

Transfer of Knowledge from Reading Professional Development to Classroom Practice

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and

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Abstract

This study investigated a reading professional development program for teachers. Specifically, this study looked at what knowledge was presented during this professional development program, what knowledge transferred from this professional development to teachers' classroom practice, and what factors could have contributed to this transfer. Miles and Huberman's (1994) inductive analysis, folk taxonomy, effects matrix, and causal network display were used to analyze and interpret observation and interview data. Through this process the researchers concluded that providing teachers with support systems across time could be a valuable component of effective professional development.

Introduction/Rationale

Student achievement has increased little over the past 13 years (NAEP, 2005). 2005 National Assessment of Educational Progress (NAEP) data show that, on a scale from 0 to 500, students in 4th and 8th grade, on average, only scored two points higher than they did in 1992. Although there was a gain in the percentage of 4th graders reaching the level of proficiency between 1992 and 2005, there was no significant difference in the percentage of 8th graders scoring at the proficient level between 1992 and 2005 (NAEP 2005). This becomes problematic with the quickly approaching No Child Left Behind goal of all students reaching the level of proficiency by 2013-2014. The question then is what can educators do to improve student achievement?

Review of Literature

One possibility, as some researchers have found, is teacher professional development. In the summer of 2005, the American Educational Research Association (AERA) published a

review of the literature linking teacher professional development to increases in student achievement. Through this review of literature, they found that “professional development can influence teachers’ classroom practices significantly and lead to improved student achievement when it focuses on (1) how students learn particular subject matter; (2) instructional practices that are specifically related to the subject matter and how students understand it; and (3) strengthening teachers’ knowledge of specific subject-matter content” (p. 2).

Although AERA’s (2005) suggestions for effective professional development focus much on teachers’ classroom practice, they say little about the necessary element of support that teachers need to change their instructional practices. Joyce and Showers (2002) suggest that coaching is one way to offer such support to teachers to help them facilitate changes in their classroom instruction.

While professional development researchers tend to agree coaching helps teachers integrate new teaching strategies into their classroom practices, differing models of coaching emerge from the professional development literature. The process of coaching, described as a cyclical process involving observation, feedback, and collaborative problem solving (Showers, 1985), might be performed by an outside provider with an identified level of expertise, or might be performed by a peer. Although, Joyce and Showers (1982, p. 7) stated “most coaching should be performed by teams of teachers working together,” a study conducted by Lawrence (as cited in ERIC Clearinghouse on Educational Management, 1980) found 20% of teachers preferred college faculty to serve as coaches. Indeed, college faculty can serve effectively as reading coaches based on criteria developed by Vacca and Padak (1990). That is, they should have an extensive knowledge base in literacy theory and practice, literacy curriculums and programs, and child development (Almasi, et.al., 2005).

Bransford, et.al. (2000) also discuss how teachers need opportunities to interact with each other in order to facilitate their learning. They support the implementation of professional development programs for teachers that establish a “community-centered environment” for teachers where they can share their “successes and failures with pedagogy and curriculum development” (p. 197).

Theoretical Framework

Joyce and Shower’s (1982) support for coaching stems from their research indicating coaching assists teachers in transferring skills and strategies learned in training to the classroom. Bransford, et.al. (2000) support this claim in discussing how feedback is a necessary component for facilitating the transfer of learning. They defined transfer as “the ability to extend what has been learned in one context to new contexts” (Bransford, et. al., 2000, p. 51). In the case of teacher professional development, transfer would refer to the extension of what teachers learned in professional development to their classroom instructional practice.

AERA (2005) states that, for professional development, “an effective evaluation includes an examination of actual classroom practices, the training’s impact on teacher behavior, and its effect on student learning” (p. 4). Although research has been conducted to study the connection between teacher professional development and student achievement, there is still a great need for such research that investigates this component of transfer, or the impact of training on teacher practice.

