paper is dedicated to my institution chair and mentors under whose constant guidance I have completed this research project. They not only equipped me with the academic knowledge but also gave me valued assistance whenever I needed it the most. I also dedicate this research project to my husband, Gary, and my two daughters, Shinovia and Jhiana, whose encouraging words and push for tenacity ring in my ears. Jhiana, you stayed up with me late and kept me company when the odds were stacked against me. In addition, my friends Venecia and Rhynee have never left my side and encouraged me every step of the way. Finally, my church family, especially Mrs. Beverly Waugh-Benjamin, under the guidance of Rev. Joseph Green, who supported me throughout the process, and I am thankful. I will always appreciate your prayers.

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Section 1: The Problem

The Local Problem

The problem addressed through this study was that third to fifth grade teachers found it challenging to incorporate explicit comprehension strategies in reading. The local level does not provide adequate information to show suitable technique for educating children in early years on comprehension strategies (Virginia Department of Education, n.d.). Administrators know that reading ability is essential (network principal, personal communication, November 6, 2019), so time was set aside for teaching reading in the school; however, students' reading comprehension ability was still poor (network reading teacher, personal communication, November 7, 2019). With the introduction of several comprehension reading strategies, elementary teachers at the school were hopeful of experiencing an increase in students' performance in reading (network reading teacher, personal communication, November 7, 2019). However, students' reading comprehension levels decreased over the last 3 years (network principal, personal communication, November 6, 2019). In Virginia, fourth graders are 38% proficient in reading; for 2017 to 2019 reading standard of learning (SOL) test scores went down yearly, only 61% of third graders showed proficiency on state reading tests in 2021, compared with 71% before the Covid-19 pandemic (Virginia Department of Education, 2022).

Rationale

Reading comprehension in elementary education has decreased over the years (Muhid et al., 2020; National Assessment of Educational Progress [NAEP] Reading, 2019; Pearson et al., 2019a), making it necessary to explore further information from the teachers at the study site. Teaching reading comprehension to young children can be a hurdle due to numerous stages and procedures; teachers find the process sophisticated and occasionally difficult to teach (Alfiyah, 2020). The best techniques for teaching comprehension strategies to children in their early years are yet to be uncovered (Spencer & Wagner, 2018).

The National Assessment of Educational Progress showed that the average fourth-grade student's reading capability has not improved for more than a decade (National Center for Education Statistics, 2019). Table 1 summarizes the data for 2017–2022 reading SOL for the elementary school being studied (Virginia Department of Education, n.d.).

Table 1

Fail/Pass Rates for Elementary School Study Site 2017–2022

SOL Result	Failed %	Passed %
2017-2018	27	73
2018-2019	23	77
2019- 2020	No SOL was administered due to the Covid-19 Pandemic	No SOL was administered due to the Covid-19 Pandemic
2020- 2021	19	81
2021-2022	27	73

Although there were no scores for the 2019–2020 academic year for all schools in the state due to the impact of Covid-19 pandemic, there was an increase in pass rate of four percent for 2018–2019 for the school being studied (Virginia Department of Education, n.d.). There was an observed 1-year growth in reading for each year for the period 2017–2022. A four percent increase pre Covid-19 was noted in reading; however, a decline of eight percent was noted for 2021–2022. This decline was consistent with all other schools in Virginia as the county’s pass rate declined by nine percent for reading for the corresponding period. Although the data revealed growth in reading for the school, the reading benchmark of 85% was not met for the academic years identified.

Table 2 is a summary of the results for third to fifth graders who were assessed using the Directed Reading Assessment (DRA) tool for a 1-year period for the school being studied. Table 2 summarizes the results for the 2019–2020 Directed Reading Assessment for the school being studied (Virginia Department of Education, n.d.). The Directed Reading Assessment was used to provide data as the reading SOL tests were canceled due to the impact of the Covid-19 pandemic. The on-grade level benchmark for the beginning of the school year was 66%, 72% for the middle of the year, and end of year was 72%. For the year 2019–2020, students all performed below the benchmark.

Table 2

Results of Directed Reading Assessment 2019–2020 for Third to Fifth Grade

Developmental reading assessment	Beginning of the year passed	Middle of the year passed	End of the year passed
2019- 2020	53%	62 %	61%

There was a concern about the decrease in reading scores as the third- to fifth-grade scores were below the benchmark for the three recording periods (network assistant principal, personal communication, November 6, 2019). The school’s population has decreased from the previous year, and enrollment may drop if the school is underperforming (network principal, personal communication, November 6, 2019). As a result, the school needs to improve the reading pass rate to maintain a good community view and a better rating (network principal, personal communication, November 6, 2019). Notably, the school’s diverse population may be one of the contributing factors to teachers finding it challenging to teach students (network reading specialist, personal communication, November 5, 2019). But educators did not think that the low pass rates are a result of teachers’ inability to deal with the challenges they face (network principal, personal communication, November 6, 2019). Nevertheless, teachers are accountable for student mastery, as they have the autonomy through professional learning circles to plan and execute lessons, and to evaluate reading comprehension strategies (network reading specialist, personal communication, November 6, 2019).

Having insufficient evidence of training or mentoring programs may contribute to the challenges teachers face when using explicit reading comprehension strategies. Current research on reading comprehension instruction in third to fifth Grades is insufficient (Davis, 1994). The teachers at the school have reportedly been using several reading comprehension strategies (network reading specialist, personal communication, November 6, 2019). However, there was no evidence of what the teachers perceive as challenges when teaching reading comprehension. Still, explicit instruction of reading comprehension in third to fifth Grades could be one of the best approaches to enhancing students' text comprehension (Muhid et al., 2020). Furthermore, students' comprehension discrepancies are general to reading, and explicit instruction is required to help students surpass the difficulties they face (Spencer & Wagner, 2018). Consequently, the purpose of the study was to examine third- to fifth-grade teachers' perceptions of and experiences incorporating specific strategies in reading comprehension instructions.

Definition of Terms

The following terms were used throughout the research process. The terms are defined to assist in the understanding of the study. In addition, the conceptual definitions provide the reader with an understanding of the terms used in the study.

General education teacher: A professional who provides differentiated instruction to students at all levels, including students with special needs in core academic curriculum (Berry, 2021).

Reading: The ability to read refers to more than just recognizing letters and decoding words; it includes the ability to construct meaning from the written word and familiarity with various forms and function of written texts, fluency, and motivation (Hairston-Dotson & Incera, 2022).

Reading comprehension: Reading comprehension is the thinking process used to make meaning of what a person reads (Käsper et al., 2020a).

Reading comprehension challenges: Reading comprehension relies on mastery of decoding; reading challenges reveal themselves in students who strain to decode and find it challenging to comprehend and remember what has been read. Frequently, these students cannot connect ideas and find it difficult to distinguish important information from minor details (Spencer & Wagner, 2018).

Self-efficacy: Self-efficacy refers to an individual's belief in their ability to accomplish behaviors required to produce explicit performance attainments. Self-efficacy replicates confidence in the capacity to employ control over one's motivation, behavior, and social environment (Bandura, 1986, 1993).

Strategy-based comprehension strategies: Comprehension strategies are deliberate plans and procedures that good readers use to make sense of the text. Comprehension strategy instruction assists students in becoming focused, active readers who are in command of their reading comprehension (Käsper et al., 2020b).

Teacher perceptions: Teachers' perceptions are the overviews of interconnection

or the meaning of detailed actions that direct teachers' decisions, actions, and instructional planning for the classroom (Bandura, 1986).

Significance of the Study

The study is important, as an enhanced awareness of the phenomenon should assist elementary teachers at the study's location to recognize challenges that stop literacy growth and then provide answers to the difficulties teachers face using explicit reading comprehension strategies. Specific strategy instruction is a vital component of literacy education including reading comprehension and vocabulary (Capin et al., 2021; Shehzad et al., 2019). Students who think critically in later grades are generally instructed by teachers with high self-efficacy using explicit comprehension techniques in earlier grades (Shehzad et al., 2019). Consequently, teachers at the site could use the results of the reliable strategies concerning to comprehension in the reading procedure as best practices to enhance teaching and students' comprehension of texts that are required to enhance reading comprehension (Asıkcan et al., 2018).

Failure to expose the challenges elementary teachers experience in using explicit comprehension strategies may result in comprehension reading difficulties. The shared experiences of elementary teachers can act as instigators of social change, future teaching, and learning successes at the site school and the wider society. The results can provide an understanding of how to use explicit comprehension strategies in other grade levels with similar situations to help the teachers successfully teach reading

comprehension to their students. The transference could advance teachers' self-efficacy and development and the student's academic achievement across all academic content areas. Additionally, the findings could help new education teachers who teach reading instruction to elementary graders at the site school. The results could bring about social change to the institution and the community as teachers are agents of change, education is the impetus, and the students are the receivers and preservers of change.

Research Questions

The following research question developed from the problem and purpose of the study:

- RQ 1: What experiences do third- to fifth-grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies?
- RQ 2: How do third- to fifth-grade teachers at an East Coast public school perceive using specific strategy-based comprehension approaches?

Review of Literature

Though many investigators have examined the challenges students encounter with reading comprehension, there has been inadequate research on teachers' perceptions of the challenges faced in teaching reading comprehension using explicit strategies. This study explored which reading comprehension strategies and interventions elementary teachers use. Bandura's self-efficacy theory helped to explain the answers collected. Self-

efficacy theory represents what Bandura (1993) described as insights of one's capabilities to form and employ the courses of action required to produce given achievements.

In this section, I critically reviewed the literature, concentrating on specific reading comprehension methods and how methods could advance students' knowledge achievement. This section also offers some literature on teachers' views of their capability to gain rewarding results in elementary students. A summary of the present research on the topic reveals the worth of this study. When the participants were asked to rate their level of agreement or their likelihood of using a method, the thought of self-efficacy may be present. High self-efficacy can be helpful to elementary classroom teachers (Bandura, 1993). For instance, teachers with above-average self-efficacy are disposed to reveal competence and appear more organized, are responsive to try new methods, show noted zeal for teaching, and get more attention from their students.

Conceptual Framework

Consistent with Bandura's (1993) social cognitive theory, self-efficacy and self-regulation are key developments that impact students' learning and accomplishment. When interrelating with a reading activity, students must become aware of reading comprehension techniques such as finding main ideas and processing and assimilating information, cognitive self-regulation skills, and how and when to use these distinguishing cognitive techniques and metacognitive self-regulation skills (Zimmerman & Hutchins, 2008). According to Bandura's theory, if one is certain of a specific practice,

one is expected to use it more. This be the condition for educators when contemplating which techniques and interventions they choose to use.

Teachers' self-efficacy impacts how well teachers teach, the strategies they use in teaching, and the students' outcomes from those lessons (Barni et al., 219). Teachers with high efficacy tend to deal with educational challenges better and are eager to experiment with research-based teaching strategies while teachers with low efficacy often perceive using multiple intelligences and differentiation in their classroom, as a challenging task (Barni et al.). In general, teachers with a high self-efficacy are inclined to keep their students engaged in activities and monitoring students more. It is thought that educators' perceptions and behaviors in the classroom are important since educators are accountable for creating change and improving students' opportunities. The questions were designed to gather information on how teachers' self-efficacy influence their ability to teach effectively using explicit reading comprehension strategies.

Review of Broader Problem

In putting together this literature review, I examined several peer-reviewed journals in the succeeding databases retrieved through the Walden University Library: SAGE Journals, ERIC, Education Source, Academic Search Complete, ProQuest Central, and other academic sources. To locate literature for this review, Google Scholar was also used. Additionally, searches were carried out for literature printed in the past 5 years. Consequently, there are numerous seminal works available in the literature. The

keywords used were *strategy-based or explicit, reading or reading comprehension, instruction, instructional strategy, teaching methods, efficacy, self-efficacy, and perceptions*. To improve the achievement of my searches, I worked with two Walden University librarians. To find articles that coordinated with my study inclusion criteria were used, which comprised all articles (a) published in the English language, (b) peer reviewed, (c) study carried out in the United States, and (d) printed between 2018 and 2022. Exclusion criteria were used, which involved articles that were not published in the English language. Articles that were not suitable for my inclusion criteria were not investigated.

I found about 130 articles on Bandura's self-efficacy in carrying out the study. However, only 16 were used in this study. I located about 145 articles on teachers' perceptions of explicit comprehension strategies; 27 were used in the study. I reviewed over 130 articles on specific reading comprehension strategies, and about 29 were beneficial. Numerous articles were not used because they were older than 5 years. Others were not appropriate because they spoke of middle, high school, and university students.

Without comprehension, reading is an unproductive exercise (Chávez et al., 2018). How well students progress in comprehending what they read meaningfully impacts their lives. Consequently, the most vital objective of reading comprehension instruction is to assist students in obtaining the knowledge, skills, and experiences they must have to become accomplished readers (Pecjak & Pirc, 2018). With a gradually

diverse student population in the United States and globally, it is necessary that teachers feel efficacious about their capacity to teach children to read. Regardless of the progressions made in the world associated with education, technology, and well-being, one of the problems faced by educators is their motivation to teach children to read and comprehend proficiently regardless of race, ethnicity, or socioeconomic status (Chávez et al.). Teachers must believe that they are able to affect students' learning and accomplishment in positive ways; they should believe in their capability to persevere in their teaching when it turns out to be difficult (Chávez et al.).

Since the 1970s, there have been an abundance of studies that examined the relationship between teachers' self-efficacy and several teaching concepts such as student achievement, motivation for teaching, and quality of teaching (Wlodkowski & National Education Association, 1978), and teachers' obligation (Coladarci, 2010; see also Ross, 1992). One of the objectives of many administrators has always been to produce schools with high accountability results as a sign that they are offering their students high quality education (TEA, 2020a, 2020b). Families are less certain of poorly rated schools and feel more assured in schools with better-quality accountability scores; there have been indications that families removed their children from low performing schools (Piedad, 2018; Raise Your Hand Texas, 2020).

One of the chief strategies to achieving these objectives is to promote teacher efficacy as research has shown that self-motivated teachers were essential to advancing

education (Barni et al., 2019). An important feature of moving a district into a superior education system with a resulting high accountability rating necessitates increasing awareness into how efficient teachers deemed themselves to be in the classroom (Donohoo, 2018). For instance, in Texas, administrators studied the growing accomplishment challenges that their teachers encountered by studying educational literature concerning advancing student success and growth (Chávez et al., 2018). Research studies relating to teacher self-efficacy are crucial features schools have used to organize professional development (PD) to increase teaching and learning, to cater to each student's needs and put in place accommodations that expand assessment outcomes (Engin, 2020). Education research showed that attempts to evaluate and advance teachers' self-efficacy was significant in enhancing students' academic growth (Barni et al.; Engin, 2020).

Self-Efficacy

According to Bandura et al. (2016), "Perceived self-efficacy plays a pivotal role in causal structures because it affects courses of actions not only directly but also through its impact on cognitive, motivational, and affective determinants" (p. 1). People's discernment shapes whether they think positively, destructively, or assertively; their capability to motivate themselves and tolerate difficulties; their vulnerability to stress and hopelessness; and their decisions. Bandura (1993) stated that perceived self-efficacy impacts four crucial developments, comprising of cognitive, motivational, practical, and

selection processes. Teachers use their knowledge and awareness of how students approach comprehension to apprise classroom procedures so they can most efficiently help readers improve their abilities to comprehend text.

Teacher Self-Efficacy and Teachers' Development

Teachers' self-efficacy is connected to teacher burnout and job satisfaction (Skaalvik & Skaalvik, 2019). Regardless of school context, class level, and nationality, self-efficacious teachers experience less pressure and general burnout, and they come across heightened levels of individual achievement and job satisfaction (Schunk & DiBenedetto, 2020). Teachers with low self-efficacy are more susceptible to job stress, leading to burnout which affects students' academic, social, and psychological progression throughout their school life (Skaalvik & Skaalvik).

Teacher Self-Efficacy and Teaching

Teacher self-efficacy is applicable for successful teaching behaviors in school regardless of moderate effect sizes for these relations (Barni et al., 2019). Teachers with high self-efficacy attitudes help to create a community of learners through cooperative learning experiences and focus keenly on mastery of content/concepts (Troyer et al., 2019). However, there is a significant association between teacher self-efficacy and instructional practice, emotional support, and teacher-student relationship (Rosenzweig et al., 2018; Troyer et al.).

Teacher Self-Efficacy and Student Academic Outcomes

According to Troyer et al. (2019), self-efficacy is a vital motivational aspect linked with learning task accomplishment. Teachers with high self-efficacy are more open to unconventional and new teaching strategies; they show a greater level of preparation and organization, are more positive in dealing with errors their students make and are more determined to succeed in the face of challenges (Barni et al., 2019). Teachers with high self-efficacy often select students' activities based on their belief in themselves to competently teach and guide the students to complete the tasks. In contrast, students will avoid taking part in quests in which they feel they are not capable. However, when students feel unmotivated and unenthusiastic about a task, teachers with self-efficacy should be able to bring about anticipated outcomes of student engagement and learning (Barni et al.). Burić and Kim (2020) declared that teacher self-efficacy is reasonably linked to students' academic modification and accomplishment but thoroughly linked to student motivation.

Teachers who feel competent about their teaching strive for stimulating goals and are also persuaded to put in place helpful self-regulatory strategies even when encountering challenges in achieving their goals. Such techniques may include focusing on the teaching task, using successive explicit teaching strategies, handling classroom time efficiently, asking for help, and modifying teaching strategies as required. To strengthen academic achievement in students who struggle, teachers can show how to

achieve the skills and approaches required to achieve a given task (Cruz et al., 2020). As soon as students finish an assigned task, their efficacy beliefs are likely to improve (Cruz et al.). Cruz et al. proposed that students' drive to succeed is more directly connected to the value of classroom procedures and perhaps a more immediate factor of teacher self-efficacy than academic performance.

Teacher self-efficacy is significant for student achievement. For example, Toropova et al. (2021) discovered considerable effects of teacher self-efficacy on the growth of children's reading skills. They showed that these effects were partly justified by teachers' accommodating and motivational classroom behaviors. Burić and Kim (2020) asserted a comparatively strong connection between collective teacher self-efficacy and student achievement at the school level. For the most part, the influences of teacher self-efficacy on student academic achievement might be clarified by teaching-associated dynamics. They may differ from the teacher's self-efficacy views about his or her abilities, competence, and perceptions.

A balanced reading program is required to lay a framework for reading achievement. Several resources recognized within this research recorded the worth of critical thinking: students involved with the text. It is thought that the use of higher-level thinking skills suggests that students are retrieving comprehension by using explicit specific methods; then, valued techniques that readers use when understanding texts are identified (Murphy et al., 2018). For this reason, teaching those techniques to students,

and supporting them through their advancement, results in more healthy reading comprehension. Kim and Seo (2018) found that students reading comprehension capabilities will increase if teachers have high self-efficacy, are enthusiastic about their teaching, and are self-confident in their capability to influence educational performance.

Development of Teacher Self-Efficacy During Teaching Career

Bandura (1986, 1993) stated that teacher self-efficacy would be most flexible early in teacher education and that teacher self-efficacy inclines to become constant once grounded. Research on the growth of teacher self-efficacy in different phases of the teachers' profession shows that teacher self-efficacy is heightened during teacher education and tends to decrease after teachers move full fledge into the teaching profession (Barni. et al., 2019). Teacher self-efficacy appears to grow from early into mid-career, and there is a connection between teachers' years of experience and self-efficacy for instruction and student engagement.

Teacher Professional Development and Efficacy

Teacher efficacy is a teacher's perception of their ability to help students in gaining knowledge. Didion et al. (2020) shared that teacher efficacy and training definitely influence students' educational growth. Similarly, Podolsky et al. (2019) showed that teachers' experience and training are linked to students' accomplishment. Achievement in teacher efficiency linked to experience is most beneficial in the first years of a teacher's career, but as years go by, the effect continues to be more significant

(Didion et al., & Klang et al., 2022).