Background

This research study investigated one site of the Kentucky Reading Project (KRP), a state-sponsored teacher professional development program implemented at eight public universities in

a state in the Eastern part of the United States. This professional development program serves to increase student achievement in literacy by improving knowledge and instructional practices of K-5 teachers through the design and implementation of a comprehensive literacy program in classroom settings. As informed by the research on effective professional development (i.e. Joyce and Showers, 1982), this year-long professional development opportunity, for which teacher participants may earn graduate-level credit, consists of a two-week summer institute, three follow-up sessions during the year in which instructors provide ongoing professional development and practical support, and at least three coaching visits to each teacher throughout the academic year to provide mentoring and direct assistance. Faculty members from the eight public universities serve as Program Directors for this professional development.

Teachers who participate in this professional development for teaching literacy learn how to (a) apply theory and research to meet the literacy needs of all students; (b) address equity and diversity issues as they pertain to literacy instruction; (c) use phonemic awareness, phonics, and word recognition strategies to develop fluency; (d) identify processes and strategies for teaching reading comprehension; (e) integrate reading and writing; (f) teach reading and writing across the curriculum using narrative and expository texts; (g) use assessment to inform instruction; (h) emphasize family involvement in literacy; (i) provide support for struggling readers; (j) design and manage instruction; and (k) use state curriculum guides. Teams of teachers who participate in the professional development also develop and implement a Literacy Action Plan (LAP) (see Appendix A) focused on improving student achievement in literacy, teachers' knowledge, and instructional practices in literacy (Almasi, et.al., 2005).

Each year, this professional development program is assessed in terms of student literacy achievement and teacher content knowledge. However, a study has not yet been conducted to investigate the effects of this program on teachers' classroom instructional practices.

Purpose

The purpose of this study was to (a) describe the knowledge, skills, and strategies presented during a teacher professional development institute for the teaching of reading, (b) discover what knowledge, skills, or strategies transferred into classroom practice, and (c) investigate what elements of the institute were conducive to this transfer. For this study, transfer is defined as the knowledge, skills, or strategies presented during the teacher professional development institute that were implemented in the classroom reading instruction of participating teachers.

Methods

Research Design

This study utilized an interpretive case study design (Merriam, 1998). A case study design is appropriate for this study because such designs are used to explore a case, defined as an event bounded by time and place (Creswell, 1998, p. 61). In this study, the case is the teacher professional development program occurring at one public university site in a rural part of a southeastern state. This case study is interpretive because it uses descriptive data to "illustrate, support, or challenge theoretical assumptions held prior to data gathering" (Merriam, 1998). For this study, the theoretical assumption being investigated is transfer from professional development to classroom practice.

Setting

For this study, all eight sites of the KRP were asked to participate. One site volunteered for participation in the study. This site was a public university in a rural part of the state. The summer institute and follow up sessions of the professional development, as well as interviews took place in spaces at this university. The teacher observations occurred at a public elementary school where two teachers from the professional development program taught. Since this KRP site was in a rural part of the state, the schools where the participants taught were widely spread across the part of the state that this site supported. Therefore, this elementary school was chosen because it was in close proximity to the university.

Participants

The participants were twelve practicing elementary school teachers who enrolled in the Kentucky Reading Project at the selected site and the Program Director of this site. All participants were Caucasian, eleven were female, and one was male.

The Program Director was a member of the literacy faculty at the university and conducted the professional development institute at this site. This Program Director has been actively involved in the planning and implementation of the Kentucky Reading Project since its inception in 1998.

Two of the twelve teacher participants, Jayla and Lina (pseudonyms), were selected for further study, because they taught at the only school in close proximity to the university. Lina was a first grade teacher in her second year of teaching and Jayla was a second grade teacher in her third year of teaching. Jayla had previously taken courses with the Program Director as part of her graduate work.

Researcher Role

The primary investigator for this study was a member of the literacy faculty at a public university that houses the Collaborative Center for Literacy Development, which coordinates the Kentucky Reading Projects across the state. This researcher served in an advisory role to support the research assistant in terms of observation methods, resources, and data analysis procedures.

The second researcher was a research assistant of the primary investigator and is a graduate student in the reading doctoral program at the same university. The role of the research assistant varied across the study. Spradley (1980) states that “the ethnographer engaged in passive participation is present at the scene of action but does not participate or interact with other people to any great extent” (p. 59). Therefore, the research assistant served as passive participant observer by attending, observing, and videotaping four of the ten days of the summer institute and all follow up sessions. However, the research assistant served as a nonparticipant observer, which Spradley (1980) describes as those who have “no involvement with the people or activities studied” (p. 59), for the remaining 6 days of the summer institute by watching video tapes of the sessions recorded by the Program Director.

The research assistant has also served as a participant in the Kentucky Reading Project at another site in the state during the 2002-2003 school year.

Data sources

The primary data sources for this study were video tapes of the ten days of the summer institute, three follow up sessions, three interviews, and four teacher observations. Secondary data sources were initial field notes taken from observations and video tapes, interpretations of these field notes, expansions of these field notes, transcripts of interviews, documents collected during observations, a researcher journal, member checks, and observation protocols. The

researchers developed the observation protocol as a classroom observation tool based on observable indicators of the eleven literacy standards common to the eight professional development institutes (see Appendix B). These literacy standards were used to guide the development of the professional development program and are listed below:

1. Applying theory and research to meet the needs of all students
2. Addressing equity and diversity issues and their impact on literacy instruction
3. Providing assistance to struggling readers
4. Using phonemic awareness, phonics and word recognition strategies to develop fluency
5. Identifying processes and strategies for teaching reading comprehension
6. Integrating and understanding the relationship of reading and writing
7. Teaching reading and writing across the curriculum
8. Emphasizing family involvement in literacy
9. Using formal and informal assessment to guide instruction
10. Designing and managing a balanced literacy approach

Data gathering procedures

The research assistant observed the first two days and the last two days of the summer institute in person. During these observations, the researcher video taped, took initial field notes, and collected documents distributed to the participants. For the remaining six days of the institute, the Program Director video taped and collected any distributed documents. For these six days, the same member of the research team watched these video tapes while taking initial field notes. All field notes were later interpreted, expanded, and condensed for member checking procedures. Throughout the project, the Program Director verified the data collected through member checks.

Follow-up sessions occurred approximately every two months after the summer institute. The research assistant attended all of these sessions taking field notes and videotaping. These field notes were later interpreted, expanded, and sent to the Program Director for member checks.

The day before the second follow up, the Program Director was interviewed to gain information about how the institute was organized, planned, and conducted (see Appendix C for interview questions). This interview was video taped and later transcribed.

Immediately prior to the second follow up, Lina was interviewed to gain some information about her reflections on the summer institute and changes in her instruction. This interview was video taped and later transcribed. Immediately after the second follow up, the same interview procedures were conducted with Jayla (see Appendix C for interview questions).

The day before the first follow up, the researcher observed Lina teaching during her literacy block. Jayla was unavailable for this observation and later submitted a video taped lesson as a make up. Jayla and Lina were also observed during their literacy blocks on the day before the second and third follow ups. During these observations, the researcher video taped the teacher, took field notes and completed as much of the observation protocol as possible. Later, the researcher watched the video tapes to finish the observation protocols. For the make up tape from Jayla, the only difference in procedures was that the field notes were taken while watching the tape, rather than during an observation.

Data analysis

Inductive analysis (Miles & Huberman, 1994) was used to determine what main knowledge, skills, and strategies were taught during the summer institute and follow up sessions. This was conducted by coding all of the initial field notes and looking for patterns. A folk taxonomy (Miles & Huberman, 1994), or hierarchical organization of data categories, was used to organize the emerging themes (see Appendix D). Student growth and teacher growth were the two broadest themes. Each of these themes were broken down into five smaller categories, each of which also contained subcategories.

An effects matrix (Miles & Huberman, 1994), or organizational chart to show relationships, was used to determine what knowledge, skills, and strategies transferred from the institute to the classroom (see Appendix E). This procedure involved using the observation protocol to tabulate the percentage of time each teacher spent on the subcategories of each of the five categories of student growth.

A causal network display (Miles & Huberman, 1994), or graphic representation of possible causes and effects, was formed to show factors from the professional development institute that may have contributed to the transfer of knowledge, skills, and strategies from professional development into classroom practice (see Appendix F). This display was formed by connecting data from the interview transcripts to the effects displayed in the effects matrix.