Although it has not been suggested the passage of time needed for teachers to become more skillful at their jobs, it is recommended that, for most teachers, efficiency improves with experience. Therefore, the teaching experience is best seen when teachers are sensibly chosen, well prepared for admission into the teaching staff, and methodically mentored and accurately appraised before tenure (Didion et al., 2020). These acts make certain that upon entering the professional level of teaching, teachers would have met an ability criterion from which they can continue to improve their skill throughout their careers.

Teachers who teach at the same grade level over a period develop more rapidly than those who teach in different grade levels or subjects (Quinn & Paulick, 2021; Zee et al., 2018). Additionally, Didion et al. (2020); Lawson et al. (2019) and Zee et al., found that there are three features of teacher effectiveness. These are teaching practices, teacher qualities (such as self-efficacy, position, passion), and teacher background attributes (certification, advanced degrees, years of experience). These aspects are inherently connected to positive learning among students in elementary schools.

Strategy-Based Reading Comprehension Approaches

Explicit reading teaching plays a discrete role in students' vocabulary knowledge, text comprehension development, and reading interest (Duke et al., 2021). Thus, it is important for teachers to have the belief in themselves that they can use the explicit

strategies available to inspire students to read and comprehend written materials.

Teachers account for many curricula and child and classroom-associated factors.

Teachers are ceaselessly required to make decisions about their instruction and support, focusing the students' needs and the teaching targets. Bogaerds-Hazenberg et al., (2021) and Lawson et al. (2019) shared that nurturing students' vocabulary understanding and teaching grammar rules inspire further text comprehension. Therefore, elementary teachers should ensure that students' needs are also strengthened in the growth of reading interest. Tunmer and Hoover (2019) explained that teacher self-efficacy, comprehension and reading interest are connected, making it crucial for teachers to support all reading outcomes, particularly students' interest in reading, through different language teaching strategies.

Reading is an interactive process in which good readers take part in an ongoing internal conversation with the text (Zimmerman & Hutchins, 2008). It is the inner exchange that one has with oneself that helps one in understanding and being able to speak clearly on what was read (Zimmerman & Hutchins). As explained below, Zimmerman and Hutchins' seven strategies are: making connections, asking questions, making inferences, determining importance, synthesizing information, monitoring comprehension, and visualizing while reading.

Reading comprehension is inspired by the teacher (Medina et al., 2021).

Therefore, an endorsement for finding a solution to reading comprehension challenges is

using sustained, school-based, PD aimed at specific reading comprehension strategy instruction (Pressley & El-Dinary, 1997). Relating to reading comprehension strategy instruction, the study of the knowledge teachers have and the PD they are exposed to is required (Klang et al., 2022; Medina et al., & Mete, 2020), as an instructional model that will support specific reading comprehension strategy teaching. Teachers with high self-efficacy see their jobs better, work energetically, are more persistent, and experience declined levels of stress (Bandura, 2012). Therefore, teachers with a strong sense of efficacy would invest more time in planning, organizing, and using research-based comprehension strategies in their teaching.

Strategy 1: Connecting. Making connections between what the reader knows and the texts the reader is reading is the first strategy that a reasonable reader uses. Teachers with high self-efficacy are positioned to support their students by providing everyday life learning experiences, which students may find meaningful, a base rule of student engagement (Lauermann & Hagen, 2021). Creating authentic experiences for students to learn from may help students to be more focused on making connections to what they see and read in texts. As teachers offer positive feedback to students, they are encouraged to be better learners with improved intentional thought and investigative abilities which are strong mediators of high-level student accomplishment (Lauermann & Hagen).

Students activate their prior knowledge before, during, and after reading by

linking new information to what they already know. Teachers with high self-efficacy will provide real world opportunities for students to activate prior knowledge which will enhance students' understanding of what they are reading (Zimmerman & Hutchins, 2008). Cervetti and Hiebert (2019) pointed out that when students connect text to self, they are more likely to understand the character's motives, thoughts, and feelings. Readers utilize three connections when interacting with texts (Zimmerman & Hutchins). The first type of connection is text-to-text, where readers can link main ideas and themes across different texts. The second type of connection is text-to-self, where a reader connects the text to their personal life and typically reminds one of something from their life. Finally, making an emotional connection aid us in recollecting what we read. (Zimmerman & Hutchins). Text-to-world is when one is reminded of something in the world and is the third type of connection.

Strategy 2: Questioning. Good readers question themselves, the author, and the text while reading. Teachers with high self-efficacy often model the correct questioning techniques required for learning; they teach with confidence and interact with students when using specific learning strategies (Lauermann & Hagen, 2021). Direct connections with students may affect learning outcomes because of the confidence teachers exhibit in the classroom. However, Phillips et al. (2018) stated that schools had paid too much attention to the answers to questions instead of encouraging and promoting students' questions. Questions are the center of teaching and learning as it is how human beings

make sense of their world. Therefore, it is vital to teaching students to come up with questions before, during, and after reading to construct meaning from what they are reading Phillips et al.

Strategy 3: Inferring. Successful readers make inferences during and after reading (Pistol, 2018). Inferring may be difficult for many students as it requires them to draw conclusions and to make interpretations from what is implied. The value of teaching reading and writing is significant for students for getting meaning from texts, voicing feelings, making inferences, communicating effectively, and maturing into successful and industrious individuals (Bardach & Klassen, 2020). An inability to make inferences will prevent students from getting the message from the texts they read (Cervetti & Hiebert, 2019). Students infer when they connect prior knowledge with clues in a text to conclude, unearth a theme, predict an outcome, paint the big picture, and so forth.

Strategy 4: Determining the Importance. Effectual readers can recognize main ideas or themes while reading and differentiate between significant and insignificant information (Stevens et al., 2019; Zimmerman & Hutchins, 2008). Lonigan et al. (2018) asserted that deciding what is critical in a text may be problematic for many students. The objective of reading is to obtain and construct meaning from the text for some purpose. Teaching students to find the main ideas and details can advance reading comprehension. Teachers must facilitate the cognitive steps and scaffolds in explicit strategies that can help students get to a critical comprehension view, making them ready to participate in

meaningful close-reading and analytical thinking processes (Englert & Mariage, 2020). By explicitly teaching students how to identify what is central, students may find it less complicated to comprehend texts.

Strategy 5: Synthesizing. Teachers who perceive themselves as capable of effecting change can motivate and affect the successes and failures of their students (Bandura, 1993). Consequently, teachers can teach readers to see the bigger picture as they read when they synthesize information across and within the text. Synthesizing helps readers understand what they are reading (Tunmer & Hoover, 2019). In addition, readers can monitor their thinking as it unfolds during reading to get the overall meaning (Stevens et al., 2019).

Strategy 6: Monitoring Comprehension. The sixth strategy that good readers use is monitoring their comprehension and fixing poor comprehension. When students read without stopping to monitor their understanding, their minds can wander. When teachers explicitly teach problem-solving techniques to students who are puzzled by unfamiliar words, unclear passages, etcetera, students can better interpret texts' meaning (Klang et al., 2022). Teachers with high self-efficacy must help students to hone the art of listening to their inner voice while reading as this helps them to focus on their thinking, explain the confusion, and let them stop, think, and respond to the information they read (Muhid et al., 2020).

Strategy 7: Visualizing. Visualizing and creating mental images of the ideas in

the text is another trait of an effective reader. Self-efficacious teachers can afford students with the right strategies where the students can produce extensive visual, auditory, and other sensory pictures as they read and become passionately engaged with what they read (Zimmerman & Hutchins, 2008). Envisaging supports readers' comprehension by connecting past experiences with the text to create visual images. Visualizing can also assist in filling informational gaps in the text. Bogaerds-Hazenbergh et al. (2021) discovered that when students are taught to use explicit visualization strategies, their hesitancy and self-perception are positively influenced.

Implications

Teachers with high self-efficacy are motivated to design instructions that can benefit readers (Bandura, 1986, 1993; Barni et al., 2019; Rosenzweig et al., 2018 and Zimmerman & Hutchins 2008). This study may provide the data and tools required to inform PD. A future project to address this local problem will be a PD to support teachers in the areas of teaching reading comprehension using explicit strategies. The trajectory of the future project will be grounded on the qualitative findings of the research. These results assisted in structuring the final project for the PD of elementary school English language arts teachers in the areas of reading comprehension and explicit strategies.

Bandura (1986, 1993); Zimmerman and Hutchins (2008); Barni et al. (2019), and Rosenzweig et al. (2018) state that social change progresses when educators become conscious of and skillful in using the best approaches to improve students' education.

Consequently, the final project for the PD exercise can be planned to address the gaps identified in this study to help teachers and educators become aware of how to implement the explicit reading comprehension strategies as intended.

Summary

In Section 1, I provided an outline of the problem and purpose statements, research questions, conceptual framework, methodology overview, and significance of the study. The problem addressed through this study is that third to fifth-grade teachers find it challenging to incorporate explicit comprehension strategies in reading. The purpose of the study is to examine third to fifth-grade teachers' perceptions of and experiences incorporating specific strategies in reading comprehension instructions. Two research questions were designed to find out the experiences third to fifth-grade teachers have when incorporating specific strategy-based comprehension strategies and how third to fifth-grade teachers perceive using specific strategy-based comprehension approaches.

After outlining the problem and purpose of the study, I supplied some evidence to support the significance of carrying out the study to understand the current perceptions third to fifth-grade teachers have of the challenges experienced while using explicit reading comprehension strategies in their classes. The information in the literature review is outlined to show that explicit reading comprehension instruction is a successful pathway to advancing students' reading comprehension. Consequently, teachers should endeavor to equip students with the appropriate reading strategies to become active

readers who engage with each text. The information in Section 1 gives extensive evidence that there is an association between teachers' ability and reading and that self-efficacy is believed to have a compelling influence on how teachers approach their teaching (Okkinga et al., 2018). Within Section 1, the conceptual framework, Bandura's (1993) concept of self-efficacy is discussed. Bandura termed self-efficacy as the individuals' self-assurance in their capacity to form and perform activities to solve a problem or achieve a goal. The sources within chapter 1 established that teachers' and students' beliefs about their self-efficacy impact their performance in teaching and learning, effort, and perseverance.

In Section 2, I outlined the basic qualitative research as the research design. This approach was used to examine the participants' experience and the denotations the participants assign to those experiences. The data collection method of semistructured interviews were used for data collection method and the data analysis plan are explained in the succeeding paragraphs. In ensuring the quality of the findings of qualitative research I have added the criteria that ensure the soundness of the research.

Section 2: The Methodology

The purpose of this qualitative approach was selected to examine the challenges teachers face in teaching reading comprehension using explicit strategies with third to fifth- grade elementary students.

Research Design and Approach

The basic qualitative research design provided an insightful and thorough investigation of teachers' perceptions of the challenges faced in teaching reading comprehension using specific strategies with elementary students. With this approach, I attempted to uncover the participants' experiences and the meaning the participant ascribes to those experiences. Qualitative research permits the researcher to comprehend why people make the decisions they do each day (Burkholder et al., 2020; Korstjens & Moser, 2018). The qualitative approach makes it likely to see how lives are structured, making it probable to design content that becomes valuable for practical application. This procedure made it possible to understand the context of what was happening as an alternative to looking at only the choices or behaviors individually.

There are several other qualitative methods such as narrative, grounded theory, ethnography, or case studies that were not suitable methods to employ for this study. The goal of a narrative research is to gather rich and free-ranging discourse, explore and conceptualize human practices as it is symbolized in textual form (Burkholder et al., 2020). Therefore, a narrative study was not suitable for this study as the approach was

grounded on the researchers' comprehension of the topic or subjects being studied. The grounded theory was also not a good fit for this study as it uses inductive methods for conducting qualitative research geared toward theory development (see Thomas, 2017), as the goal of this research was not to develop a theory. Ethnography was not an option because it is when researchers dynamically participate in the group to gather an insider's view of the group and to have experiences like the group members. The intention of this study was not for me to be a participant. A case study was also not the choice method, as participants were interviewed, and data obtained based on a local problem, which could result in data collected not being generalizable to other sites such as my research site (see Babbie, 2017).

Even though there are other approaches to research, such as a mixed-methods approach or a quantitative approach, carrying out a study directed by basic qualitative methods was best as it permitted me to make inferences based on the participants' perspectives. I was not interested in testing theories or integrating a specific theoretical perspective while also studying a better understanding of an experience or development. Hence, a mixed-method study was not beneficial for this study. A mixed method study should be considered when the research questions cannot be answered simply by scrutinizing qualitative or quantitative data alone (Babbie, 2017). The research questions within the study are open-ended and were analyzed by qualitative means independently, thus, making the need for a mixed method unnecessary. The goal was to find teachers'

perceptions of the specific problem and provide enough context for the participants' responses.

Participants

I recruited nine general education teachers who teach Grades 3 to 5 and a reading specialist at the study location to support the gathering of a thorough description of teachers' perceptions of the challenges encountered in teaching reading comprehension using specific strategies. I selected the teachers from Grades 3 to 5 based on the scheme of reading stages (Chall, 1983; Semingson & Kerns, 2021). Chall's reading stages are based on Piagetian concept of development. The main feature of Piaget's theory is the suggestion that children's thinking is diverse in maturation (Semingson & Kerns). All persons develop thoughts or abilities through the same order of stages. Children may form interpretations of natural phenomena with or without the assistance of others; however, learning only happens when they have understood and accommodated the object being learned (Semingson & Kerns). Chall declared that children literacy development in the fourth stage start growing word meanings and applying prior knowledge and experience to the print, they acquire critical reading skills; abilities to analyze different ideas in reading and respond critically to those ideas. Students in Grades 3 to 5 are within the fourth and fifth stage of reading development, where they have multiple viewpoints or concepts, more advance critical abilities and can gain more information from textbooks, assignments, and other sources.

I got enough participants to agree to participate or meet the inclusion exclusion criteria. Therefore, there was no need to go back to Institutional Review Board (IRB) for permission to go to another local location. There are 23 general education teachers at the research site, one reading specialist, two phonological awareness literacy screening teachers, and 12 teachers in Grades 3 to 5. The teachers teach all core subjects particularly math, science, social studies, reading, and language arts. The sample size was chosen to support the depth of the analysis that is fundamental to this mode of inquiry. Additionally, the participants were selected because of their ability to offer rich information, pertinent to the topic under investigation. Notably, the number of participants selected relied on the research method and the total required to reach data saturation (Guest et al., 2020). Qualitative studies with similar designs have utilized a similar number of participants and reached saturation.

Participants were recruited by purposive sampling. In purposeful sampling, researchers can generalize from the studied sample and evaluate whether the generalities are rational, theoretical, or systematic (Roulston, 2019). Through the following three criteria, purposive sampling allowed me to select participants with shared experiences with elementary reading and literacy, increasing the chance for participants to meet mutual standards and describe a shared experience (Guest et al., 2020). The participants were nine English language teachers in Grade 3-5 classrooms in the United States and one reading specialist who possessed at least 1 year of teaching experience. This

sampling approach permitted me to study and gather perceptions from participants who had a specific area of experience and offered a convincing awareness of the issue for me to get to the point where no new information appears, demonstrating saturation (Guest et al.). I spoke with the participants to schedule their interview date and time.

I worked to protect research participants' autonomy by ensuring full disclosure of factors surrounding the study, including potential harms and benefits. The participants had the autonomous right to self-determination; I ensured that potential participants understood that they had the right to decide whether to participate. I explained to the participants that they could ask me any questions surrounding the research. The participants were informed that they may stop participating in the study at any time without fear of penalty. The participants were not coerced into agreeing to participate in studies. Possible benefits and risks related to study participation were also explained in the informed consent document.

After receiving approval from the Walden University IRB and consent from the county's office, I spoke with the principal to show my desire in conducting the study at the school. Getting ethical and institutional approval is undemanding in small studies compared with extensive multicenter studies (Burkeholder et al., 2020). I asked the principal to provide me with an email listing of the third to fifth-grade level teachers after which I contacted them. I provided the principals with a description of the purpose of the study, a copy of the consent form interview questions, and the IRB approval. I answered

all the questions and inquiries that they had regarding the study and its time element. Researchers should obtain needed permissions and approval before conducting the research through providing a detailed explanation of the procedures, the needed time, and the use of the data to the participants (Creswell, 2013).

I emailed the teachers and provided overall information about the study. The potential teachers were asked to confirm their interests in participating in the study by writing, "I consent" in the email and for the audio recording at the start of the interview. I informed the teachers about the purpose of this research, data collection methods, the criteria for recruiting teachers to participate in this study, and the significance of conducting this research. I provided the teachers with copies of the interview questions. Additionally, I answered all questions that the teachers had about the study. I asked teachers about their preferred setting and time for conducting the interviews.

Data Collection

Data collection helps to provide answers to the research questions. Some forms of data collection techniques that researchers use in qualitative studies are interviews, journals, focus groups, and observations (Merriam, 2009). These data collection techniques lend themselves to open-ended questions and descriptive answers. I concluded that a semistructured interview would be best to collect data as it gave me the opportunity to gain an in-depth view of the participants' perceptions and experiences. Using semistructured interviews also gave me the chance to have control over the type of

information gathered from the participants by virtue of the questions asked (Creswell, 2012). The semistructured interviews in this study acquired the perceptions of the third to fifth-grade teachers in their exact words.

I developed an interview protocol consisting of 10 open-ended questions. I selected the interview protocol as it enabled me to establish a professional relationship and trust with the participants, which can improve the deepness and worth of the data. I used audio recordings (with permission from the participants) using a digital recorder and transcribing using Microsoft Word.

I had three subject matter experts (SMEs) who reviewed the 10 open-ended questions I developed and gave detailed recommendations for edits. The SMEs were selected due to their ability to be proactive and willing to offer input when needed. Consideration was given to their length and breadth of experience in guiding and carrying out research projects, their ability to communicate clearly, and their ability to respect the opinions of others. Two of the experts are trained reading specialists; one now serves as the head of a Montessori school that serves 3-year-old to 11 years old and is a professor at a reputable university. One of the SMEs has 45 years of experience at different levels in education and possesses a post doctorate degree. The other possesses a master's degree with some doctoral work, over 20 years of experience, and is the reading specialist of an elementary school. The third SME has 2 years of experience as a senior remediation teacher, is a teacher of English for over 5 years and is the English department chair for

her county since June 2020.

The duties of the SMEs included discussing the concerns of the structure of the interview questions and making suggestions how to proceed. They were tasked with looking at the alignment of the research questions and the interview questions and then discussing the steps to be taken to ensure alignment is achieved. The questions were also reviewed by my committee. Table 3 displays an alignment of interview questions to research questions consisting of 10 open-ended questions that I used to engage the participants.

Table 3

Alignment of Interview Questions to Research Questions

Interview questions	Research question or element
1. What is your level of educational training (undergraduate/major, graduate/major)?	RQ1: What experiences do third to fifth grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies?
2. What guidelines do you adhere to in choosing and utilizing reading comprehension methods?	RQ1: What experiences do third to fifth grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies?

3. What specific reading comprehension techniques do you employ in teaching?	RQ1: What experiences do third to fifth grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies?
4. Are there any specific comprehension methods endorsed or encouraged by your school or county?	RQ1: What experiences do third to fifth grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies?
5. Which approaches are more successful for you/less successful?	RQ1: What experiences do third to fifth grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies?
6. How do your perceptions of reading comprehension strategies affect your instructional practices?	RQ2: How do third to fifth grade teachers in an East Coast public school perceive using specific strategy-based comprehension approaches?
7. What challenges deter you from employing explicit comprehension techniques in teaching reading?	RQ2: How do third to fifth grade teachers in an East Coast public school perceive using specific strategy-based comprehension approaches?
8. What motivates you to employ explicit reading comprehension approaches in the classroom?	RQ2: How do third to fifth grade teachers in an East Coast public school perceive using specific strategy-based Research questions or element comprehension approaches?
9. What indicates that a reading comprehension strategy is going well/poorly?	RQ2: How do third to fifth grade teachers in an East Coast public school perceive using specific strategy-based comprehension approaches?
10. What are your perceptions of explicit reading comprehension strategies in improving reading achievement?	RQ2: How do third to fifth grade teachers in an East Coast public school perceive using specific strategy-based comprehension approaches?