Findings

Q1. What knowledge, skills, and strategies were presented during the teacher professional development institute for the teaching of reading?

The results of the inductive analysis indicated that the knowledge, skills, and strategies taught were organized into two broad themes, Student Growth and Teacher Growth. Each of these broad themes was broken down into five subcategories. The Student Growth category included: content, differentiating instruction, evaluation/assessment, learning environment, and teaching/instructional practice. The Teacher Growth category included: evaluation, promote change, support, teaching/instructional practice, and values. These subcategories were broken down further into many subtopics. However, there is not space in this document to include the extensive list. Therefore, frequency counts were conducted for each subtopic and the five most frequently occurring subtopics were used to interpret the data (see Appendix D for the Folk Taxonomy displaying these categories).

Q2. What knowledge, skills, or strategies transferred into classroom practice?

Since this level of analysis was used to determine the transfer of learning from the professional development to classroom practice, the student growth data served as the focal point. This examination of the data does not lend itself to an analysis of the teacher growth categories at this time.

The effects matrix analysis (see Appendix E) displayed the percentage of time that each teacher spent during their classroom instruction on the concepts emphasized in the professional development. To make sense of this data, the researchers explored the question, did one teacher implement the concepts emphasized more during the professional development than the other? A second effects matrix (see Appendix F Effects Matrix 2) was developed to investigate this question, from which it was determined that Jayla implemented more of the concepts presented during the professional development than Lina. Data analysis then shifted to try and figure out why Jayla may have implemented more than Lina to answer the third research question.

Q3. What elements of the institute were conducive to transfer?

The causal network display (see Appendix G) revealed that three factors could be drawn from the data possibly to explain why Jayla implemented more of the concepts emphasized during the professional development than Lina. The first of these possible contributing factors was that the Program Director felt that teachers who were unfamiliar with research, had never had a graduate course, and were new to teaching struggled more than others. She stated that:

I see a number of them struggling but I also think that this group this year, because a lot of them have only been teaching a year or two and many of them this is their first graduate course, they are not real knowledgeable or have a deep understanding of a lot of the research in literacy instruction...I think that probably if I have a group that is this inexperienced in the future, I would probably go back and spend a little more time on [the literacy research] than we did this summer.

Jayla had the advantage over Lina in all three of the categories leading to struggle presented by the Program Director (research familiarity, graduate experience, and teaching experience). During her interview, Jayla indicated that she had prior experience with graduate courses that she had taken with the Program Director, which probably also introduced her to the research literature on effective teaching practices. She stated that:

When I came in, I really expected to learn a lot. I had [Program Director] before, so coming in, I was very comfortable with that because I knew her teaching style and I had really enjoyed being in her class. I really like that. So I mean I expected great things because prior knowledge, I already knew about it.

Jayla (3 years) was also a more experienced teacher than Lina.

Although there was support for the possible explanations as to why Jayla implemented more of the concepts emphasized during the professional development than Lina in the data collected for this study, such support can also be found in the research literature on professional development and transfer.

Conclusions

As discussed earlier in this paper, teacher learning and transfer is facilitated when teachers are supported by a community of their peers (Bransford, et.al., 2000). In her interview, Jayla expressed that this community was what she valued most about her experiences in the Kentucky Reading Project. In response to the question, “What do you value most from your experiences in the KRP and why?” she stated that

I think the biggest thing has been learning from other people. That has been really good because I have my ideas and sometimes once you have your ideas you're kinda stuck. It's like I have my idea but where do I go from there and it's been really good to bounce off of other people. And also learning from them and also getting to know them and being able to e-mail them and say hey I did this and I remember you talked about that. That has been really helpful... networking I guess would be the biggest one.

One of the effective components in facilitating transfer of knowledge from one context to another is being supported by and getting feedback from peers (Joyce & Showers, 1982; Bransford, et.al., 2000). From her interview, it is obvious that such networking was valued and relied upon by Jayla for support in implementing new strategies.