I informed the participants that involvement will contain a face-to-face, informal, semistructured interview, which will be arranged depending on their availability. The interviews lasted 21–60 minutes. I carried out informal semistructured interviews with

nine teachers and one literacy specialist. The semistructured interviews took place outside of working hours and were scheduled at the convenience of the participants. The interviews happened in the librarian's office in the school's library. The room was a small office space that offers privacy and freedom from physical barriers such as tables, which may act as a psychological barrier. There was one window that opened out into the library, but the participants were not distracted to look out the window neither were passersby's able to glance in the room.

I conducted a follow-up interview with a subset of four participants for member checking to review the overall study findings. Member checking is a means of improving rigor in qualitative research; credibility is integral in the correct descriptions or interpretations of phenomena (Lincoln & Guba, 1985). Prior to the member check interviews, participants were directed to read my write-up in to examine it for accuracy. They were told that the write-up may be modified as a result of the answers from the member check interview. The member check interviews were semistructured and began with a general investigation into the exactness of the write-up. Explicitly, I asked if it appeared that I had represented their stories correctly. Next, I asked if they believed that the write-up treated them justly and respectfully. Then, I asked if they had any remarks or protests to my understandings or any other part of the report. I disguised personal information and edited participant quotations if they were considered incomprehensible due to several false starts or extreme use of fillers, but I did not alter the participant's

words. Finally, I asked if they had anything else they would like to add. The goal of the follow-up interviews was to clarify information that was provided by teachers in the main interviews and to ask more questions that were raised based on the provided data.

Each follow-up interview took approximately from 10–40 minutes. I saved each interview and its transcript in a separate electronic Microsoft Word file. All these files were saved in one electronic folder. I saved the folder on my personal laptop and secured it with a password. I made a backup of each raw data file. Immediately after transcribing the interviews, I destroyed all the audio recording. The transcripts will be saved for 5 years after completing the study in the academic advisor's office.

Participants' privacy was secured by using numbering for reporting and non-disclosure of the information shared during any part of the research data collection. For example, participant one is referred to as P1. During the recruitment procedure, the participants were informed and urged to express their experiences at will and candidly. The agreement for honesty from the participants is crucial to guaranteeing credibility (Lincoln & Guba, 1985). Ethical and methodological challenges can arise when research is carried out with colleagues with whom one works. My roles at the research site includes being a first-grade teacher and one of the social and emotional learning coaches. The relationship with the participants is that of a professional nature. There are times when the participants and I interact on a social basis as coworkers, but I made it known to the participants they were in no way pressured to be a part of the study and that they

could choose to withdraw from the project at any time, including once their participation was complete (before the research report has been written up).

Data Analysis

Data analysis serves to categorize, shed light on, recognize patterns and to tie the research objective to data. Data analysis is a procedure containing many components (Lester et al., 2020). The data was analyzed in a descriptive and non-numerical format that will summarize the concepts and perceptions, principles, and behaviors of the participants (Akinyode, 2018). A file was created for each participant that comprised the interview transcript and notes connecting to the interview to preserve the organization of the data from my study. The arrangement of the data was crucial to my examination procedure. Specifically, planning and arranging the data, coding, locating themes in, and representing the data are significant steps in the procedure.

I made a transcript of each interview using transcription software (Burkholder et al., 2020). The transcription software NVivo 12.0 afforded me a straightforward interpretation of what the participant revealed in reply to each question. I used the transcripts in combination with the notes I took during and after the interview. This afforded me the depth of comprehending the interviewee's perceptions and building a basis for data analysis by utilizing both data sources. Then, detailed analysis with an inductive coding process was done, after which the data was arranged thematically before interpreting the data. The interview protocol (see Appendix C) I created was comprised

of a set of pre-established questions which gave me chances to ask analytical and follow-up questions in reply to the participant's responses. An advantage of using this method of interviewing was that it permitted all participants to be asked questions relating to the topic while it permitted me to pursue penetrating questions based on participants' responses (Akinyode, 2018).

I employed a thematic scrutiny approach to examine data. This approach identified similarities, differences, and relationships within the data (Lester et al., 2020). With this method, I extracted themes from the essential concepts located in the data. To identify themes, I read the notes I gathered during the interview and the transcripts and analyzed the information that I found with beneficial interpretations. After doing this, I carried out the coding process. I used descriptive coding to summarize the interviewee's explanations by way of a word or phrase (Linneberg & Korsgaard, 2019). I did initial coding on the transcripts. From the codes, I searched for categories that emerged.

Finally, I translated the significant implications of the data from these themes and categories. The data was represented using Excel and Word programs.

To ensure the findings were valid for the study, I focused on understanding the participants' experiences and refrained from allowing any preconceived ideas to enter the study (Lester et al., 2020) opine that qualitative one of the goals of researchers is to become aware of the respondents' experiences while valuing the variation in those experiences.

In this study, I was the sole source of data collection through semistructured interviews, follow-up interviews, and document reviewing. The primary data collection source for this qualitative study was semistructured interviews. “Semistructured and standardized interviews are more carefully scripted, asking specific question in a specific sequence, sometimes without follow-up.” (Marshall & Rossman, 2016, p. 150). The semistructured interview allowed a systematic and repeated collecting of data where questions were organized in a protocol that sought thick and deep data and focused for efficient data analysis (Marshall & Rossman).

To ensure that the device was not stolen, it was not left unattended but was locked in a safe area when I was not using it. The computer had a lock screen which required a pin to open and I was the sole owner of the pin. When the screen went idle for 10 minutes, the pin would have to be re-entered to open the device. All available updates that were used to access, store, and analyze data for the operating system of the device were installed. I had a current AVG 2022 antivirus protection on the device that protected the operating system. To ensure safety and protection of coded information, I stored the linked list of codes separately from all coded data. Data stored in paper format were only be accessible by me. I kept notes in my reflective journal which ensured an audit trail. To deal with discrepant cases I created a three-member review team who examined the data to find and deal with discrepant cases.

Data Analysis Results

This basic qualitative study was based on exploring perception of teachers on challenges encountered in teaching reading understanding by utilizing clear-cut strategies with third to fifth grade elementary students. The study population comprised 10 general education teachers from one Southeastern school district. The following research questions guided this study:

RQ1: What experiences do third to fifth grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies?

RQ2: How do third to fifth grade teachers at an East Coast public school perceive using specific strategy-based comprehension approaches?

All 10 participants that agreed to be a part of the study were interviewed. The participants selected to be part of the study by replying to the email and setting up a semistructured face-to-face interview. These interviews were conducted face-to-face outside of the teachers' instructional time; four participants were chosen as a subset for a follow-up interview. This was aimed to review the overall study findings. After receiving approval from the Walden University IRB (IRB Approval # is 01-04-23-0182963), I emailed elementary teachers using the school's email system and explained the study and the criteria. I emailed the participants a consent form for minimal-risk, work-related interviews using the school's email system and explained the study and the criteria. If

teachers were interested in participating, I asked that they reply to me through email after reading the informed consent and reply, "I consent," to the email. Once I received a reply email, I created a sign-up genius where participants selected the time best suited for an interview.

I emailed participants the day before the interview as a reminder of the time and place of the interviews. I reassured the participants that I was functioning as a researcher, that I would only use the information for the study, and that their identities would remain anonymous. I reminded the participants that they could withdraw from the interview any time if they did not feel like contributing any longer. I explained that my research committee and the IRB would be the only people with access to the interview recordings. All interviews were recorded using Audacity and then transcribed using NVivo 12. The interviews took place in the school's library and lasted from 21 to 45 minutes, depending on the interaction and responses to the questions.

I conducted the interviews in the school's library room without distractions. The library provided a serene environment free from physical barriers with appreciable level of freedom and privacy. However, one of the windows in the library was opened but this didn't cause a distraction for participants to peep outside as well as distractions from those walking around. Those passing by were not able to glance in the room to create distraction.

All interviews were audio recorded. I saved the interviews and transcripts in a

separate Microsoft Word file. The transcripts were transcribed using NVivo 12 software. After which, I saved these files in one electronic folder. I saved the files on my laptop and secured them with a password. I backed up each raw data file on a USB drive and one drive. Immediately after transcribing the interviews, I destroyed all the audio recordings. No personal or organizational conditions that influenced participants or their experience during the study may have affected my interpretation of the study. The average length of an interview was 30 minutes. Some participants had concise and brief answers, which may have contributed to some of the interviews being shorter than I had anticipated.

I used an interview protocol to ensure that the interviews were equitable. I asked each participant the questions in the order listed on the protocol. I developed ten open-ended structured questions that focused on perception of teachers towards the challenges they encountered while teaching reading comprehension by utilizing explicit techniques (see Appendix C). Nobody was limited in their responses as the open-ended questions gave them chances to communicate more information, experiences, and attitudes relating to the topic. The open-ended questions gave me a clearer understanding of the teachers' experiences by asking for clarity and more details about a specific answer.

Within 48 hours of completing the interviews, I ensured the participants received a password-protected copy of the transcript. I met with four participants for member checking and then checked the documents. The participants found no errors in content.

However, there were a few grammatical errors and two spelling errors. To capture my thoughts and reflections about the interviews, I recorded my thoughts and perceptions. I saved all data in an electronic folder on my personal computer and on a personal USB drive. The devices are not accessible by another person for the sake of the confidentiality of the participants.

I recorded data from the interviews via Microsoft Word dictate, and I used Audacity to capture the audio of each interview. I manually checked for text accuracy in the document created by Microsoft Word dictate. I corrected words and phrases by listening to the audio recording. I placed the notes I collected during the interviews in a physical file; also, I kept a digital file for each participant that included the transcripts and audio recordings of the interviews. I saved the data in a password-protected electronic folder on my laptop and on a backup USB drive.

I started the data analysis and interpretation process after completing the data collection procedure to find out the common challenges that third to fifth-grade teachers face when teaching reading comprehension using explicit strategies. Data analysis is an organized procedure of presenting data into connecting themes to explain the relationships within (Ravitch & Carl, 2021). I used the inductive analysis method to analyse the data to identify the frequency of patterns. Inductive analysis is extensively used in qualitative research as it necessitates frequently reported patterns. I chose the inductive analysis approach as I identified recurring, dominant, and essential themes

characteristic of unprocessed data. The inductive analysis combines data to describe the meaning, beginning with explicit data and finalizing the analysis with categories and patterns (Creswell & Poth, 2018).

To analyse the data, I used Thomas' (2017) steps to start the process by gathering all the data to get meaning from the patterns generated. First, I organized the unprocessed data files by transcribing each participant's interview word for word. As I transcribed the data, I became more familiar with the content, which helped me to identify some common themes in the interviews. After transcribing the interviews, I met with four participants for member checking. I conducted a close reading of the data where I read the documents several times to understand the details and themes of the texts more clearly (Thomas). I gained a better understanding of what was contained within the data by rereading the data several times.

For the first cycle, I used NVivo 12 software for coding and descriptive coding to recognize words and codes within the transcripts. I created four codes with several descriptors using NVivo 12. Next, I created categories where I went from reading the text to recognizing the categories and the themes. I used axial coding, which helped me produce categories; I made connections between the codes I identified in the first and second cycles (Saldaña, 2016). From the different coding, I was able to find four different themes. Creating categories is a critical inductive component (Creswell, 2013; Saldaña). At this stage, I searched the data for details that could categorize their relationship to

other specifics. The more common categories are typically developed based on the research purpose. However, the less specific categories appeared after rereading the unprocessed data multiple times.

The next step I took was to revise and polish the category system. I looked for overlying coded and un-coded text in my data. I searched for subtopics within each category and looked for data with differing perceptions and understandings. I selected quotes that were fitting to the core theme of a category. Then I merged and connected some categories under others when the data appeared identical (Braun & Clark, 2006) (see Table 5). I pinpointed themes and sub-themes common in more than half of the participant's answers to the interview questions. I named each theme and searched the data to find significant features that supported the real meaning of each theme. I used a visual thematic map which helped me to identify connections between themes and sub-themes. The thematic analysis procedure arranges similar happenings to the research or problem (Merriam & Grenier, 2019).

I used independent coding for all transcripts until no other theme could be found (Merriam & Grenier, 2019). I created a table with the research questions, codes, and themes to categorize the participants' responses, which further helped me to group like codes together. As I organized the data using the table, I interpreted the data by closely examining the themes and the participants' answers. I identified themes from this process, such as challenges, motivational guidelines when choosing strategies,

perceptions of strategy use and effectiveness, and strategies used in teaching reading. I identified the themes by examining the participants' responses to the interview questions aligned with the research questions. Coding inconsistencies were fixed through member checking as four members examined the participants' responses for exactness before the analysis began.

There are two research questions in this study. The research questions were as follows: What experiences do teachers for grade 3 to 5 in Southeastern public-school face while integrating specific strategy-based comprehension strategies? How do third to fifth grade teachers at an East Coast public school perceive using specific strategy-based comprehension approaches? I arranged the results by themes (see Table 4) and provided evidence using participant quotes. 19 codes, four categories and four themes emerged. Participants were asked 10 open-ended questions in a semistructured interview. Responses from the participants revealed themes related to their perceptions of using explicit strategy-based reading comprehension techniques.

Table 4*Overview of Codes Organized into Categories and Themes*

Code	Categories	Theme
Code 1: Little or no networking with county or with school. Code 2: Limited time for discussion in collaborative learning circles (CLTs). Code 3: Limited time to learn and plan for strategy use. Code 4: Interrupted and scheduling of language arts block. Code 5: Too much emphasis of placed on SOL exams. Code 6: Uncertainty surrounding resources such as Houghton Mifflin Harcourt (HMH). Code 7: Student demographics.	Barriers to the effective use of explicit reading comprehension strategies	Challenges teachers faced.
Code 8: Skills development. Code 9: Comfort with strategy and less complex steps. Code 10: Not time consuming Code 11: Aligned with standards. Code 12: Assessment data and reading levels	Guidelines to selecting explicit reading comprehension strategies.	Motivational guidelines when choosing strategies.
Code 13: More or less use of strategy. Code 14: Increase in reading levels and improved learning. Code 15: Students independency and support needed. Code 16: More student discussions Code 17: Strategies of interest. Code 18: Difficulty level, easy to model, easy to learn.	Effective and ineffective strategies and impact on instructional practices.	Perceptions of effective and ineffective explicit reading comprehension strategies.
Code 19: Highlighting, summarizing, graphic organizers, question and answer, inferencing, main idea, kwl, cause and effect.	Frequently used reading strategies	Specific reading comprehension strategies.

Themes from Findings

Theme 1: Challenges Teachers Faced

Although the challenges that deterred the participants from using explicit reading comprehension techniques varied, patterns did appear around the most common obstacles. The diverse reading levels of students were the challenge mentioned most frequently. The participants believed that because their class had several mixed-ability students such as English as second language learners (ESOL), students with learning disabilities (LD), and gifted students, challenges came about in choosing a strategy to use as some students would always be left behind or would not be challenged enough. Tied in with the mixed ability groups is the constant pull-out of students for different interventions. Consequently, students miss guided reading instructions, resulting in a lack of success with the reading comprehension strategies, especially with summarization and the main idea. For example, one of the participants stated that some of the students in her class are performing at a low reading level and so instead on focusing on getting them to read and comprehend on grade level, the teacher focuses on those foundational skills necessary for reading.

Another teacher stated that there were several ESOL levels 1, 2, 4 and some level 6 students and a few gifted students in her class. The ESOL 1s and 2s perform lower than the rest of the class, which is expected. The ESOL and gifted students are all pulled at different times for small group instructions with the ESOL and gifted teachers.

Consequently, it becomes hard to teach a comprehension strategy consistently and effectively as there is no day when there were 70% of the class in the teacher's room at the same time.

One teacher expressed that a challenge faced was not liking to teach reading, and the feeling caused nervousness in using specific reading comprehension strategies. As a result, not liking to teach reading has resulted in a lack of confidence in using the strategies. The teacher stated that other teachers on her team support her, and once she gains confidence with the strategy, so do her students.

Participant 3 stated that her least favorite thing as a teacher is reading. So, there were times where she felt like the kids were not engaged or that she might not be explaining the concept well. Participant 3 said that there are times when she believes she understands a technique and thinks the students will get it and then when they do not get it, she feels defeated.

Another major challenge shared by the participants was time. Participants believed that the language arts block was not the best schedule as there are too many breaks in the timetable. They stated that there was not enough time to learn new strategies, time to plan how to integrate the strategies into lessons, and inadequate time to carry out the strategies in the classroom, so they use the strategies they are comfortable with and have been using for years. The participants voiced concerns about the emphasis placed on SOL assessment data as taking away from time to cover the curriculum.

Teachers thought that the county needed to increase the time to learn new programs as the county continued to replace newly instituted resources with ones perceived to bring about better results. I documented these concerns or obstacles in the literature.

Participant 1 believes that while the school is being informed by the data, there is not always a true picture of what is happening particularly for comprehension as teachers often teach to test and not for skill acquisition. Likewise, Participant 4 stated that teachers do not have enough time to learn or talk about specific reading comprehension strategies when they meet in collaborative learning teams (CLTs) as this is mostly about the different comprehension skills that are seen in the curriculum, and then they share suggestions based off each other's experiences. However, Participant 4 thinks that there is never enough time to talk about what strategies is best to use and how that strategy is to be implemented.

Participant 5 thinks that her team of teachers talk about data and what comprehension skills the students did not do so well at on assessments. However, they never investigate what might have caused students to perform poorly on a particular comprehension question or to analyse the technique we used. Participant 1 believes that there should be a place where teachers could talk about the comprehension strategies, and she is not sure that teachers do that. Participant 1 stated, "The conversations stop at 'we're struggling'; but we don't say, 'so what' or I guess 'now what' and that's as far as the conversation goes and maybe that is what time allows." Participant 1 continued to

that because some teachers have been teaching for many years, the discussions they have are not necessarily around how they should use a strategy, but more discussions are held on what is to be done.

Theme 2: Motivational Guidelines When Choosing Strategies

From the analysis of the themes, I drew several conclusions. Based on the research questions, I concluded that third to fifth-grade teachers used several motivational guidelines to select specific strategies for teaching reading comprehension. Teachers used data from several assessments to guide their selection of the methods they use to teach reading comprehension. Several participants highlighted that they used reading strategies they felt were critical to developing learners' reading skills, were aligned with curriculum standards, and were vital in improving their reading levels. Four of the ten participants stated that they used the strategies they were comfortable with when teaching reading comprehension. When asked what made them comfortable with a strategy, the participants stated that less complex steps, easy to model, and not time-consuming. Teachers try to put a spin on the techniques that interest the students while they used their teaching styles within the parameter of the school's curriculum.

Participant 7 stated that when teachers meet in out CLTs they look at the standards needed to cover in reading comprehension. From there on strategies that would help the students to learn the content better are discussed by the teachers. The strategies often looked at by the teachers are usually less complex such as the highlighting

technique. The participant stated that it is easy to help the students to identify the ‘who, what, when, where, and why’ of what they are reading by having them highlighting important points. After which the highlighting technique is merged into a quick summary where they turn and talk about what information they found. Participant 9 stated that the students’ data is used to help decide what strategy to use. The participant continued to say that in most cases, these data results are so unreliable as many of us teach to test. The students are prepared for the test but that does not mean they understand the concept. Notwithstanding, the participant use the data as the starting point.

Theme 3: Perceptions of Effective and Ineffective Explicit Reading Comprehension Strategies.

Several teachers related that their excitement showed in the instructional practices resulting in students being more engaged in the lesson and acquired more learning. After analysing the data around which approaches were successful, I concluded that several teachers perceived highlighting main points in passages, visualization, summarization, and graphic organizers as the most successful reading comprehension strategies. A few participants perceived finding the main idea as less successful as it is a complex technique to teach and learn. Likewise, using the anticipatory guide was less successful as it lends itself to guessing because of the pictorial sections. One of the participants revealed that she could not truly rate one over the other as she is biased towards using a strategy because she is comfortable with it, and it took little effort to teach. One of the

central beliefs of the participants was that because they have adequate experience with a strategy, they did not see the need to learn new ones, especially since the ones they liked work. Several teachers stated that they modified the strategies depending on their teaching content, student reading levels, and assessment skills. Three participants believed that strategies such as summarizing, highlighting, and graphic organizers were frequently used in their classrooms because they have witnessed improved learning and students' independence in reading comprehension. One of the three stated that they see improved results in the students on grade level. Two of the participants stated that they stayed away from strategies that caused the students to be asking for too much support, especially when they were to be teaching small groups. They believed it was necessary to empower students' comprehension of different passages by initiating various teaching approaches to increase enthusiasm, that was advantageous in improving the students' achievement. For instance, Participant 10 stated that she chooses the strategies that she is comfortable with. The participant believes that if the strategy is challenging for her, it will be challenging for my students.

Participant 6 stated that the biggest obstacle she faces is with main ideas as she finds it challenging to help them move from literal thinking to more complex abstract thinking. The participant does not like using the Houghton Mifflin Harcourt resource that the county purchased. She will not use it even though there may be some good strategies that the students could benefit from and latch onto, but she admits that she is kind of

taking the opportunity away from them in the sense that because she does not want to use it because she does not feel like it works.

Participants, 1, 2, 3, 4, 5, 8, 9 and 10 stated that they wished the county would ask for teachers' opinions when they were buying these resources. The participants believe that the county spends so much money on programs and before they realized it, the programs are replaced with another new ones. They do not allow the teachers to say if the resources are useful before they disappear.

A typical response to the indications of a lesson going well was hearing students talk about and interpret a topic. Teachers perceived that a technique is good when the students could answer questions without prompting, make connections, and turn and talk confidently about a topic. On the other hand, teachers believed that when a comprehension technique was not fruitful, the students continually asked questions, not knowing what to do, and teachers must reiterate or bring them into a smaller group format. These indications are well documented in the literature.

Participants 1, 2, 4, 6, 10 stated that they know a strategy is successful when they see students following through the steps without prompting. For example, with the runner's strategy, students will start to highlight words without you prompting them to do so because automatically it becomes a part of them so they know what should be highlighted. Participant 6 believes that when you see the light bulb going off it shows in the students confidently answering questions. The participant stated that when she does

check-ins and many students responses are incorrect, then she realizes that they have not gotten it and are not feeling so great about what they did.

A good reader can understand what is read; for that reason, teachers must support students' comprehension by explicitly teaching them how to interpret and analyse what they read (Bardach & Klassen, 2020). Explicit strategy instruction entails assisting students in becoming cognitively conscious of good readers' thought processes as they become involved with text and affording them with explicit strategies to support and improve their comprehension (Bogaerds-Hazenberg et al., 2021). A typical response from the participants was that they perceived explicit reading comprehension strategies as beneficial in helping students learn and improve their reading achievement. The participants perceived that an explicit reading comprehension strategy could increase students' comprehension and learning of content; it encourages student engagement in class and improves learner independence. Explicit reading comprehension strategies will cause students to properly manage reading comprehension questions requiring higher-level thinking.

Several participants believed students should master their academic learning with ease and perform better on assessments and that reading achievement will improve as the strategies will help develop metacognitive awareness and lead students to feel a sense of mastery over their thinking and learning. One of the ten teachers thought that students would perform better if the teachers were consistent in using several different types of

reading comprehension strategies equally. The teacher agreed that she was guilty of sticking to the strategy that she loves best but thought that even though it was challenging to decide whether unconventional methods or a specific strategy approach is the better choice at this point, she believed that there are strong indications that reading strategies should be taught in-depth in a scaffolded environment, providing several different forms of support. Several teachers used only strategies they like and avoid those requiring multiple steps, such as the Houghton Mifflin Harcourt county-provided resource. On the other hand, several other teachers believed that they collaborated and used strategies aligned with the curriculum's SOL. Seven of the ten participants believed that if they had PDs geared towards the teaching of reading comprehension using explicit strategies, then teachers would be more accountable or obliged to use them in reading.

Participant 1 stated that explicit teaching of reading strategies provides the springboard to greater reading comprehension in learners. The participant believes that for reading achievement to be improved, the reading strategies must be taught over time to avoid overreliance on a single type. Participant 1 believes that when she gives clear step-by-step instructions and proper scaffolding, she is fostering self-regulations skills in her students which will allow them to gradually work more independently on more challenging tasks. Participant 1 stated that when she models a specific reading comprehension strategy for the students and then releases them for independent work, she gets better results.

Theme 4: Specific Reading Comprehension Strategies

Teachers used several strategies to teach reading comprehension. The most common strategies were highlighting main points, visualization, summarizing, graphic organizer, inferencing, identifying the main idea, cause and effect, question, and answer, and turn and talk. Five of the 10 participants believed that teaching question and answering as a technique was more beneficial for fictional stories, as the reading comprehension skills required on fictional texts can pose challenges for students reading below grade level or low ESOL readers. The teachers believed these students struggle to retrieve background knowledge often needed to answer questions and engage with fictional text (Kaefer, 2020). All 10 participants stated that they used graphic organizers and visual diagrams as the technique is advantageous in getting students to organize important information that they will need to answer questions about what they are reading. These indications are well documented in the literature.

Participant 2 stated that she likes the question-and-answer relation (QAR) as it allows the students to make connections with the documents, they can see the questions, go back into the piece and they can relate to the questions. Participant 3 related that she uses the graphic organizer because she wants students to write down things like the characters, the setting and it helps them because sometimes they don't remember, so if they have a place to write down those ideas that helps comprehension. Participant 5 stated that she likes to use turn and talks, because she can walk around and listen to what

they are saying. The plus to this is that they are required to tell what their partner explained so it forces them to listen and discuss a topic which enhances learning from each other.

Evidence of Trustworthiness

Trustworthiness is a vital part of qualitative research. An indispensable feature of a qualitative study is that researchers must conduct the study under ethical guidelines (Merriam & Grenier, 2019). Hence, I established trustworthiness in several ways. I used purposeful sampling and member checking to guarantee that the information presented in this study was from teachers who teach third to fifth grade in the same elementary school. This section explained how I secured credibility, transferability, dependability, and confirmability throughout the research process.

Credibility

Credibility is how closely the results of research agree with what is considered reality (Abdalla et al., 2018). I gained site approval through the county office and IRB approval from Walden to establish credibility. I discussed with the principal and teachers the purpose of the study, the research (design, objectives, procedure, and benefits), and their rights as participants. I explained the contents of the consent form, and the participants all gave their consent in the emails and at the start of the interview, which I captured in the audio recordings. I asked the participants the same questions in the same order as outlined in the interview protocol (See Appendix C). The language I used was

similar for all participants to eliminate biases. As mentioned, I engaged four participants in member checking (see Lincoln & Guba, 1985; Tuval-Mashiach, 2021). For member checking, the four participants examined the data gathered during the study to ensure the meaning of the information shared in the interview was understood. The members identified a few grammatical errors and two incorrect spellings, and I corrected them.

Transferability

Abdalla et al. (2018) stated that transferability is when another researcher can replicate the study's findings. I ensured that participants experienced the typical environment. I utilized a thick description, which involved making available important information about location of study, participants comfort, including criteria utilized for data collection for the study. The respondents were encouraged to narrate their take on experiences with educating students on reading understanding using specific strategies. I then used the descriptions to create a connection of their personal views with those articulated in the study. Previously, I described the study's setting and the participants' demographics while not presenting information that could go against the participants' privacy. I included a table with general information about the participants, such as their level of educational training and their major.

Dependability

According to Burkholder et al. (2020), dependability is used to validate or confirm the consistency and reliability of the study's results. Dependability was

ascertained by tracking the methods used in collection of data, analyzation and finally how data interpretation was done. Adequate information was provided for other researchers to ensure possibility of theoretically duplicating the study for more reliable findings. A stepwise reiteration of the study was done to eliminate disparities and ensure quality of data and findings. Repetition of each step was aimed at identifying similarities in outcomes and thus more accurate data. A log was kept that ensured accountability for the recruitment and interview. Three of my colleagues were included during data analysis process.

Confirmability

Establishment of data confirmability is highly dependent on whether the data is credible, transferable, and dependable. A qualitative study must possess particular aspects, being reflective is the golden thread. Furthermore, a sense responsiveness and partiality must be imbued into the study for credible results. Neutrality is the main concern when it comes to conformability (Tuval-Mashiach, 2021). To ensure confirmability in this study, I used member checking to allow participants to confirm the data presented in the results and whether they agreed, disagreed, or suggested any additions (see Lincoln & Guba, 1985; Tuval-Mashiach). I also used a reflective journal to capture any notes that I would need to ask for clarification. After each interview, I started transcribing using NVivo to ensure accurate data. Once I completed the transcription, I emailed the participants their interview transcript and asked that they return the reviewed

transcript to me within two days. I did not observe any noticeable changes within the transcription for this study. I ensured that the interpretations of the interviews were not grounded on my partialities and perceptions but were a result of the data. I provided comprehensively information on conclusions and several aspects throughout the study. A set of information was provided on procedures utilized in the study, meetings of research team, any reflections made, sampling techniques, materials used for research, findings development, and more importantly management of data. I kept notes for an audit trail.

Discrepant Cases

To identified if there were discrepant cases, I arranged a review team of three experienced teachers. These teachers went through the data to identify cases that were dissimilar or did not fall within the norm of the other participants responses. The team was tasked with dealing with discrepant cases and with the dynamic study of dissonance and the subsequent combination of multiple views. However, the team did not identify any discrepant data as all the participants responses appeared to be within the same scope. I also analysed the data until the same responses appeared to ensure saturation (Johnson, 2017). After the team analyzed the data, there were no negative cases. I concluded that the perspectives of the participants were similar.

Summary

In this basic qualitative research, I examined the perceptions of 10 third to fifth-grade teachers' perceptions of the challenges they face when using explicit reading

comprehension strategies in an elementary school from the southeastern region of the United States. I made an audio recording of the interviews, after which I made transcripts of each. I used the transcripts to start the data analysis procedure. I used the NVivo 12 program to code the transcripts and create categories. I then created themes from these categories; four emerged to answer the research questions. In this section, I presented themes that appeared from the data analysis from data collection through semistructured interviews using 10 open-ended questions. Four themes appeared connected to the research question: challenges teachers face, motivational guidelines when choosing strategies, perceptions of effective and ineffective strategies, and specific reading comprehension strategies used. Two themes emerged from RQ1: motivational guidelines when choosing strategies and specific reading comprehension strategies. Additionally, themes emerged from RQ2: challenges teachers face and perceptions of effective and ineffective explicit reading comprehension strategies. Overall, teachers used several strategies when teaching reading comprehension. However, the most recognized strategies that third to fifth-grade teachers used were graphic organizers, question-and-answer relationships, highlighting main points, summarizing, visualization, and turn and talk when teaching reading comprehension. More than 80% of the teachers were unsure that the county or the school endorsed specific reading comprehension strategies.

The local problem is that in the target district elementary school teachers found it challenging to teach reading comprehension using explicit strategies. Students' reading

comprehension levels decreased over the last three years (network principal, personal communication, November 6, 2019) which have caused concerns for administrators in the target district elementary school. Evidence from local school, via Virginia Department of Education, 2022 and teacher and principal communications support that reading SOL rates and students' performance on reading comprehension assessment tasks have resulted from teachers; finding it challenging to teach reading comprehension using explicit strategies. I wanted to find out what the challenges are that the teachers were facing when teaching reading comprehension using explicit strategies and this is the main matter that was examined in this basic qualitative research study. This study is in line with Smith et al. (2023) arguments that little conformity exists with the elementary teacher relating the ways that reading comprehension skills can and should be taught. Smith et al. contend that there is considerable room for teacher practice to have enhanced theoretical foundations and to foster a dependable collection of classroom practices aligned with these.

To examine elementary teachers' perceptions of the challenges they faced in teaching reading comprehension in the target school and to determine in what ways the delivery of instruction replicated the original reading comprehension designs available, I developed this basic qualitative research study to answer two research questions. Understanding what teachers perceive and do in the classroom is vital in assisting researchers, teacher educators, policy makers, and school leaders to reflect on which

instructional practices are valuable and should be highlighted and which need to be changed. Findings from the research revealed that teachers with knowledge and skills of teaching reading comprehension using several techniques are more obliged to use them as they feel that students learn better. The results showed that teachers use strategies that presents less challenge and will be easily grasped by students. The study's result showed that teachers who receive necessary preparation and training may not feel enthused to use evidence-based reading and writing instruction. I used the results to design PD project (see Appendix A). The findings for this study are interpreted in the context of Bandura's (1986, 1993 and 2016) self-efficacy conceptual framework. Within the summary of findings, I examine the findings for Research Question 1 and Research Question 2 and fit in with the findings with the research literature and conceptual framework.

Research Question 1

The first research question was as follows: What experiences do third to fifth grade teachers at an East Coast public school have when incorporating specific strategy-based comprehension strategies? Two themes emerged to address this research question, which are as follows: challenges teachers faced and motivational guidelines when choosing strategies.

Theme 1: Challenges Teachers Faced

This theme spoke to barriers to the effective use of explicit reading comprehension strategies, which referred to effective interventions. Teachers' challenges

were diverse; however, patterns came to light around the most common difficulties. All ten teachers believed that having a diverse classroom was a great challenge in teaching reading comprehension with explicit strategies. With a diverse class and school population, teachers find that the students' reading levels are dissimilar, making it unsuccessful to consistently instruct in a small group way. Pinnell & Fountas (2010) stated that teaching reading can be successful when students are placed in small groups with similar reading levels. Teachers often stick to a few easily understood strategies by themselves and their students. For most of the day, about 30% of the class is absent from the teacher's room, making it challenging to reach student groups such as ESOL and students with learning disabilities. According to Bandura (1993), what teachers believe may motivate their thinking positively, negatively, or assertively. Suppose teachers perceive they cannot reach 70% of students in their classroom. In that case, their ability to encourage themselves and deal with difficulties may affect how they teach reading comprehension using explicit strategies.

All participants felt that time was a significant factor that prevented the eventful planning and execution of the teaching reading. The ten teachers believed there needed to be more interferences in the schedule of the language arts block. The interruption prevented a free flow of lessons and affected the students' involvement in lessons. Nine of the ten teachers thought they needed more time to learn new strategies and use them in their reading comprehension lessons. The teachers thought the training they received

during the year was too much and varied; hence, they could not apply the skills learned.

Consequently, they use the strategies with which they are familiar. The other teacher felt she could always access the recorded training if needed. Theme 1 addressed the first research question, which relates to the study by Brevik (2019) that exposed the main findings that teachers involve their students in reading comprehension instruction of narrative and expository texts frequently by providing guided strategy practice based on student needs daily using known reading comprehension strategies, as an alternative of introducing and explicitly teaching new ones. Likewise, Medina et al. (2021) argued that teachers are more confident when they receive meaningful PD as it helps them to modify their teaching, and students reading performances change noticeably. It is, therefore, essential to note the significant roles teachers play in students' reading comprehension development and the expectancies of teachers to focus on strategic reading in their teaching practices.

Theme 2: Motivational Guidelines When Choosing Strategies

This theme spoke to research question 1 about the experiences third to fifth-grade teachers have when using specific strategy-based comprehension strategies. All 10 participants stated that they used assessment data to guide how they teach reading comprehension. The participants believe that while discussing data motivates their strategy selection, they think the data from some tests could be more reliable. They were often forced to teach to test and not ascertain students' skill levels. Four of the ten

teachers explained that they print the upcoming assessments and discuss test items when they meet in CLTs. Afterward, they teach according to what the upcoming test will ask students to do. The remaining six participants stated that their team of teachers discussed the data and the skills students did not do well on in their assessments; however, there is never enough time to find out what might have caused students to perform poorly on a particular comprehension question. This finding that data assessments were not extensively discussed to drive strategy use selection goes against the recommendation of Brevik (2019), who stated that with reading comprehension, there is a need to carry out more qualitative studies on strategies-based practices that surpasses the account and self-reported data that would produce thorough analysis and explanation, with contextual factors. Data assessment discussions offer teachers a foundation for deciding what strategies to use in small-group or whole-class reading comprehension lessons (Double et al., 2019). Therefore, it is critical for teachers to use data talks to identify students reading deficits to improve early reading challenges.

Research Question 2

The second research question was as follows: How do third to fifth grade teachers at an East Coast public school perceive using specific strategy-based comprehension approaches? Two themes emerged to address this research question, which are as follows: Perceptions of effective and ineffective explicit reading comprehension strategies. and Specific reading comprehension strategies.

Theme 3: Perceptions of Effective and Ineffective Explicit Reading Comprehension Strategies

This theme addressed research question 2, which asked how third to fifth-grade teachers perceive using specific strategy-based comprehension approaches. Seven participants believed that because they had years of experience with teaching reading comprehension, they did not see the need to learn new ones; hence teachers continued to use the ones that they have been using for years, those that have fewer procedural steps and those that the students can catch on too quickly. The continual use of summarizing, highlighting, and graphic organizers was evident for three participants who stated that these strategies were the most effective reading comprehension strategies as they saw advanced learning and students' independence in reading comprehension. Using graphic organizers is an advantageous strategy as it comprises visual displays of content which determine connections between facts and theories and further support reading comprehension by stimulating students' prior knowledge and which lead to summarizing the main elements of a text (Saunders & Garwood, 2022).

Five of the ten teachers believed using the main idea strategy was less effective. The teachers stated that it was challenging to teach the strategy as students find or highlight surface ideas of the 'who, the what, and the when.' They do not drill down into 'the why and the how of things.' This finding connects with the study by Saunders and Garwood (2022), who stated that teachers must carry out assessments to recognize if the

students know the steps to a reading comprehension strategy and if this awareness transforms into the capability to use the reading strategy properly. This concept is a significant developmental evaluation as if a student is not using the technique with extreme accuracy, it is doubtful that the academic results will be enhanced to the anticipated level.

Eight of the ten participants believed that the county often provides them with reading resources that they believe could be more useful and easier to learn. The eight teachers stated that they wished the county would include them in resource evaluations as they are often presented with new resources before actually learning more about the ones they are using. The eight participants concluded that the county buys these programs, and before teachers realized it, the programs were replaced with new ones. This finding ties in with the study of Peters et al. (2022) that teachers who were left out of important decisions relating to student learning remain in the business-as-usual teaching mode where the reading instruction is chiefly teacher-centered and is categorized by many stages in which students worked alone. Peters et al. stated that these teachers needed to see evidence-based features of reading instruction.

All 10 participants believed that when a strategy is going well, students can work independently and have fewer lesson interruptions. Five of the ten teachers believed that a sign of effective strategy use is when students require less prompting and answers are usually correct. All participants stated that when students continue to interrupt to ask

surface literal level questions or repeat their questions, they need to grasp a strategy or that the strategy needs to be modeled better. Saunders and Garwood (2022) stated that reading comprehension is a compound concept that necessitates using several skills, such as decoding, word recognition, fluency, and metacognitive processes. When students can effectively use reading comprehension strategies, they are poised for reading success.

Theme 4: Specific Reading Comprehension Strategies

Theme 4 answers the last part of research question 2 about teachers' perceptions of using specific strategy-based comprehension approaches. Five of the ten participants thought that teaching students how to ask and questions as a technique was beneficial for understanding fictional texts (Kaefer, 2020). The question-and-answer relation relationship strategy can be one of the effective ways of teaching reading comprehension (Afriani, 2020). Six participants used turn and talk as specific reading comprehension strategies. The participants believed this strategy lends to peer dialogue which helps students to learn from each other. This belief is aligned with the study of Pellegrino (2020); Maree, (2021) and Jefferson's (1984) conversational analysis framework. Findings may be interpreted with the literature of Pellegrino and Jefferson, who stated that when teachers encourage students to discuss topics, they are creating the space for learners to engage in imaginative, unprompted, and dedicated dialogues, which can further enhance their awareness of a text during a classroom lesson. With this technique, students take turns to speak while reflecting on their comprehension of concepts. This

dialogue opens up prospects for clarification of their understanding of meanings.