However, Lina expressed that she valued the strategies that she learned the most. In response to the same question, she stated that

I value the different strategies that I was taught over the summer. I am already using some in my classroom, um introducing the literature circles. We started that, but my role sheets were a little bit too difficult for them, so I had to revamp my role sheets. We're going to start that again this week and literacy centers. We have been doing a lot of that and it has really helped the kids out with their reading and reading comprehension and things like that so...All of it.

Although Lina may have valued learning about these strategies, if she did not have a support system in place with coaching or peers, it may have been more difficult for her to implement new ideas.

With all of this in mind, the main conclusion that can be drawn from this study is that providing teachers with support systems across time could be a valuable component of effective professional development. Providing such support systems to teachers facilitates the transfer of learning from professional development sessions to classroom practice and helps teachers implement and sustain the new strategies that they have learned to enhance student achievement.

Limitations

One limitation of this study is that the research assistant was unable to serve as a passive participant researcher during six of the ten days of the summer institute. Although the Program Directors video taped these sessions, there were missing sections of data when the tapes ran out or the participants moved to another area of the building for their instruction.

Another limitation is that data analysis did not occur until the professional development program was completed, therefore, the researcher assistant was unable to conduct focused observations or follow up interviews to collect more data on emerging patterns.

Only being able to observe two teachers in their classrooms a limited number of times also presented a limitation in that the amount of data available to look across for patterns and connections was small.

Implications for Further Study

This study presented only a small picture of a larger professional development program. This program is state funded and occurs every year. Therefore, it would be beneficial to conduct this study on a much larger scale by researching each site and each participant in more detail.

Outside of this specific professional development program, this study indicates that experimental studies looking for causality may be beneficial for connecting what happens in professional development to what happens in teacher's classrooms. It would also be beneficial to continue focusing on drawing connections between teacher professional development, teachers' classroom practices, and student achievement.

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Appendix A:
Literacy Action Plan

District Name:		School Literacy Team: Name: Grade Level:	(3)
School Name:		(1)	(4)
Date:		(2)	(5)

I. Priority Need:
(Identify data sources that inform priority need)

Goal: (A Goal addresses a Priority Need)

II. Cause(s)/Contributing Factors:
(both positive and negative, based on needs analysis)

Objective(s) with Measures of Success: (Begin with #A1)

Instructional Focus of Literacy Action Plan
(Please check one)

- | | | |
|--|---|---|
| <input type="checkbox"/> Phonics/Word Recognition | <input type="checkbox"/> Writing and Reading | <input type="checkbox"/> Reading and Writing across the Curriculum |
| <input type="checkbox"/> Comprehension | | |

All professional development concepts including Theory and Research, Equity and Diversity, Assisting Struggling Readers, Assessment to Inform Instruction, Family Literacy, Management and Grouping and state standards should be integrated into the plan.

III. Please document the theory and research that support the goals, objectives and activities of your literacy action plan.

IV. Strategies/Activities (activity or strategic sequence of activities to achieve objective(s))

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Cost(s) (if any)	Fund Source(s) (if applicable)

V. Implementation and Impact Check:

(To self-evaluate, amend and update the Literacy Action Plan)

Objective Label	Activity/Strategy	* I IP NI	Has This Activity Had IMPACT?		Evidence of Actual Impact in Terms of Progress and Success (Include strategic measures, not necessarily for each Activity/Strategy)	Outcomes/Observations/New Data Reasons for Progress and Success or Reasons Expected Impact Did Not Occur
			(Yes)	(No)		

***I=Implemented; IP=Implemented Partially; NI=Not Implemented**

Adjustments to Ensure Implementation and Appropriate Impact (Follow amendment procedure for major adjustments)

Appendix B Observation Protocol

District: _____
 Teacher: _____
 LAP Focal Area: _____
 Number of Students: _____
 Date of Observation: _____
 Start Time of Observation: _____
 End Time of Observation: _____

School: _____
 Observer: _____
 Reading Intervention Programs: _____
 Core Reading Program: _____
 Time Teacher Spent on Literacy Instruction: ____ min.
 Time Children Spent Reading: _____ min.
 Grade Level: _____

Directions: During observation, place a check mark by the features observed.