Conclusions

This doctoral study aimed to examine the challenges teachers faced in teaching reading comprehension using explicit strategies with third- to fifth-grade elementary students. All teachers knew the benefits of using explicit strategies in teaching reading comprehension lessons. The results revealed that the teachers knew that they had a comfortable knowledge of and skills to use the strategies, and their self-efficacy and students' performance increased. Using specific reading comprehension strategies improves their motivation to ensure student success. The teachers believed that they needed to be involved in selecting resources for reading and also be a part of the evaluation of reading programs. Additionally, the results reveal that the teachers knew regular and timely training improves their teaching skills using specific reading comprehension. However, several teachers indicated that additional PDs would be beneficial in advancing the quality of delivery of reading comprehension. One solution could be the final project that I created which concentrates on effective or high-quality PD for the teachers to offer them tools relevant to their curriculum and SOLs, which would cause an improvement in teachers' self-efficacy to impart lessons and improved reading scores. Consequently, I created a 3-day PD proposed project for teachers to address this need (see Appendix A). Once completed, I will make available a summary of results or likely PD materials that may be used to support the known needs perceived by

the teachers.

In Section 1 of this project study, I included the local problem' rationale; definition of terms; significance of the study; and research questions; a review of the literature, where I address the literature search strategy, conceptual framework, and a review of the broader problem; the implications, and a summary. In Section 2, I included the research design and approach, participants, data collection, data analysis methods, data analysis results, discrepant cases, evidence of data quality, limitations, summary of findings, and a project deliverable. In Section 3, I include the rationale, review of literature, project description, project evaluation plan, project implications, and a summary.

In Section 3 of this study a project will be presented that focusses on the essentials verified within this study. The project includes of a three-day PD plan that provides teachers the chance to be involved in learning around the teaching of reading comprehension using explicit strategies. It could function as a likely resolution to the problem investigated within this study.

Section 3: The Project

The study was conducted to examine the perceptions of teachers of third to fifth grade on the challenges and experiences faced when utilizing strategies in reading comprehension instructions. Findings from the study revealed that teachers used specific reading strategies that they liked, they were comfortable using, and those with less complex steps. Findings revealed that the teachers were advised from a county and school perspective to use what works best for them and their students; the county nor the school does not provide recommendations for specific reading comprehension strategies. The results revealed that teachers with good reading comprehension techniques are more compelled to use them and feel that students learn better. The teachers in the study noted that those who do not receive adequate preparation and training may not feel motivated to use evidence-based reading and writing instruction. When administrators back teachers and provide PD programs for teachers they may feel motivated to use evidence-based reading and writing instructions in their classes (Medina et al., 2018; Michener et al., 2018).

I created the project as a solution to the research problem. The project includes designing teaching and learning opportunities using explicit reading comprehension strategies in a workshop mode where teachers and administrators will improve on their prior knowledge, put into practice explicit reading comprehension strategies, start the scoping and sequencing procedure, and select strategies that teachers could use within the

units/content for instruction in reading lessons. The goal of the PD is to offer teachers training, collaboration, and practice opportunities with direct and explicit strategy instruction where they will develop a departmental and school-wide scope and sequence of explicit reading comprehension strategy instruction and put it into a curriculum tracker which could advance reading comprehension for students as teachers and eventually influence families, and society. Throughout the training, the teachers and administrators can expand collaboration within the instructional team as they establish collegial responsibility, creating lasting support for new teachers.

The chief aim of this project was to ensure teachers have the skills and knowledge required to effectively teach students using explicit reading comprehension techniques. The PD project is a 3-day training I could implement in the summer of 2023 during the contract with county and school approval. The training will include informational training, hands-on activities, planning, and discussion sessions. The main goals for PD are as follows:

- Goal 1: Teachers will gain a deeper understanding of explicit reading comprehension strategies, in addition to their fundamental constituents and benefits.
- Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.

- Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.
- Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.

In Section 3, I present the project. This section contains the details of the project, including a description, goals, and rationale of the project. A literature review provides the conceptual framework and research to encourage the project output. Information surrounding the execution of the PD is given, along with the resources and supports, possible challenges, recommended timeframe, and roles and responsibilities of instructional leaders. Section 3 also includes the study location's project evaluation and social change implications.

Rationale

The results showed that teachers at the study site need PD regarding using specific reading comprehension, and teachers faced several challenges when using explicit reading comprehension strategies. These challenges included the need for collaboration with the district and school, time for planning and execution of lessons, students' dynamics, and motivation to teach using specific strategies. I chose PD to address the research problem and the teachers' challenges by offering an initial complete training grounded on best practices for elementary teachers. It is necessary to have

scheduled regular PD that is designed to improve teacher performance and increase student achievements (Smith & Robinson, 2020). A PD project was the best way to address challenges teachers face when using explicit reading comprehension strategies.

Third- to fifth-grade teachers will be the audience of this project. The PD will be designed using an andragogy approach where the teachers will actively participate in purposeful learning to achieve the project's objectives. Adult learners experience forms the base for their educational quests making it necessary to use instructional materials relevant to their profession or personal life (Smith & Robinson, 2020). The study findings show that it is necessary to support teachers in advancing their instructional skills and their self-efficacy in teaching using specific reading comprehension strategies. This PD will be essential for them to be involved in hands-on learning experiences while collaborating with colleagues and their administrators. When the PD is deliberately developed to the needs of teachers, the impact on student achievement is positive (Balta & Eryilmaz, 2019).

Review of Literature

This qualitative study addressed third- to fifth-grade teachers' views and experiences when utilizing specific strategies in reading comprehension instructions at the study location. I reviewed scholarly literature associated with the results and project type. The literature review focus was on teacher self-efficacy and PD. I used the following keywords for the literature review: *strategy-based or explicit, collaboration,*

instructional practices, PD, teaching methods, teacher self-efficacy, adult learners, adult learning theory, and andragogy.

I retrieved scholarly peer-reviewed articles from the following Walden University library databases: SAGE Journals, ERIC, Education Source, Academic Search Complete, ProQuest Central, and other academic sources. The discussion of the topics in this section results from the themes that developed throughout the study. These topics include PD, teacher self-efficacy, and collaboration.

Knowles's (1970) theory on adult learning was the framework for the project. This theory explains the difference in the way adults learn and are taught. The study of adult learning or andragogy suggests that instruction for adults needs to concentrate more on the procedure and less on the content being taught as adults are autonomous learners who can take responsibility for their decisions (Knowles). Andragogy is focused on the adult at the center of learning (Khalikova & Hakimova). Andragogical approaches are inclined to be interactive, with a precise concentration on hands-on learning experiences (Abeni, 2020).

There are six guiding principles of Knowles's framework of andragogy. These are (a) adults must be made aware of the reasons why they need to learn something before being introduced to it, (b) self-awareness of adults is strongly reliant on a step toward self-direction, (c) previous experiences of the learner offer a valuable source for learning, (d) adults characteristically are set to learn when they feel the need to deal with

circumstances in life, (e) adult initiation to learning is life-centered as the capability to achieve goals is enhanced, and (f) the drive for adult learners is intrinsically motivated rather than stimulated by external stimuli (Abeni, 2020). These six principles formed the base for this project as they offer information on how teachers can achieve the required knowledge to organize and execute reading comprehension lessons using explicit strategies productively. The defined features of andragogy are that learners exhibit independence, and as learners, they are multifaceted resources for learning (Van der Walt, 2019). I used Knowles's adult learning theory and its guiding principles to guarantee that the educational goals of the PD and the learners were met.

Professional Development

The findings revealed that only two teachers were trained to use a suggested reading comprehension program, SPIRE. Even though the training was optional, other teachers did not access the training. Some teachers need to be made aware of the program. Other teachers use what they learned in their training at colleges and universities. It became apparent that teachers need ongoing training to support their use of explicit strategies when teaching reading comprehension. It is the perception of more than 70% of the teachers that PD training exercises would be profitable, and they would be more accountable for ensuring they use explicit reading comprehension strategies in teaching. To enhance teachers' ability to teach reading effectively, teachers need to participate in PDs that are geared toward specific reading instruction (Dennis &

Hemmings, 2019). Districts must provide PD for teachers that speak to the teacher's needs to improve instructional performance (Little, 2020). Administrators have a critical role as they support school-wide plans to support teachers so that they can operate according to the best interest of themselves and their students (Martin et al., 2019; Muijselaar et al., 2018). When organizing PD, a research-based approach must be used to offer teachers strategies they can use creatively to enhance academic outcomes (Parada-Gañete & Trillo-Alonso, 2023).

The usefulness of PD in modifying teacher practices to improve student success has been confirmed in several studies. For example, Dennis and Hemmings (2019) stated that PD could be effective as modern techniques are continually being examined, and the awareness of how best to teach students is constantly changing, making it necessary for teachers to tap into the best practices of the 21st-century world. PDs are more successful when schools see the need to significantly shift how resources are organized, moving away from a uniform approach to one where engagement with the curriculum is crucial (Avidov-Ungar, 2023). Collaborative structures benefit all forms of teacher PD (Richter et al., 2022). PD presents an opportunity for collaborative communities to be formed and declared that collaboration is a foundation in school and instructional development (Richter et al.).

Teachers can use PD activities to collectively communicate and reflect with their peers on practices that are advantageous for individual improvement (Nordgren et al.,

2021; Sprott, 2019). Teacher and teacher quality are the two most compelling factors in student success (Wilkinson et al., 2016). Research has shown that PD led to an improvement in fourth-grade reading scores and fifth-grade writing scores (Gupta & Lee, 2020). Hence, school districts need to have mandated PD for teachers.

It necessary to connect theory and practice in PD frameworks for developmental-oriented teaching and learning (Sancar et al., 2021). Seven elements of effective PD include the PD must focus on the content delivered, participants must be active listeners, the PD must enhance support for collaboration, the models must reflect effective practice, coaching, and support from experts, there should be space for feedback and reflection, and the PD must be offered overtime where teachers can have the chance to apply new thinking to their classrooms (Bates & Morgan, 2018). When planners and presenters organize PD, they must also consider the length and level of support to guarantee success. It is essential for teachers to have the time to reflect and successfully carry out their learning (Nichol et al., 2018).

Teacher Self-efficacy

Bandura (1986) introduced teacher self-efficacy as a social cognitive theory. According to Bandura's theory, teachers are motivated by their values, goals, and school behaviors. Bandura stated that a teacher's values can encourage subjective well-being and individual self-efficacy. The academic results may be positively impacted if teachers are confident in their ability to successfully manage tasks, duties, and challenges connected

to their professional activity.

Findings support using PDs to promote teacher self-efficacy. Teachers' conservation ethics have been related to the sense of self-efficacy regardless of the type and level of encouragement for teaching (Barni et al., 2019). Additionally, connections were more persuasive when teachers experienced less outside burden and considered themselves strong-minded toward teaching (Barni et al.). The more teachers participate in work activities alongside continuing PD, the higher their self-efficacy (Li et al., 2022). When teachers are involved in ongoing PD activities, they tend to improve in the area where they received training. For example, when teachers attend PDs for time management, they do better in that area (Li et al.).

If implemented correctly, PD can be a successful program (Glackin, 2019). There is a need to think about teacher education programs and evolving PD techniques, as teachers' self-efficacy beliefs present a curvilinear connection with years of teaching experience, meaning that self-efficacy heightens in initial teaching and mid-career, intensifies in mid-career, and then regresses in later career phases (Polou et al., 2020). Further, when teachers are given a say in what content they receive in PDs when they are given a chance to lead PDs, and when PDs are meaningful, there will be added success for all stakeholders (Martin et al., 2019). Educators must recognize that for PD to be successful, it must take a specific form in which learning is socially positioned and created through connections with others (see Vygotsky, 1978). Several modeling formats

must be used for teachers to benefit from PD. For instance, effective actual modeling, symbolic modeling, self-modeling, stimulated modeling, and cognitive self-modeling techniques must be employed (Glackin). When teachers see a link between a learning experience and their daily responsibilities, they become better at instructing, when they learn by seeing other teachers successfully model a task, and when they perform a task and evaluate themselves.

Collaboration

Collaboration and professional learning for teachers are fundamental to strategically and sustainably employing most other enhancement strategies. To change experiences and results, leaders must activate systems and structures that are designed to develop teacher competence and increase prospects for teachers to collaboratively plan and organize student support (Richter et al., 2022). Teachers must be given the chance to collaborate on topics under discussion. They are to be involved in developing projects resulting from PD. Teachers often feel neglected when they have innovations thrown at them that they need to learn. When an instructional expert leads shared-content teaching teams to conduct curriculum mapping, modify and create lesson plans, and advance content and pedagogical knowledge, it serves as a collaboration and PD (Richter et al.). The study's results exposed that high-quality professional learning must have a combination of meeting and coaching arrangements while ensuring that teachers' planning time is not interrupted (Ninković et al., 2022).

Ninković et al. (2022) conducted a study to examine the relationships between teacher trust in colleagues, components of professional learning communities, and shared teacher efficacy. Three hundred sixty-two teachers participated in the research, and data gathered were analyzed using structural equation modeling methods. The findings showed that teachers' confidence in their colleagues impacts teachers' collective efficacy. Furthermore, as a feature of professional learning communities, collective job-related duties acted as a moderator in the association between teacher trust and shared teacher efficacy. PDs are critical to nurturing teaching practices of implementing creative ideas relating to the content (Li et al., 2022). According to Ninković et al. when teachers participate in PDs and professional learning communities, the skill and love for using research-based strategies are stimulated. Bandura's (1993) social cognitive theory declares that self-efficacy, opinions persons have about their capabilities to achieve a specific task at the required level, has powerful motivational effects. To improve teachers' self-efficacy in their abilities to perform tasks, they are to be introduced to PDs that will allow them to be sincere about their perceptions while ensuring that opportunities are created to build trust-based teacher collaboration creating better relationships and teacher development.

While building teachers' trust in colleagues is critical, it is equally essential to ensure that colleagues can offer feedback and conduct peer observations. Ridge and Lavigne (2020) declared that when feedback is given from peers, teachers are more likely

to be receptive than receiving feedback from the administration. Peer feedback is generally found to be more illustrative rather than analytical. The findings show that teachers were more accepting of collaborative conversation, which resulted in an advanced level of self-efficacy (Ridge & Lavigne). Trust is an essential factor that is needed to build collaborative relationships with other teachers. Through Ps, learning and change may interrupt the teacher's knowledge; however, the disturbance presented often becomes a vehicle for thorough deliberation.

Kent (2019) conducted a study examining the impact of an accommodative PD program for K-8 mathematics teachers to advance their execution of modern standards to encourage superior student learning and accomplishment. The results showed that the district with participants participating in the research performed better than the state average and a neighboring district during the three years of employment. The results support mixing collaborative structures within teacher PD sessions as these assemblies have proven growth in active problem-modeling lessons throughout the three years of PD. Teachers gravitate more towards instructionally focused PD as they consider the focus on their skills and abilities, subject area content, and pedagogy related and valid to their everyday tasks.

Project Description

A three-day PD was designed to expose teachers to using explicit comprehension strategies when teaching reading comprehension. The PDs will be implemented during

the summer of 2023. At the beginning of the school year 2023-2024, the school has a one-week PD program for all teachers. Hence, this PD will be carried out during the last three training days. The PDs will be carried out at the school, comprising hands-on training activities, dialogues, planning time, and feedback sessions. The focus of the sessions will be diverse and planned according to the data gathered from the research. The teachers will have time to work, plan for implementation and organize lesson focus. On day 1 of the PD, the teachers will focus on explicit reading comprehension strategies, including examining the definitions of explicit reading comprehension, the components, and the benefits. There will be an afternoon session with grade-level teams working on backward planning by investigating state standards across content areas that could be developed into reading comprehension lessons using explicit strategies. Day 2 will be group and task-oriented, where teachers continue to learn about the planning process while given the time to work together to apply their learning to their teaching context. Day 3 will be a reflective process where teachers will discuss the projected outcomes (See Appendix A for Project Study). Teachers will be taken through a brief learning session for collaboration and work time.

The literacy specialist will facilitate PD and assist teachers and administrators with successful experiences using explicit strategies to teach reading comprehension to guarantee a collaborative and supportive environment. Teachers will use the school's personnel to build the trust and rapport needed for future support. The school will provide

materials and resources by copying information infographic materials for teachers. The smartboard will be used to communicate information, and regular school materials such as chart papers, markers, post-it notes, and copy paper will be used. The library will be open and accessible to teachers who may need to do further research using books. Each teacher has a personal laptop issued by the school, and they will use this throughout the PD as needed. A light snack, water, coffee, and tea will be provided. The days of the training are required contracted workdays. Hence no lunch or payment will be provided for the participants.

As with other projects, a few potential barriers may arise. Firstly, the facilitators may not readily accept the challenge of presenting at this PD since it means giving up a few days earlier than required to prepare for this project. A potential solution is that the facilitators meet prior to the end of the current school year to plan for the PD.

Another potential barrier could be that teachers may need to be more receptive to receiving other strategies to use in their classrooms as they may be comfortable with what they are already doing. Another challenge could be that other PD sessions are already planned that need to be delivered. The research results will be provided to the administration and the district to lessen teachers' challenges. Doing this may encourage the planning team to prioritize the training as necessary.

The objective of PD is to provide a learning experience for teachers about explicit reading strategies to ensure the instructional trustworthiness of state standards during

reading comprehension lessons. While the targeted audience for the study is third to fifth-grade teachers, all instructional staff members will be engaged in the training just in case teachers are moved to other grades and to ensure that the comprehension program of the school is strengthened. The participants in the PDs are expected to make the most of their learning time, actively engage in the sessions with a growth mindset and collaborate with colleagues. The PD will be offered to the literacy specialist to execute during the summer training days; however, I will offer support in planning with the facilitator, conducting sessions, and offering other support as needed. The study's findings and the PDs outcome have been discussed with the administration, who have decided that the PD would sustain and support the school's needs and unquestionably influence the school's reading program. PD has been placed on the list of summer PD needs.

Project Evaluation Plan

Kim et al. (2021) stated that the present emphasis of educational research is to offer students the best quality reading instruction. Evaluation of PD is essential to guarantee that the proposed goals are met. For the PDs, the formative assessments will offer feedback on areas that need support, while summative evaluation will offer information on how well the learning has taken place (Mastagli et al., 2020). The evaluation plan for this project investigates whether teachers think they have achieved the desired PD goals and gathers their reflections on the delivery of the PDs. A reflection sheet will be given to the staff at the end of each day to record their feedback, insights,

and suggestions for improvement. The information from the reflections will help me improve the PD sessions to guarantee that the sessions offer valuable interactions for teachers.

The information for reflection will be collected using reflective writing and the Likert scale. Aybek and Toraman (2022) stated that the Likert scales are extensively used in instruments assessing thoughts, beliefs, and attitudes. The teachers will evaluate the PDs at the end of each day to provide summative feedback. These scales will provide information on how successfully the training addressed the needs of the teachers. In Likert scales, the scale items are generally attached to a two-pole range from strongly disagree to agree (see Price et al., 2019) strongly. The ordinal categorical scores are produced from answers given by the respondents to the scale items. The reflective writing will provide documentation of the learning and offer feedback as teachers are given a chance to share knowledge and ideas that may not be shared otherwise and may influence the applied knowledge needed to advance their PD further (Kassab et al., 2020). Putting the two techniques together will offer an extensive evaluation plan for PD that will expose teachers' perceptions about the success of the targeted goals.

The three-day PD will be carried out during contracted workdays in the extended summer learning time for teachers. The sessions will be designed for collaboration, where teachers will perform hands-on learning activities, discuss information, and offer feedback. The evaluation surveys will be designed to reflect the PD goals. The PD

sessions' main goal is to expand teachers' experiences while teaching reading comprehension using explicit strategies at the study location, which will improve student achievement. The first goal will be to conclude whether the teachers have achieved a clearer understanding of using explicit comprehension strategies to teach reading comprehension. Secondly, it will ascertain if teachers believe they are ready to plan reading comprehension units backward and use diverse instructional practices that can be used to enhance the delivery of state standards during teaching. The third goal will be to decide if the PD has helped teachers to establish a relationship where collaboration is effortless that can support them throughout the explicit reading comprehension implementation process.