Check if Observed	Feature
	The teacher engages the students in the construction of meaning from the text.
	The teacher activates the students' prior knowledge .
	The teacher engages the students in social interaction when reading or learning to read.
	The teacher engages the students in higher order thinking .
	The teacher actively engages students in the reading task .
	The teacher values the students' understandings of print .
	The teacher gives the students adequate time to engage in authentic reading tasks .
	The teacher employs a variety of strategies to model and demonstrate reading knowledge, strategy, and skills .
	The teacher uses strategies to get to know their students and families in deep and personal ways that will enable them to best teach them.
	The teacher uses literature and activities that are culturally responsive and connected to students' backgrounds .
	The teacher has appropriate, culturally responsive interactions with students.
	The teacher has high expectations for each student.
	The teacher arranges their schedule to provide extra time for struggling readers.
	The teacher ensures that extra help given to students who struggle with reading is delivered by the most skilled teacher (i.e., not an instructional aide), someone with advanced skills in literacy instruction.
	The teacher provides the same opportunities to read lively, interesting material to students who struggle with reading as the other students.
	The teacher includes the families of their students who struggle with reading in assisting their child's reading progress.
	The teacher provides instruction to meet a wide range of developmental levels (i.e. emergent, early, and fluent) in phonemic awareness, phonics and word recognition.
	The teacher engages the students in the development of phonemic awareness, phonics, and fluency through a variety of authentic literacy opportunities, models, and demonstrations.
	The teacher engages the students in instruction to develop word recognition strategies .
	The teacher engages the students in activities that develop their understanding of the connection between reading and writing .
	The teacher uses strategies for understanding and constructing meaning of various forms of reading and language arts representation/expression for individual learners.
	The teacher helps students purposefully monitor their own comprehension before, during, and after reading .
	The teacher engages students in learning to use comprehension strategies through modeling, guided practice, and independent practice .
	The teacher uses ongoing assessments (formal and informal) to inform and change daily instruction , specifically to meet individual needs.
	The teacher helps students set goals and self evaluate .
	The teacher demonstrates an efficient use of time for implementing and organizing a student centered relevant curriculum.
	The teacher implements and organizes equitable access to a student-centered relevant curriculum .
	The teacher employs a Balanced Literacy Approach that includes all components of literacy instruction.
	The teacher creates an empowering, meaningful, student-centered learning environment where instruction is designed to fit students' needs, interests, cultures, learning styles, etc.
	The teacher learns about the ways literacy is used in the culture of the home and community .
	The teacher involves parents who historically have not been involved (in realistic ways).
	The teacher helps families understand assessment, curriculum and pedagogy .
	The teacher plans and implements instruction that corresponds to state curriculum guides .

Directions: When watching the videotape of the observation, place a check mark beside features that are observed. If a feature is not observed, leave it blank. Provide evidence, or specific examples, to describe the features that are observed. Write in estimates of the time spent of each observed feature.

A. Applying Theory and Research to Meet the Needs of All Students

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher engages the students in the construction of meaning from the text. (ex: having the students: ask and answer questions, discuss the text, share interpretations of the text, etc.)		
		The teacher activates the students' prior knowledge. (ex: having the students make predictions, complete introductory activities, discuss the book before reading, etc.)		
		The teacher engages the students in social interaction when reading or learning to read. (ex: discussion, group work, paired reading, etc.)		
		The teacher engages the students in higher order thinking. (ex: summarizing, interpreting, inferencing, critiquing, etc.)		
		The teacher actively engages students in the reading task. (ex: interacting with the text while reading through discussion, note taking, questioning, inferencing, etc.)		
		The teacher values the students' understandings of print. (ex: allowing students to freely discuss text, commenting positively on students' reflections, etc.)		
		The teacher gives the students adequate time to engage in authentic reading tasks. (ex: silent reading, self-selected reading, etc.)		
		The teacher employs a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.		

B. Addressing Equity and Diversity Issues and Their Impact on Literacy Instruction

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher uses strategies to get to know their students and families in deep and personal ways that will enable them to best teach them.		
		The teacher uses literature and activities that are culturally responsive and connected to students' backgrounds.		
		The teacher has appropriate, culturally responsive interactions with students.		
		The teacher has high expectations for each student.		
		The teacher uses culturally responsive strategies to teach students just learning English when they cannot speak the students' native language/s.		