The PD will involve administrators and teachers at the research site as they are the key stakeholders. The activities will be designed so that the stakeholders will work cooperatively. The administrators and teachers will provide summative feedback at the end of the training days to improve future PD at the school. The evaluations will be summarized and shared with school leaders to inform them about the efficiency of PD and to enhance decisions about continuous support throughout the year.

Project Implication

This study's results indicated that teachers require PD in teaching reading using explicit strategies. It was revealed that teachers were told to use what works best for them. Teachers believed that if they received training in the area, they would be better

able to teach using explicit reading strategies. Teachers perceived they needed more time to collaborate, plan and carry out reading comprehension lessons due to the diverse student population and several pull-out intervention programs. Consequently, the recommendation would be for the county and school to provide direct PD in teaching reading comprehension using explicit strategies at the study location. A solution to the problem is to create a three-day PD program that can be employed to offer teachers the information and proficiencies they presently believe are lacking. The PD was created to address the teachers' needs and offer continuous improvement for teachers who find it challenging to teach reading using explicit reading strategies and advance the collaborative structures of the school to guarantee continuous support throughout the year. These aspects will improve teaching reading comprehension using explicit strategies, ultimately increasing student achievement at the study location.

The PD training could increase the skills and knowledge of the teachers about using explicit reading comprehension strategies and enhance the overall instructional practices of creating integrative units, including explicit reading strategies in comprehension lessons, and using a backward design for lesson planning. When teachers have enough knowledge of explicit reading comprehension strategies, they believe teaching these strategies needs to be more complex (Elleman & Oslund, 2019). Therefore, their students could achieve reading tasks relatively well. The skills teachers gain from the PD engagement will help them to use more explicit strategies when

teaching reading comprehension, which has definite social implications for students as they are prepared for future success.

The project output also has implications that reach outside the local context. The PD that was developed can be applied in any background to encourage achievement within any reading comprehension program by expanding the instructional trustworthiness of state standards (Cloutier & Ravasi, 2021). Increasing fidelity to the implementation of state standards will ensure that students have more significant gains, which can have broader implications for evidence-based instructional practices and influence decisions made about financial support for any school. Teaching reading comprehension using explicit strategies can be enhanced by using this PD as the program setup emphasizes student success and teacher collaboration. Moreover, teachers will be equipped with strategies to help students organize and correctly apply several comprehension approaches through instructional frameworks. Furthermore, teachers could profit from sustained opportunities to delve into and converse their comprehension techniques, thus further highlighting the significance of the dependable application of such approaches in classrooms. Explicit reading comprehension techniques could be a modality to enable comprehension instead of a product or assessment.

Conclusion

Section 3 presents the project deliverable derived from the data analysis in Section 2. A three-day PD was created in response to the data. Inclusive information

about the PD was given, containing information on the project, the objectives, the justification, and the evaluation plan. Topics related to the project were provided in the literature review. Section 3 discusses the project and implications of social change on the study location and the broader context. The results, strengths of the project, limitations, alternative considerations, and likely future research were discussed in section 4. The section will end with reflections on scholarships, project development, evaluation, leadership, and change.

Section 4: Reflections and Conclusions

Section 4 describes reflections and conclusions on the project study. In addition, the section discusses the project development, evaluation, leadership, change, and the alternative techniques to the project study. Section 4 will end with a discussion of the implications, applications, and directions for future research.

Project Strengths and Limitations

I examined teachers' challenges when teaching reading comprehension using explicit strategies in Grades 3 to 5. The data analysis of the teachers' interviews showed an agreement that formal training was needed to guarantee practical instructional approaches to teaching reading comprehension. Based on the findings, a 3-day PD was designed to support teachers at the study location. The PD spoke to each of the topics that the teachers acknowledged as needing to be improved: training, support, collaboration, planning, time, and ability. The PD provided time for planning, teamwork, team building, and collaboration with the intention of these attitudes going forward into the school year. Teacher collaboration contributes naturally to school improvement, develops relationships, provides emotional support, and provides an avenue for professional growth (Little, 2020). The PD was created to offer teachers the required skills and knowledge to successfully use explicit reading strategies when teaching reading comprehension while nurturing a cooperative setting for continuing support. The PD sessions were developed on evidence-based procedures for adult learning.

Even with well-planned PD projects to offer information and skills training for the study location, errors with the implementation of explicit strategies for reading comprehension are possible. Constructive classroom culture is one of the most critical circumstances influencing the successful employment of instructional practices (Bealer, 2023). This issue could prevent the success of the implementation of instructional practices in using explicit strategies when teaching reading comprehension as a result of the extent of teamwork and teacher enablement instead of explicit teaching strategies needed within the classroom. A positive school culture helps reduce attendance issues and teacher stress and boosts a positive mindset of staff and all stakeholders (Bealer). An environment without partnership and collaboration could impact the teaching-learning experience of any school. However, this PD was not designed to address the school or classroom culture issue at the study location.

Recommendations for Alternative Approaches

Teachers need continuous learning opportunities, but educators need to understand teachers' perceptions of their abilities so that they can put in place approaches that can build their instructional practices and heighten their self-efficacy in their ability to teach reading comprehension using explicit strategies. An alternative approach would be to create a professional learning circle structure where mixed learning opportunities of a conventional professional learning community for data digging, long-term planning is done with a practical and mini-PD session are provided, which would afford teachers the

time to learn, plan, evaluate and collaborate. Another alternative approach is for the reading department to create a newsletter blast where teachers are consistently every month provided with a newsletter sharing recommended strategies, they can try that are aligned with state and curriculum standards. This would provide teachers with tools for their toolkits that they can use instead of conducting further research, which could be time consuming.

Developing a coaching and mentorship plan is another alternative. This strategy could allow teachers to guide each other by demonstrating best practices, conducting peer observations, and providing feedback and co-planning lessons. This approach creates an atmosphere of collaboration within the school, resulting in a positive school culture. Finally, the reading department could provide micro videos of 3-5 minutes of recording of classroom instructions using explicit reading comprehension strategies. The teachers could then watch, make journal entries, and have team discussions on the videos to alleviate some of the challenges they face when teaching reading comprehension. Having an all-inclusive implementation plan would offer continuous support for teachers by providing them with the skills and knowledge they need to teach reading comprehension using explicit strategies.

Scholarship, Project Development and Evaluation, and Leadership and Change

This research journey has been a complicated and lengthy process. The knowledge and skills I gained from this experience have made me aware of scholarship. I

have changed my perceptions of educators who had gone through this process before I did, as I am more aware of the sacrifices and challenges, they have had to overcome to achieve their goals. I have nothing but deep admiration for their dedication and perseverance. Achieving a doctoral degree has always been one of my goals. Firstly, I wanted to achieve this level of training because no one in my immediate family has reached this milestone. Secondly, I always wanted to gain valuable and higher-level skills that would allow me to write, read and conduct research that can benefit me and the wider society academically, personally, and professionally. Moreover, I wanted to be a role model for my children so that they, too, can set their targets for realistic and achievable goals.

The doctoral journey had challenges. I considered myself a fluent writer; however, I had to enroll in a writing course to help me learn about scholarly languages and writing. While completing the course, I became cognizant that an accomplished writer can identify and use essential arguments and locate and use trustworthy and peer-reviewed sources with a distinct and formal tone in a readable format. The process has helped me to become more proficient in the use of gathering and analyzing data. All data is vital as I can analyze and synthesize the information with a precise concentration on improving decisions for my students and my school.

Engaging in this educational research has caused my colleagues to have an improved level of respect for my suggestions and input in educational decisions. Recently

the school administrators appointed me the role of coordinator of the rising kindergarten summer school program. This engagement has allowed me to implement educational systems that will prove successful for the school and the wider community. When I started the program, I knew I would focus on a topic related to literacy as I love this subject area, and my master's degree is in this area. However, after listening to conversations at my school, I decided that I would concentrate on the teaching of reading comprehension and specifically on the challenges teachers face when teaching reading comprehension using explicit strategies.

After being engaged in so much research, reading several papers written by others and analyzing whether research is trustworthy, I have seen where I have grown as a professional. I am motivated to examine educational issues that may arise in my school so that I can give research results to the school leaders for effective change. Even though I have become more persistent, more organized and determined to overcome obstacles, I will always seek ways to improve my writing, editing, and revising skills.

Creating the three-day PD program is an accomplishment for me as it has permitted me to contribute education and the wider society. I believe that through this project teachers will gain the required expertise they need to effectively teach reading comprehension. The design of the project is grounded in Knowles' adult learning theory to guarantee that best practices for adult learning were used throughout the project. By using the mentioned evaluation techniques, teachers are given the opportunity to reflect

and offer feedback about the success of the training so that future projects can be improved on. Future analysis of the students' achievement, teachers' perceptions and school practices will also offer an assessment of the efficiency of the PD. The skills that I have acquired throughout the doctoral journey have impacted my leadership and management skills (Chase et al., 2020). Not only have I gained academic skills, but I have also acquired the soft skills of being a good listener and communicator. With these capabilities, I am more capable of solving problems, accepting, and conquering difficulties, and able to work towards enabling a system of success for all students.

After being engaged in research, reading several papers written by others, and analyzing whether research is trustworthy, I have seen where I have grown as a professional. I am motivated to examine educational issues that may arise in my school so that I can give research results to the school leaders for effective change. Even though I have become more persistent, more organized, and determined to overcome obstacles, I will always seek ways to improve my writing, editing, and revising skills.

Creating the three-day PD program is an accomplishment as it has permitted me to contribute to education and the wider society. Through this project, teachers will gain the expertise they need to teach reading comprehension effectively. The project's design is grounded in Knowles' adult learning theory to guarantee that best practices for adult learning were used throughout the project. By using the mentioned evaluation techniques, teachers can reflect and offer feedback about the success of the training so that future

projects can be improved. Future analysis of the student's achievement, teachers' perceptions, and school practices will also offer an assessment of the efficiency of PD. The skills I acquired throughout the doctoral journey have impacted my leadership and management skills (Chase et al., 2020). Not only have I gained academic skills, but I have also acquired the soft skills of being a good listener and communicator. With these capabilities, I can solve problems, accept, and conquer difficulties, and work towards enabling a system of success for all students.

Reflection on Importance of the Work

Through this doctoral course, I have become a scholar-practitioner, allowing me to learn and apply new skills to my teaching practice. Although the process was challenging, I became more resilient and dedicated. Using Walden University has enabled me to have access to scholarly studies and literature relating to my topic. This engagement helped me to find, analyze and use research data to answer my research questions.

One of my goals as an educator is to advance my educational practices. To some extent, I have fulfilled this objective as I have engaged in an academic study that required me to investigate educational issues, analyze findings and implement best practices in my educational setting. I am confident that I can contribute worthwhile to my present work and future projects requiring my skills. As learning is an ongoing process, I will make myself available to continue building on the skills I gained through this Walden

experience. When I started this journey, I was not immediately sure where I would be; however, I focused on reading comprehension using specific strategies and the challenges teachers face when teaching. My research and interactions with my professors and colleagues enabled me to speak about the problem I wanted to solve. I eventually created a project that is a projected answer to the research problem. Through self-reflection, I reminded myself that I am not perfect; however, I should remain grounded in research and build on my skills which will help me to be a better scholarly practitioner, which will result in a change in the learning experiences of my students and bring about social change.

The Project's Potential Impact on Social Change

This doctoral project study addressed a problem relating to the challenges teachers face when using explicit strategies in teaching reading comprehension to third to fifth-graders. The data provided by the evaluation report will permit the school administrators to become knowledgeable decision-makers. The National Assessment of Educational Progress revealed data showing that the average fourth-grade student's reading ability has remained low for over a decade (National Center for Education Statistics, 2019). The absence of basic reading abilities is a local problem and a global problem. Students with a continuous poor literacy rate may enter a cycle of becoming illiterate throughout their lives and even having illiterate families (National Center for Education Statistics).

Positive social change implications from this project encompassed establishing an understanding of the reality that many students leave elementary school with reading challenges and maybe reading below grade level. The longstanding implications from this project comprise data that may be significant for providing support for teachers experiencing challenges when teaching reading so that they can better reach students who are not reading on grade level and improve their reading ability (Egloff, et al., 2019). The implications for social change may start at the local level and lead to assisting teachers and students in growing into lifelong learners and influential contributors to their future. Working collectively on any situation to improve the issue presents an opportunity for social change. Enrolling at Walden University has helped me achieve a more profound comprehension of social change through my scholarly practice and research. The process has helped me learn how to develop a project study that will aid in advancing social change within my career, community, and myself.

Implications, Applications, and Directions for Future Research

The PD project was developed as a result of analyzing the findings. The project likely solves the teachers' perception that they needed support efficiently teaching reading comprehension using specific strategies (see Appendix A). The results supported the need to develop a three-day PD plan to ensure that the teachers are provided with the skills and knowledge needed to be fully aware of how to effectively teach reading comprehension using specific strategies through planning and implementational

practices. One of the PD goals was to establish a continuous support system at the school as teachers become collaborative through the PD. The belief is that when teachers begin to implement the program at the school, they will experience confidence as they conquer the challenges faced, which will positively influence the students. Improving student accomplishment could influence the school's state rating, which could increase funding and enrollment. An efficient reading comprehension program can effect positive social changes as the teacher's practices better equip them to reach students who will then be provided with the skills of cooperative learning, critical thinking, and problem-solving skills needed for the 21st century.

The outcome of the PD study was concentrated on equipping teachers with the abilities and knowledge needed to teach reading comprehension using specific strategies effectively. Future research could examine the usefulness of PD over time.

Administrators could observe classrooms, teachers' planning documents, and students' achievement data to decide on the effects of PD on student achievement and the school rating. The project could be advanced into being an ongoing support plan with mentoring and coaching structures attached to it.

Conclusion

This qualitative study aimed to investigate the challenges teachers face when using explicit strategies when teaching reading comprehension to third to fifth graders. The problem was examined to decide on teachers' perceptions of the challenges they face

to determine a possible solution. The teachers perceived that they needed more time or dialogue with the school or county network about their expectations for teaching reading comprehension using explicit strategies. The teachers felt that they needed more time to meet with their colleagues to analyze and discuss data so that they could plan lessons to meet state standards. Teachers thought that having PDs to prepare and support them in teaching reading comprehension would provide them with the knowledge and skills needed to succeed. Hence, the goals of the PD are as follows:

- Goal 1: Teachers will gain a deeper understanding of explicit reading comprehension strategies, in addition to their fundamental constituents and benefits.
- Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.
- Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.
- Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.

Even though PD offers a starting point for all-inclusive collaboration, it is the expectation that the administrative staff will design a support plan that will help with the

continuation of collaborative efforts among teachers and staff in the school. Another expectation is for the reading specialist to continue creating collective collaboration spaces in CLTs to build a culture of professional learning. As a result of the PD, the teachers will continue to work together to master the vigor required by the standards and to create a scheme that permits differentiated instruction to aid all students in their quest for mastery of standards.

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Appendix A: The Project

Purpose and Rationale

The PD aims to ensure teachers have the skills and knowledge to efficiently teach reading comprehension using explicit strategies. The PD was developed due to the information collected from teachers in the semistructured interviews. The data pointed to teachers having several challenges using explicit strategies when teaching reading comprehension. These reasons included little time to collaborate, plan and execute lessons. Teachers felt they needed to be adequately guided by the school or the county regarding the expectations of using explicit strategies when teaching reading comprehension. The PD sessions will offer teachers the support to use explicit strategies better when teaching reading comprehension. All teachers involved in the interviews perceived that PD was necessary and required to support the reading program better. Teachers believe they must have the skills needed to improve student learning and success (Toom et al., 2017) competently. Teachers felt that when students' achievement has increased, the school's SOL rate will improve, further increasing school funding, enrolment, and rating.

Goals and Timeline

The chief aim of this project is to ensure teachers have the skills and knowledge required to effectively teach students using explicit reading comprehension techniques.

The PD project is a three-day training I could implement in the summer of 2023 during the contract with county and school approval. The training will include informational training, hands-on activities, planning, and discussion sessions. The main goals for PD are as follows:

- Goal 1: Teachers will gain a deeper understanding of explicit reading comprehension strategies, in addition to their fundamental constituents and benefits.
- Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.
- Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.
- Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.

The PD will be implemented during the summer of 2023. The goals of each session are presented in Table 6. Each day will start with hot and cold beverages; the teachers will mix and mingle. The collaborative learning sessions, lunch, and work time will follow. The day will end with an evaluation session which will offer feedback on the

accomplishment of the project's objectives so that adjustments can be made for improvements of the sessions.

PD Alignment with Objectives

Date of Session	Objectives
Summer 2023: Day One	<p>Goal 1: Teachers will gain a deeper understanding of explicit reading comprehension strategies, in addition to their fundamental constituents and benefits.</p> <p>Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.</p> <p>Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.</p>
Summer 2023: Day Two	<p>Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.</p> <p>Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.</p> <p>Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.</p> <p>Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.</p>
Summer 2023: Day Three	<p>Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.</p> <p>Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.</p>

Day One

Session Outcomes	
<p>Goal 1: Teachers will gain a deeper understanding of explicit reading comprehension strategies, in addition to their fundamental constituents and benefits.</p> <p>Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.</p> <p>Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.</p>	
Session Materials	
<p>Facilitator:</p> <ul style="list-style-type: none"> • Smartboard • Computer • PowerPoint • Hot beverages • Cold beverages • Snackable 	<p>Participants:</p> <ul style="list-style-type: none"> • Laptops • Grade level standards
Agenda	
8:30 – 9:00	Light breakfast
9:00 – 9:15	Welcome and Introduction
9:15 – 9:30	Synergy activity
9:30 – 10:00	Learning Session: What are explicit reading comprehension strategies?
10:00 – 11:00	Collaboration
11:30 - 12:30	Lunch (teachers provide their own lunch)
12:30 – 1:00	Learning Session: Planning process with Procedures to advance practices.
1:00 – 2:15	Collaboration
2:15 – 3:00	Closing & Session Evaluation

For collaborative sharing time, the reading specialist, experienced teachers and administrators will be assigned to groups to provide guidance to conversations, listen to

suggestions and record important points of information. These professionals will use data relating to best practices surrounding reading comprehension using explicit strategies throughout the PD to support learning and planning.

Welcome

- Today's Agenda
 - Team Building Activity
 - Learning Session: What are Explicit Reading Comprehension Strategies?
 - Collaboration
 - Lunch (teachers provide their own lunches)
 - Learning Session: Planning Process with Procedures to Advance Practices
 - Collaboration
 - Evaluation & Closure





Objectives

- **Morning Session**

- Goal 1: Teachers will gain a deeper understanding of explicit reading comprehension strategies, in addition to their fundamental constituents and benefits.
- Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.

Learning Outcomes

- **Afternoon Session**

- Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.
-



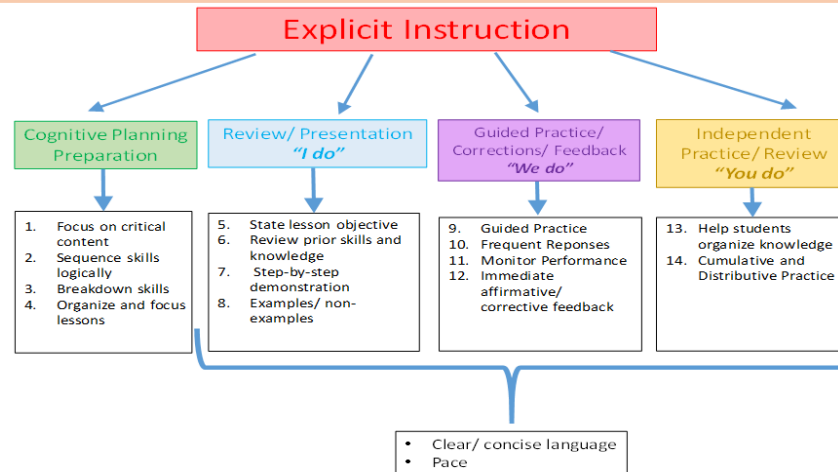
What are Explicit Reading Comprehension Strategies?