C. Providing Assistance to Struggling Readers

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher arranges their schedule to provide extra time for <u>struggling</u> readers.		
		The teacher ensures that students who struggle with reading get <i>extra</i> intensive daily help.		
		The teacher ensures that extra help given to students who struggle with reading is delivered by the most skilled teacher (i.e., not an instructional aide), someone with advanced skills in literacy instruction.		
		The teacher provides the same opportunities to read lively, interesting material to students who struggle with reading as the other students.		
		The teacher includes the families of their students who struggle with reading in assisting their child's reading progress. (ex: sending activities home, inviting families into the classroom, etc.)		

D. Using Phonemic Awareness, Phonics and Word Recognition Strategies to Develop Fluency

Check if	Approximate	Feature	Evidence	LAP
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Observed	Time Spent			Focal Area
		The teacher provides instruction to meet a wide range of developmental levels (i.e. emergent, early, and fluent) in phonemic awareness, phonics and word recognition. (ex: flexible grouping, needs based grouping, centers, etc.)		
		The teacher engages the students in the development of phonemic awareness, phonics, and fluency through a variety of authentic literacy opportunities, models, and demonstrations.		
		The teacher engages the students in phonics instruction. (ex: letter sound relationships, decoding, etc.)		
		The teacher engages the students in instruction to develop word recognition strategies. (ex: sight words, word wall, making words, word sorts, etc.)		
		The teacher engages the students in activities to promote fluent reading. (ex: choral reading, repeated reading, using predictive texts, etc.)		
		The teacher engages the students in activities to promote phonemic awareness. (ex: word play, word wall, etc.)		

E. Integrating and Understanding the Relationship of Reading and Writing

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher engages the students in activities that develop their understanding of the connection between reading and writing. (ex: using published texts as models, etc.)		

F. Identifying Processes and Strategies for Teaching Reading Comprehension

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		Given the diverse learning needs of students, the teacher uses practices, procedures and strategies which may promote higher-level thinking and comprehension of a variety of texts for individual students. (ex: allowing students authentic practice time using self-selected texts, etc.)		
		The teacher uses strategies for understanding and constructing meaning of various forms of reading and language arts representation/expression (i.e. multimedia, graphic, oral/aural, written, narrative text, expository text, and visual arts) for individual learners.		
		The teacher helps students purposefully monitor their own comprehension before, during, and after reading.		
		The teacher engages students in learning to use comprehension strategies through modeling, guided practice, and independent practice.		

G. Teaching Reading and Writing across the Curriculum

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		Given the diverse learning needs of students, the teacher uses practices, processes and strategies related to the use of expository texts in reading and writing.		
		The teacher uses strategies to help individual learners understand and construct meaning from various forms of expository reading (i.e. multimedia, graphic, oral, aural, visual arts).		

H. Using Formal and Informal Assessment to Guide Instruction

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher uses ongoing assessments (formal and informal) to inform and change daily instruction, specifically to meet individual needs.		

		The teacher helps students set goals and self evaluate.		
		The teacher monitors the students' development of reading processes.		

I. Designing and Managing a Balanced Literacy Approach

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher demonstrates an efficient use of time for implementing and organizing a student centered relevant curriculum.		
		The teacher implements and organizes equitable access to a student-centered relevant curriculum.		
		The teacher employs a Balanced Literacy Approach that includes all components of literacy instruction (ex: vocabulary, fluency, phonics, phonemic awareness, comprehension, etc.)		
		The teacher creates an empowering, meaningful, student-centered learning environment where instruction is designed to fit students' needs, interests, cultures, learning styles, etc.		

J. Emphasizing Family Involvement in Literacy

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher learns about the ways literacy is used in the culture of the home and community.		
		The teacher involves parents who historically have not been involved (in realistic ways). (ex: sending activities home, inviting families in, etc.)		
		The teacher helps families understand assessment, curriculum and pedagogy.		

K. State Curriculum Guides

Check if Observed	Approximate Time Spent	Feature	Evidence	LAP Focal Area
		The teacher plans and implements instruction that corresponds to state curriculum guides.		

Appendix C Interview Questions

Program Director:

What were the major themes you wanted to communicate in the reading professional development summer institute?

Why did you choose, or why do you value, these themes?

What would you add or change for the next professional development institute?

What are your expectations for the participants over the course of the school year?

Participants:

What do you value the most from your experiences in the professional development program? Why?

What aspects of the professional development program have helped you plan for this school year?

What do you plan to implement from this summer? How are you going to implement it?

How do you view your role as a leader?

What are your expectations of the Program Directors and presenters?

What concepts would you like to see repeated for future professional development program participants?

What would you like to see changed or added?

Appendix D
Folk Taxonomy
Student Growth

Student Growth	Content	Reading/Writing Connection
		Vocabulary
		Questioning
		Making Connections
		Word Recognition
	Differentiating Instruction	Address Needs
		Know Learner
		Culturally Responsive Pedagogy
		Choice
		Differentiated Instruction
	Evaluation/ Assessment	Assessment
		Monitoring
	Learning Environment	Family Involvement
		Community
		Expectations
		Quality Literature
		Multiple Perspectives
	Teaching/ Instructional Practice	Modeling
		Read Aloud
		Literature Circles
Sharing		

Teacher Growth

Teacher Growth	Evaluation	Assessment
		Monitoring
		Self-Assessment
		Share Fair
	Promote Change	Challenge Beliefs
		Change
		LAP
		Reflection
		Reject Blaming Victim
	Support	Address Needs
		QRI Training
		Modeling
		Resources
		Support
	Teaching/Instructional Practice	Culturally Responsive Teaching
		Literature Circles
		Making Connections
		Vocabulary Development Strategies
		Webquest
	Values	Learn From Others
Mismatch Between Home/School		
Multiple Perspectives		
Philosophy		
Sharing		

Appendix E
Effects Matrix

			Direct Effects	
			Lina	Jayla
Student Growth	Content	Reading/Writing Connection	2%	38%
		Vocabulary	1%	0%
		Questioning	27%	0%
		Making Connections	18%	0%
		Word Recognition	5%	0%
	Differentiating Instruction	Address Needs	23%	100%
		Know Learner	25%	38%
		Culturally Responsive Pedagogy	100%	38%
		Choice	18%	38%
		Differentiated Instruction	23%	38%
	Evaluation/ Assessment	Assessment	0%	0%
		Monitoring	23%	38%
	Learning Environment	Family Involvement	0%	0%
		Expectations	100%	38%
		Quality Literature	24%	38%
		Multiple Perspectives	27%	38%
		Community	18%	25%
	Teaching/ Instructional Practice	Modeling	16%	0%
		Read Aloud	24%	0%
		Literature Circles	0%	38%
		Sharing	12%	38%

Appendix F
Effects Matrix 2

	Content	Differentiated Instruction	Evaluation/ Assessment	Learning Environment	Teaching/ Instructional Practices
Lina	Questioning 27%	Culturally Responsive Pedagogy 100%	Monitoring 23%	Expectations 100%	Read Aloud 24%
Jayla	Reading/Writing Connection 38%	Address Needs 100%	Monitoring 38%	Expectations, Quality Literature, and Multiple Perspectives 38%	Sharing 38%
Institute	Reading/Writing Connection 12 %	Address Needs 28%	Assessment 91%	Family Involvement 49%	Modeling 15%
Who implemented concepts emphasized in institute the most	Jayla	Jayla			

Appendix G: Causal Network Display

	Content	Differentiated Instruction	Evaluation/Assessment	Learning Environment	Teaching/ Instructional Practices
Lina	Questioning 27%	Culturally Responsive Pedagogy 100%	Monitoring 23%	Expectations 100%	Read Aloud 24%
Jayla	Reading/Writing Connection 38%	Address Needs 100%	Monitoring 38%	Expectations, Quality Literature, and Multiple Perspectives 38%	Sharing 38%
Institute	Reading/Writing Connection 12 %	Address Needs 28%	Assessment 91%	Family Involvement 49%	Modeling 15%
Who implemented concepts emphasized in institute the most	Jayla	Jayla			