Watch: The BIG Creativity Can School Pack Video
 What is the significance of this video to your school and team?



What is Explicit Reading Comprehension Teaching? Explicit Instruction Is...Direct, Clear, Effective



Understanding Explicit Reading Comprehension Strategies

ELEMENTS OF EXPLICIT INSTRUCTION

- Element 1:** Focus instruction on critical content
- Element 2:** Sequence skills logically
- Element 3:** Break down complex skills and strategies into smaller instructional units
- Element 4:** Design organized and focused lessons
- Element 5:** Begin lessons with a clear statement of the lesson's goals
- Element 6:** Review prior skills and knowledge before beginning instruction
- Element 7:** Provide step-by-step demonstrations
- Element 8:** Use clear and concise language
- Element 9:** Provide an adequate range of examples and non-examples
- Element 10:** Provide guided and supported practice
- Element 11:** Require frequent responses
- Element 12:** Monitor student performance closely
- Element 13:** Provide immediate affirmative and corrective feedback
- Element 14:** Deliver the lesson at a brisk pace
- Element 15:** Help students organize knowledge
- Element 16:** Provide distributed and cumulative practice

Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York, NY: The Guilford Press.

Understanding Explicit Reading Comprehension Strategies

Shifts in Understandings

We used to think...

Now we think...

Role of the Teacher

The teacher's role was to give out information. The teacher had the knowledge and the students needed the knowledge. Teachers gave lengthy talks to give students the information they needed.

The teacher's role is to coach in on student learning. Students have knowledge and skills. Teachers now listen and watch students and guide them in a skill within their zone of proximal development providing explicit teaching to push their thinking forward.

Role of the Student

The student's role was to listen to the teacher and gain knowledge. If a teacher said something the student was required to remember that information. There was limited time to practice what the teacher had taught.

The role of the student is to work on what mini-lesson a teacher taught. They do so while the teacher observes and coaches in on their learning. Each time working to try something new and push themselves as learners.

Use of Time

Time was mostly spent listening to teachers with small amounts of time for practicing after the teacher was done teaching.

Time is mostly spent practicing skills. The teacher teaches for about 10 minutes and then students have about 40 minutes to practice these skills under the close eye of a teacher who is watching and coaching in when needed.

Types of Tasks

Tasks were usually worksheet or task based with a limited set of problems that focused on the skill that was taught. Students would practice these and then "know."

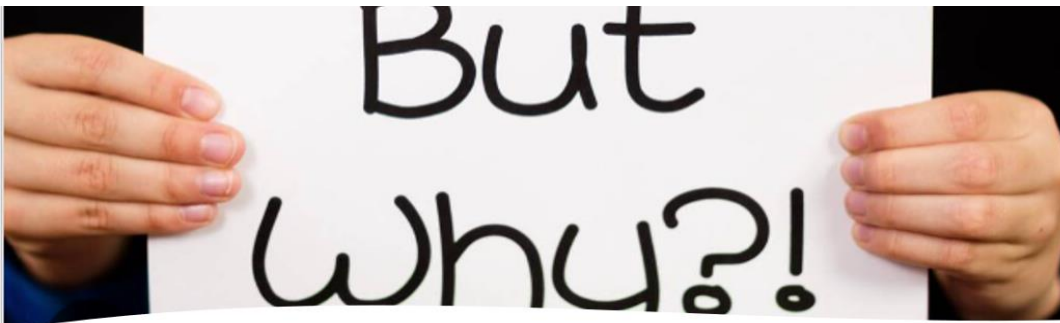
Tasks are all authentically based. Students are reading choice books and writing choice stories. Student and teachers understand that knowledge is a continuum and skills take time to develop.

Core components of Explicit Reading Comprehension Techniques

The chart below summarizes what explicit instruction is versus what it is not.

What Explicit Instruction is	What Explicit Instruction is not
Explicit Instruction is skill based, but students are active participants in the learning process.	Explicit Instruction is not skill and drill.
Explicit Instruction integrates smaller learning units into meaningful wholes.	Explicit Instruction does not teach basic skills in isolation from meaningful contexts.
Explicit Instruction is developmentally appropriate. Instruction is tailored specifically to students' learning.	Explicit Instruction is not "one size fits all".
The teacher constantly monitors understanding to make sure students are deriving meaning from instruction.	Explicit Instruction is not synonymous with rote memorization.
Explicit Instruction is used in diverse contexts and curricular areas.	Explicit Instruction does not solely address basic/ rudimentary skills.
Students like it because they are learning!	Explicit Instruction is not boring and alienating.
Students are cognitively engaged throughout the learning encounter. They have opportunities throughout the lesson to self-monitor and direct their own learning and participation.	Explicit Instruction is not all teacher directed.

Goetze, Jennifer L. Explicit Instruction: A Framework for Meaningful Direct Teaching. Pearson, 2008. p. 10.

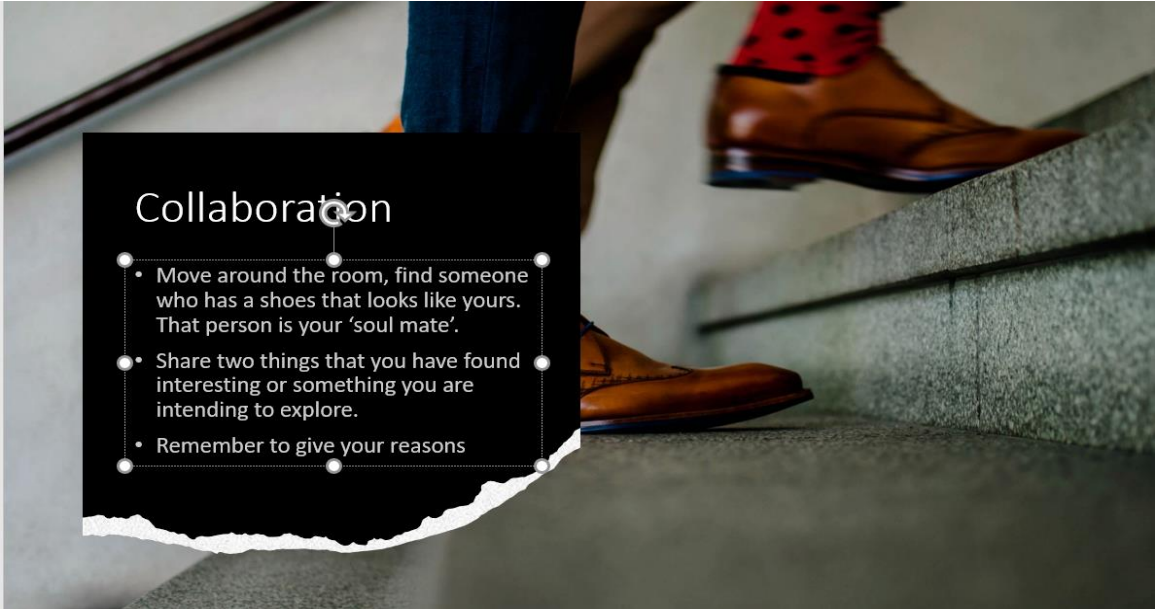


Benefits

- Skillful readers naturally employ metacognitive behaviors as they read. (Swanson & De La Paz, 1998).
- Students with learning disabilities benefit from modeling, discussing, and applying strategies such as metacognition, activating prior knowledge and summarizing. (Mastropieri & Scruggs, 1997).
- Focusing on explicit comprehension strategies benefits the poor reader, but not the average reader (North Central Regional Educational Lab., Oak Brook, 2002).




Let's Take a Break



Collaboration

- Move around the room, find someone who has a shoes that looks like yours. That person is your 'soul mate'.
- Share two things that you have found interesting or something you are intending to explore.
- Remember to give your reasons




Planning Process with Procedures to advance Practices Cont'd.

Pacing

- DELIVERY
 - Deliver the lesson at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.
- Organize Knowledge
 - DELIVERY
 - Help students organize knowledge. Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

Archer & Hughes (2011)

Planning Process with Procedures to advance Practices Cont'd.



Archer & Hughes (2011)

- Select Critical Content
 - CONTENT
 - Teach the skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match student's instructional needs.
 - Sequence Skills Logically
 - CONTENT
 - Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
 - Background Knowledge and Skills
 - CONTENT
 - Review prior skills and knowledge before beginning instruction. Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This also provides an opportunity to link the new skill with other related skills.
 - Clear Lesson Goals and Expectations
 - DESIGN
 - Begin lessons with a clear statement of the lesson's goals and your expectations. Tell learners exactly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
 - Examples and Non-examples
 - DESIGN
 - In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.



- Divided into your grade level groups share with your team answers to the questions that will guide how you advance your practices.
- The reading specialist, administrators and experienced teachers will share relevant examples with on how you can make your practices better.
- (15 minutes)

Explicit Instruction Lesson Planning Checklist

Identifying and Communicating Objectives

- o Is my lesson objective specific and measurable?
- o Is the objective a critical skill that is appropriate for intervention for students with disabilities?
- o Is my objective a critical skill that is a prerequisite for another important skill?

Alignment

- o Is my instruction throughout the lesson aligned to the objective?
- o Do my strategies align with the objective?
- o Do my procedures align with the objective?
- o Do my examples align with the objective?
- o Do my practices opportunities align with the objective?
- o Do my examples or materials align to the instructional level of most or all of my students?

Teaching Procedures

- o Have I included a plan for reviewing prior skills and/or engaging background knowledge before beginning instruction?
- o How am I going to provide a clear demonstration of proficient performance?
- o Do I have an adequate number of demonstrations given the nature and complexity of the skill or task?
- o Am I planning for using clear, concise, precise and accurate language throughout this lesson?
- o How do I plan to scaffold the information to facilitate learning?
- o Did I break down complex skills or strategies into logistical instructional units to address cognitive overload, cognitive demands or working memory?

Guided Practice

- o How do I plan to withdraw support as the students move toward independent use of the skill?
- o Is the guided practice focused on the application of the skills or strategies related to the goal?
- o How am I going to consistently prompt students to apply skills or strategies throughout the guided practice?

Pacing

- o Did I allow adequate time for students to think or respond throughout the lesson?

Engagement

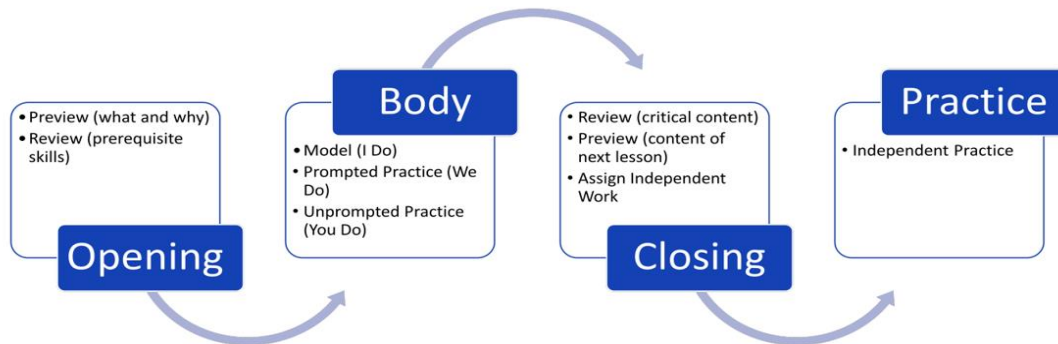
- o Where am I providing (frequent) opportunities for students to engage or respond during the lesson?
- o Are there structured and predictable instructional routines throughout the lesson?
- o What is my plan for monitoring students to ensure they remain engaged?

Monitoring and Feedback

- o How am I going to check to understand throughout the lesson?
- o What is my plan for providing timely and specific feedback throughout the lesson?
- o How might I adjust instruction based on the student responses?

Explicit Instruction Lesson Planning Checklist | OSEPartnership.org

Structure of a Typical Explicit Instruction Lesson



Evaluation Survey
Explicit Reading Comprehension Strategies Learning
Day One

Date: _____

Title and location of training: _____

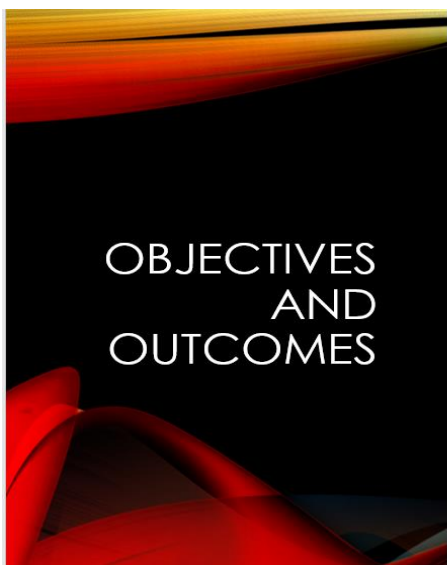
Trainer: _____

Instructions: Please indicate your level of agree with the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. Participation and interaction were encouraged.					
3. The topics covered were relevant to me.					
4. The activities I engaged in supported my learning of using explicit strategies for teaching reading comprehension.					
5. After engaging in the activities, I feel confident in my ability to use explicit strategies when teaching reading comprehension.					
6. My students will benefit from the implementation of the strategies I will use.					
7. How do you hope to change your practice as a result of this training?					
8. How do you hope to change your practice as a result of this training?					
9. What key take away will you implement in the future?					
10. What aspects of the training could be improved?					

Day Two

Session Outcomes	
<p>Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.</p> <p>Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.</p> <p>Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.</p>	
Session Materials	
<p>Facilitator:</p> <ul style="list-style-type: none"> • Smartboard • Computer • PowerPoint Presentation • Hot beverage • Cold beverage • Snackable • Sticky Notes 	<p>Participants:</p> <ul style="list-style-type: none"> • Laptop • Access to grade level standards • Reading Comprehension Planning document
Agenda	
8:30 – 9:00	Light breakfast
9:00 – 9:15	Welcome and Introduction
9:15 – 9:30	Synergy activity
9:30 – 10:00	Reflection on Day one & Collaboration: How can we foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.
10:00 – 11:00	Collaborative Work Time: Procedures to advance instructional practices during the planning process.
11:30 - 12:30	Lunch (teachers provide their own lunch)
12:30 – 1:00	Learning Session: Backward Design for Explicit Reading Comprehension Strategies.
1:00 – 2:15	Collaboration
2:15 – 3:00	Closing & Session Evaluation



Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.



Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.



Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.



Agenda

- Reflection and Collaboration
- Collaborative Work Time
- Session: Backward design for Explicit Reading Comprehension Strategies

Cognitive Planning: Focus on Critical Content

Presenter: Share Big Ideas on Planning Process with Procedures to advance Practices

Big idea is:

- the fundamental concepts and principles that facilitate the most efficient and broadest acquisition of comprehension knowledge.
- **Listener:** On sticky notes record your thought while listening to the presenter.
- **Who:** Find people who are not in your grade level and share with them. You will have 3 minutes to share then find another person.
- We will do this 3 times.

TODAY'S SYNERGY EXERCISE

- **Shape Shifter** - Divide into teams of five to 10, stand in a circle and give each team a long length of rope tied so it fits around the circle of people. Have everyone stand around the rope, put on blindfolds and take five steps back. When you say, "Time to shape shift: form a ___," they have 30 seconds to come back to the circle, grab the rope and then make the shape that has been called, using only their voices to guide each other. You can try rectangle, triangle and even a rhombus!
- Take pictures to share with the group.



Let's Take a
Break

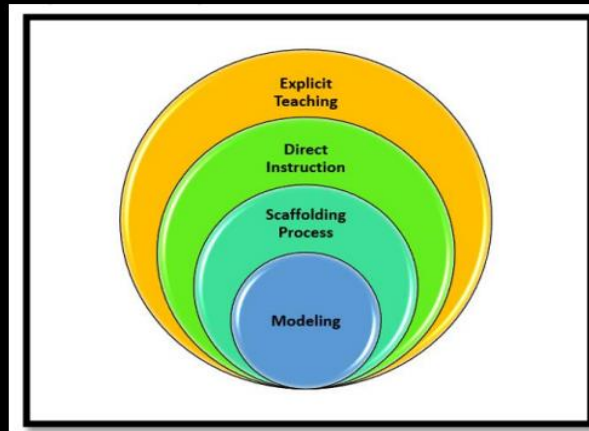


COLLABORATIVE WORK TIME

Share Feedback

- In your grade level, meet, take turns and discuss the feedback you received.
- Determine how beneficial the feedback is and if you need to adjust anything.
- Revise focus questions.

UNDERSTANDING HOW TO TEACH READING COMPREHENSION USING EXPLICIT STRATEGIES



Week	Lessons		
	Lesson 1	Lesson 2	Lesson 3
Week 1	<ul style="list-style-type: none"> Teacher reviews any strategies previously learned. Teacher explains the strategy. Teacher models the strategy. 	<ul style="list-style-type: none"> Teacher reviews any strategies previously learned. Teacher explains the strategy. Teacher models the strategy. Students have the opportunity for guided practice during the read-aloud. 	<ul style="list-style-type: none"> Teacher reviews any strategies previously learned. Students explain the strategy and the teacher adds any missing information. Students have multiple opportunities for guided practice during the read-aloud.
Week 2	<ul style="list-style-type: none"> Teacher reviews any strategies previously learned. Students explain the strategy and the teacher adds any missing information. Students have multiple opportunities for guided practice during the read-aloud. 	<ul style="list-style-type: none"> Teacher reviews any strategies previously learned. Students explain the strategy and other students add any missing information. Students have multiple opportunities to independently use the strategy during the read-aloud and discuss their thinking. 	<ul style="list-style-type: none"> Teacher reviews any strategies previously learned. Students explain the strategy and other students add any missing information. Students have multiple opportunities to independently use the strategy during the read-aloud and discuss their thinking.
Review Weeks	<ul style="list-style-type: none"> Teacher reviews any strategies previously learned. Students use all strategies previously learned during the read-aloud and discuss their thinking. 		

UNDERSTANDING HOW TO TEACH READING COMPREHENSION USING EXPLICIT STRATEGIES

Backward Design for Explicit Instruction

Backward design is a useful tool for planning an explicit instruction lesson. Use this table to ensure you have considered all key elements of explicit instruction while planning your next lesson.

	Activity Title:	
Independent Practice:	<ul style="list-style-type: none"> Describe the task that students should be able to do independently by the end of the session. Include instructions, expectations, evaluation criteria, and possible accommodations. 	
Guided Practice:	<ul style="list-style-type: none"> Design a parallel but different task that students will do during the guided practice stage. Chunk it into smaller units, and sequence them appropriately. Decide what scaffolds will be available to students while they practice. This may be concrete tools, such as templates, lists, and graphic organizers, or other types of scaffolding, such as verbal prompts or peer support. Create a list of questions or prompts that you can use to support and guide students during this stage. For example, pitfalls to avoid, details not to forget, self-questions that students may use during the activity to check their own work. 	
Modelling:	<ul style="list-style-type: none"> Design a parallel but different task that you will model for students. Plan how you will demonstrate the use of the scaffolds, and plan what you will say while thinking aloud (your internal dialogue, the strategies you are using, etc.). Plan the examples and counter examples you will demonstrate, and how you will help students identify the appropriate settings to use the target skills. Consider how you will elicit student responses and engagement to assess their level of understanding going into the activity. 	
Preparation Stage:	<ul style="list-style-type: none"> Plan how you will complete an assessment for learning to verify students' background knowledge and evaluate their readiness for the activity. Plan how you will address any gaps before the lesson, so that all students go in ready for the new learning. 	

This graphic was adapted from an activity included in the viewer's guide for the video
 « VIDEO - Enseignement explicite - du modelage à l'autonomie ».

Component	"I" Statement Language Examples or Places in the Text
Name the strategy, skill or task.	"I am going to think out loud about how I noticed metaphors being used in this passage."
State the purpose of the strategy, skill or task.	"I know that good writers will often include metaphors as a literary device in their writing to emphasize a theme or symbolic message or to help make their writing more interesting to the reader."
Explain when the strategy or skill is used.	"The first thing that got me noticing that there were going to be metaphors coming was in the second line of the first paragraph when the author states, 'Lisa's suggestion was just a Band-Aid for the problem.'"
Use analogies to link prior knowledge to new learning.	"It's like when I heard someone say their brother's room is a pigsty. His brother's room is not really a pigsty; that person was trying to communicate the message that his room was extremely messy."
Demonstrate how the skill, strategy or task is completed.	"I'm going to show you the metaphors I saw in the first paragraph. First he says, 'Lisa's suggestion was just a Band-Aid for the problem...' Then he says, 'Her voice was like thunder.' At the end of the paragraph he says, 'Her

Component	"I" Statement Language Examples or Places in the Text
	message was as clear as mud. Three times in that paragraph the author is using metaphors to describe how Lisa is communicating to them in a loud, yet unclear way."
Alert learners of errors to avoid.	"As a writer I can use metaphors to compare two unlike things effectively in my writing and really grab the reader's attention, but I have to be careful that I am choosing metaphors that match the message I am trying to send."
Assess use of the skill.	"I'm going to make a note in the margin where I noticed metaphors and jot down what message I think the author is trying to send here. I want to be able to look back and see if this message continues throughout the text or if it changes."

*Created based on content in *The Distance Learning Playbook, Grades K-12* (Fisher, et al., 2020).

SAMPLE: THINK-ALONG PLANNING TOOL WITH EXAMPLES

- By providing prompts, modeling use of those prompts and guiding students as they develop independence, teachers can convey many of the skills taught in classrooms (Rosenshine, 2012). Teachers and learners may choose to incorporate the following modeling moves to deepen student understanding:
 - Demonstrating processes integral to learners' independence;
 - Modeling precise academic language to help facilitate learners' discourse; or
 - Thinking aloud, modeling or demonstrating one or more specific strategies to support metacognition (Hoffer, 2020). Within the structure of a workshop, modeling and/or thinking aloud to better prepare students for their work in guided/independent practice often occurs within the mini lesson (also known as the crafting portion of the lesson). Reflection or share time allows the teacher to model reflecting on use of the strategies within the lesson through think-alouds (Hoffer, 2020).

PLANNING TEMPLATE

- We will examine the template so that we can plan and implement lessons using explicit reading comprehension strategies.

Explicit Reading Comprehension Strategies Backwards Design Lesson Planning Template		Criterion - How WELL the learner must perform to demonstrate content mastery. Refers to a degree of accuracy, number of correct responses, or time limit.		<input type="checkbox"/> Summarizing <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Visualize <input type="checkbox"/> Other: _____													
<p>Directions: Use this planning worksheet to follow the three steps of the backwards design process in order to plan an effective lesson.</p> <table border="1"> <tr> <td>Subject</td> <td>Lesson Date</td> </tr> <tr> <td colspan="2">Content Standard</td> </tr> </table> <p>Essential Question(s) This is an overarching question that should be answerable as a result of attending the lesson. This should not be a yes or no question, but rather an open ended question.</p>		Subject	Lesson Date	Content Standard		<p>Learning Objective - Put all three parts together.</p>		<p>Strategy 2:</p> <input type="checkbox"/> Activating Prior knowledge <input type="checkbox"/> Think-A-Loud <input type="checkbox"/> Summarizing <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Visualize <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____									
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Content Standard																	
<p>Step One: Write a Student-Centered Learning Objective - Must be specific, measurable, and clearly stated.</p> <p>Behavior - WHAT the learner will be able to do. Includes a verb</p> <p>Condition - HOW the learner will perform the behavior. Refers to a tool, reference, aid, or context they will or will not be able to use</p>		<p>Step Two: Create a Plan for Assessment - Used to gather information about a student's progress towards mastery of the learning objective, help the teacher identify what instruction is working well and what needs refinement, and informs the students about their learning.</p> <table border="1"> <thead> <tr> <th>Type of Assessment</th> <th>Options to Consider</th> <th>Specific Plan</th> </tr> </thead> <tbody> <tr> <td>Diagnostic / Pre-Assessment - Used to check prior knowledge before a lesson.</td> <td> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Writing Prompts <input type="checkbox"/> Draw the story/visualize <input type="checkbox"/> Performance Task/Follow the instructions <input type="checkbox"/> Other: _____ </td> <td></td> </tr> <tr> <td>Formative - Used during a lesson to check progress, identify any misconceptions, and give feedback to students.</td> <td> <input type="checkbox"/> Learning / Response Log <input type="checkbox"/> Make a connection <input type="checkbox"/> Think / Pair / Share <input type="checkbox"/> One Minute Essay <input type="checkbox"/> Other: _____ </td> <td></td> </tr> <tr> <td>Summative - Used at the end of a lesson to check student mastery of the objective.</td> <td> <input type="checkbox"/> End of Unit Tests <input type="checkbox"/> End Term or Mid-Term Exams <input type="checkbox"/> State Tests <input type="checkbox"/> Summarizing a chapter text <input type="checkbox"/> Portfolio </td> <td></td> </tr> </tbody> </table>		Type of Assessment	Options to Consider	Specific Plan	Diagnostic / Pre-Assessment - Used to check prior knowledge before a lesson.	<input type="checkbox"/> Self-Assessment <input type="checkbox"/> Writing Prompts <input type="checkbox"/> Draw the story/visualize <input type="checkbox"/> Performance Task/Follow the instructions <input type="checkbox"/> Other: _____		Formative - Used during a lesson to check progress, identify any misconceptions, and give feedback to students.	<input type="checkbox"/> Learning / Response Log <input type="checkbox"/> Make a connection <input type="checkbox"/> Think / Pair / Share <input type="checkbox"/> One Minute Essay <input type="checkbox"/> Other: _____		Summative - Used at the end of a lesson to check student mastery of the objective.	<input type="checkbox"/> End of Unit Tests <input type="checkbox"/> End Term or Mid-Term Exams <input type="checkbox"/> State Tests <input type="checkbox"/> Summarizing a chapter text <input type="checkbox"/> Portfolio		<p>Strategy 3:</p> <input type="checkbox"/> Activating Prior knowledge <input type="checkbox"/> Think-A-Loud <input type="checkbox"/> Summarizing <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Visualize <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	
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		<p>Step Three: Choose Learning Strategies and Activities - How you present new content to your students, and how your students will interact with the content. Add additional rows as needed.</p> <table border="1"> <tr> <td>Strategy 1: <input type="checkbox"/> Activating Prior knowledge <input type="checkbox"/> Think-A-Loud</td> <td>Activities Planned: <input type="checkbox"/> Active <input type="checkbox"/> Passive</td> </tr> </table>		Strategy 1: <input type="checkbox"/> Activating Prior knowledge <input type="checkbox"/> Think-A-Loud	Activities Planned: <input type="checkbox"/> Active <input type="checkbox"/> Passive	<p>Differentiation: Consider who your audience is. What theories can you use to guide modifications for different students in your audience? What accommodations can you provide to those with differing ability levels?</p> <p>Adapted and modified from: Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i> (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.</p>											
Strategy 1: <input type="checkbox"/> Activating Prior knowledge <input type="checkbox"/> Think-A-Loud	Activities Planned: <input type="checkbox"/> Active <input type="checkbox"/> Passive																



Reflection & Closure

Please complete the daily survey. We appreciate your feedback.

COLLABORATIVE WORK TIME ACTIVITY

- Within your grade level, use your curriculum guide to map out a specific reading comprehension strategy that you would use to teach a particular concept/content or lesson.
- Identify the standard- be sure to use SMART objectives.
- Follow the model 'Think A-Loud' strategy above and identify a specific strategy that you would use to teach the concept/content or lesson.
- Ensure you use the Backward design for Explicit Instruction as a guide when you design your lesson.

Explicit Reading Comprehension Strategies Backwards Design Lesson Planning
Template

Directions: Use this planning worksheet to follow the three steps of the backwards design process in order to plan an effective lesson.

Subject	Lesson Date
Content Standard	
Essential Question(s): This is an overarching question that should be answerable as a result of attending the session. This should not be a yes or no question, but rather an open-ended question.	

Step One: Write a Student-Centered Learning Objective – Must be specific, measurable, and clearly stated.

Behavior – WHAT the learner will be able to do. Includes a verb!	
Condition – HOW the learner will perform the behavior. Refers to a tool, reference, aid, or context they will or will not be able to use.	

<p>Criterion – How WELL the learner must perform to demonstrate content mastery. Refers to a degree of accuracy, number of correct responses, or time limit.</p>	
<p>Learning Objective – Put all three parts together.</p>	

Step Two: Create a Plan for Assessment – Used to gather information about a student’s progress towards mastery of the learning objective, help the teacher identify what instruction is working well and what needs refinement, and informs the students about their learning.

Type of Assessment	Options to Consider	Specific Plan
<p>Diagnostic / Pre-Assessment – Used to check prior knowledge before a lesson.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Writing Prompts <input type="checkbox"/> Draw the story/Visualize <input type="checkbox"/> Performance Task/Follow the instructions. <input type="checkbox"/> Other 	
<p>Formative – Used during a lesson to check progress, identify any misconceptions, and give feedback to students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning / Response Log <input type="checkbox"/> Make a connection <input type="checkbox"/> Think / Pair / Share <input type="checkbox"/> One Minute Essay 	

	<input type="checkbox"/> Other	
<p>Summative –</p> <p>Used at the end of a lesson to check student mastery of the objective.</p>	<input type="checkbox"/> End of Unit Tests <input type="checkbox"/> Final Exams or Mid-Term Exams <input type="checkbox"/> State Tests <input type="checkbox"/> Summarizing a chapter text. <input type="checkbox"/> Portfolio	

Step Three: Choose Learning Strategies and Activities – How you present new content to your students, and how your students will interact with the content. Add additional rows as needed.

<p>Strategy 1:</p> <input type="checkbox"/> Activating Prior knowledge <input type="checkbox"/> Think-A-Loud <input type="checkbox"/> Summarizing <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Visualize <input type="checkbox"/> Other: _____	<p>Activities Planned: <input type="checkbox"/> Active <input type="checkbox"/> Passive</p>
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Adapted and modified from: Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Evaluation Survey
Explicit Reading Comprehension Strategies Learning
Day Two

Date: _____

Title and location of training: _____

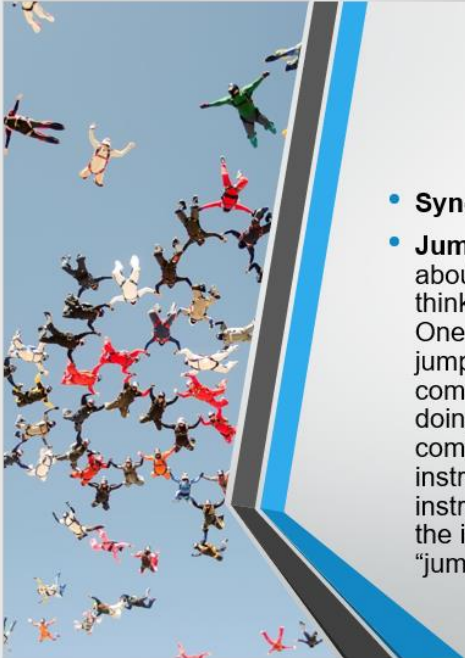
Trainer: _____

Instructions: Please indicate your level of agree with the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. Participation and interaction were encouraged.					
3. The topics covered were relevant to me.					
4. The activities I engaged in supported my learning of using explicit strategies for teaching reading comprehension.					
5. After engaging in the activities, I feel confident in my ability to use explicit strategies when teaching reading comprehension.					
6. My students will benefit from the implementation of the strategies I will use.					
7. How do you hope to change your practice as a result of this training?					
8. How do you hope to change your practice as a result of this training?					
9. What key take away will you implement in the future?					
10. What aspects of the training could be improved?					

Day Three

Session Outcomes	
<p>Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.</p> <p>Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.</p> <p>Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.</p>	
Session Materials	
Facilitator: <ul style="list-style-type: none"> • Smartboard • Computer • PowerPoint Presentation • Hot beverage • Cold beverage • Snackable • Sticky Notes 	Participants: <ul style="list-style-type: none"> • Laptop • Access to grade level standards • Reading Comprehension Planning document
Agenda	
8:30 – 9:00	Light breakfast
9:00 – 9:15	Welcome and Introduction
9:15 – 9:30	Synergy activity
9:30 – 10:00	Reflection on Day one & Collaboration: How can we foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.
10:00 – 11:00	Learning Session: Procedures to advance instructional practices during the planning process.
11:30 - 12:30	Lunch (teachers provide their own lunch)
12:30 – 1:00	Learning Session: Backward Design for Explicit Reading Comprehension Strategies.
1:00 – 2:15	Collaboration
2:15 – 3:00	Closing & Session Evaluation



Welcome to Day Three

- **Synergy Activity**
- **Jump In and Jump Out** - This is a fun and physical exercise about following instructions, which can be trickier than you think — even for educators! Stand in a circle holding hands. One instructor will give the group four instructions: jump left, jump right, jump in, jump out. When the instructor calls out a command, the group says what the instructor said while doing it. For round two, the instructor again calls out a command, and this time the group must say what the instructor says but do the opposite. For round three, the instructor calls out a command, and the group must do what the instructor says but say the opposite (if the instructor says, “jump in,” the group must jump in but say “jump out”).



AGENDA

- SYNERGY ACTIVITY
- REFLECTION & COLLABORATION
- COLLABORATIVE WORK TIME
- LEARNING SESSION: BACKWARD DESIGN FOR EXPLICIT READING COMPREHENSION STRATEGIES.
- CLOSURE & EVALUATION

Objectives

- Goal 1: Teachers will gain a deeper understanding of explicit reading comprehension strategies, in addition to their fundamental constituents and benefits.
- Goal 2: Teachers will start to foster collaborative connections with colleagues, and administrators that can empower them specific reading comprehension strategy implementation procedure.
- Goal 3: Teachers will participate in feedback procedures to advance instructional practices during the planning process.
- Goal 4: Teachers will continue to identify targeted standards, unwrap those standards and use the backward designs to create a unit scale grounded on a taxonomic system.



Reflection & Collaboration



Reflections on day one and day two...

What insights stands out the most for you?

What will you adjust or change in your instructional practice.



Find your soul mate from Day one and share your thoughts.

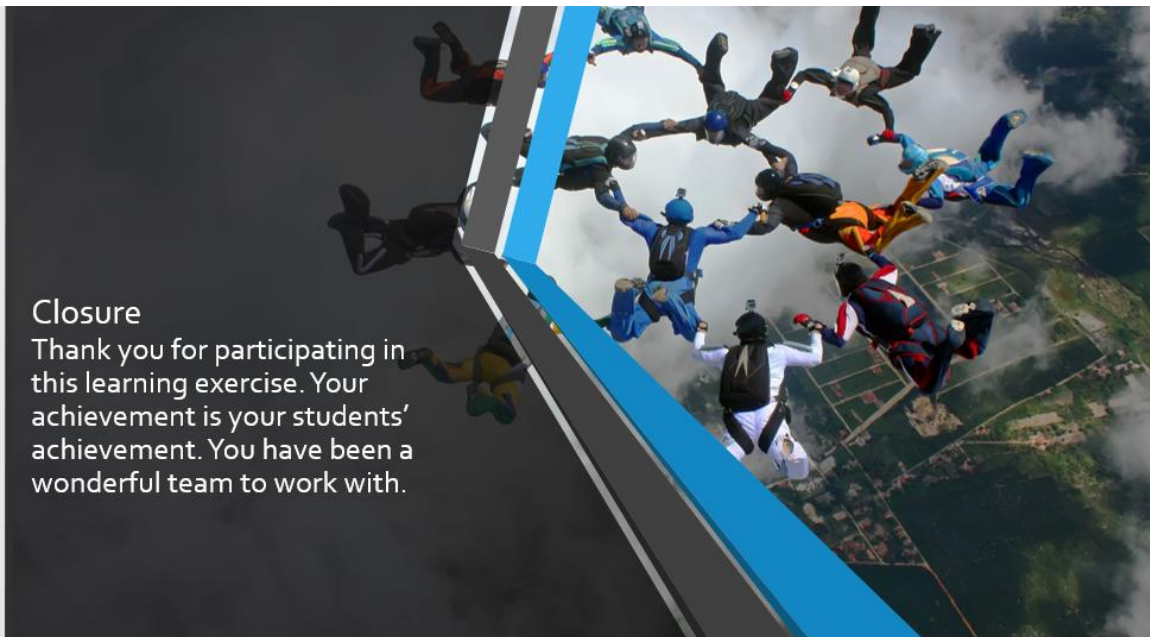
Collaborative Feedback

- Groups of 4 will present 20 minutes each.
 - Present: In 5 minutes the presenter will explain the components of the project.
 - Teachers will be given opportunities to ask questions and receive answers. (3 minutes)
 - Listeners will share what they like about the project, the backward design plan, components and best practices. (3 minutes)
 - Feedback: Listeners will identify areas that could be improved. (3 minutes)
 - Reflection: The presenter will speak on feedback. (2 minutes)
 - Open share: An open dialogue will happen lastly. (5 minutes)

Collaborative Work Time

Does Fidelity of Implementation Matter???

- A "Science of Implementation" Exists to Ensure Implementation with Fidelity.
 - What are your thoughts on teaching reading comprehension using explicit strategies?
 - Reflect on the backward design for lesson planning. How will you implement the practice in your CLT's?
 - In your grade level teams, meet and discuss.
 - Number yourselves 1 to 4 (and so on) One member will be randomly selected to share the thoughts of the team.



Closure

Thank you for participating in this learning exercise. Your achievement is your students' achievement. You have been a wonderful team to work with.

Evaluation Survey
Explicit Reading Comprehension Strategies Learning
Day Three

Date: _____

Title and location of training: _____

Trainer: _____

Instructions: Please indicate your level of agree with the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. Participation and interaction were encouraged.					
3. The topics covered were relevant to me.					
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6. My students will benefit from the implementation of the strategies I will use.					
7. How do you hope to change your practice as a result of this training?					
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9. What key take away will you implement in the future?					
10. What aspects of the training could be improved?					

Appendix B: Interview Protocol

Teachers' Interview Questions

An interview is usually used in qualitative studies. It is generally carried out face to face with small samples to gather information about a topic and to comprehend and collect more information about a specific issue. Kvale (1996) defines an interview as an exchange of views between two or more people on a topic of mutual interest. The semi-structured interview is intentionally created for teachers of oral expression and consists of seven (7) open-ended questions. It will be conducted with 10 teachers from third to fifth grade and one reading specialist. The teachers will be interviewed face to face using a tape recorder for taking notes. Thus, participants will be allotted time to elaborate on their perceptions. Permission to use the recordings will be gathered from teachers before the interview.

The main purpose of the interview is to explore the challenges faced in teaching reading comprehension using explicit strategies with third to fifth grade elementary students.

Topic: Teachers' Perceptions of The Challenges Faced in Teaching Reading

Comprehension Using Explicit Strategies with third to fifth Grade Elementary Students

Below are the interview questions.

1. What is your level of educational training (undergraduate/major, graduate/major)?

2. What guidelines do you adhere to in choosing and utilizing reading comprehension methods?
3. What specific reading comprehension techniques do you employ in teaching?
4. Which approaches are more successful for you/less successful?
5. Are there any specific comprehension methods endorsed or encouraged by your school or county?
6. Perceptions and actions: What are your perceptions of explicit reading comprehension strategies in improving reading achievement?
7. How do your perceptions of reading comprehension strategies affect your instructional practices?
8. How would you describe your daily teaching of reading comprehension?
9. What challenges deter you from employing explicit comprehension techniques in teaching reading?
10. What indicates that a reading comprehension strategy is going well/poorly?