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Teachers' Perceptions of Intensive Professional Development on the Daily Five™ in Literacy
Instruction: A Multiple Case Study Exploration

A dissertation
presented to
the faculty of the Department of Early Childhood Education
East Tennessee State University

In partial fulfillment
of the requirements for the degree
Doctor of Philosophy in Early Childhood Education

by
Lori Ann Hamilton
December 2016

Dr. L. Kathryn Sharp, Chair
Dr. Pamela Evanshen
Dr. Rosemary Geiken

Keywords: Coaching, Collaboration, Daily Five™, Differentiated Instruction, Perceptions,
Professional Development, Professional Learning Communities, Reflection, Wikispaces™

ABSTRACT

Teachers' Perceptions of Intensive Professional Development on the Daily Five™ in Literacy Instruction: A Multiple Case Study Exploration

by

Lori Ann Hamilton

This multiple case, qualitative study explored the experiences of six early childhood teachers as they implemented a structured, differentiated literacy framework (The Daily Five™) in a rural northeast Tennessee school system. This study investigated teachers' perceptions of professional development, specifically the professional development components of coaching including ongoing online discussion, collaboration, and reflective journaling, on changing their literacy planning and instruction. Data were collected through interviews, journal entries, and transcribed meeting conversations. Findings revealed that teachers perceived coaching and collaboration as instrumental professional development components that directly contributed to changing their literacy planning and instruction. Both coaching and collaboration offered necessary support for teachers to feel successful as they made changes in thinking and practice. However, teachers did not find the reflective practice of journaling helpful as they sought to make changes in planning and instructional strategies. The results of this study are significant for teachers and administrators as they seek to increase meaningful professional development aimed at improving literacy instruction.

DEDICATION

I dedicate this work to my family as they were my source of continual support and encouragement throughout this PhD. journey. This success is not mine alone but also belongs to those who made this possible. They were always ready to celebrate my successes and love me through disappointments. They sacrificed precious time and resources to ensure I fulfilled my dream of becoming Dr. Lori Ann Hamilton, and I will always be grateful for everything they gave up for me. I have no doubt that this work would not exist without their loving but firm hands nudging me along and helping me cross the finish line.

My husband, Terry, has always been my biggest fan and greatest source of comfort and encouragement. He believed in me when I had completely given up on myself and offered sweet affirmations and guidance. He listened when I needed to talk, held me when I needed to cry, gave me space when I needed to be alone, and was a wonderful source of entertainment when I needed to laugh. He was always willing to accept additional responsibilities on top of his already grueling work schedule and sacrificed many hours of precious sleep allowing me to work uninterrupted without distraction. For his constant love, support, encouragement, and sacrifice, I will be eternally grateful.

Each day, for months on end, my mom provided child care for my infant son allowing me to accomplish this work. She gave up personal responsibilities and social engagements allowing me to fulfil this dream. In addition to child care, she also provided many meals allowing me to focus on the task at hand without distraction. Without my mom's support, care, and thoughtfulness, I would not have been able to complete this work. I am overwhelmed by the unconditional love and sacrifice she displayed throughout this journey.

When I began pursuing my PhD., my husband and I were a family of two; however, not long after my prospectus proposal approval, we discovered that our family would be increasing by one. From the moment I knew he existed, my precious son, Samuel, became my biggest source of motivation and encouragement. Even though writing a dissertation with an infant was difficult, the experience taught me that I can accomplish more than I ever thought possible (and that I do not require as much sleep as I once thought). Each day, my son inspires me and encourages me to become more, for him; therefore, each day I strive to be the mom he deserves. He makes my heart and my life full.

In addition to my husband, mom, and son, this work must also be dedicated to my sweet, little Chihuahua, Charlie. In the wee morning hours, while everyone else was sleeping peacefully, Charlie was always curled up beside me and kept me company as I wrote. He never left my side, and I am grateful for his companionship.

This work was made possible by the love, support, encouragement, and inspiration of the people that mean the most to me. I love them fiercely and will never forget their selfless sacrifices enabling me to finally become Dr. Lah.

I give glory to God for equipping me and enabling me to do this work. I will use the gifts He has given me to bring praise and honor to Him and do the work He planned for me when he bestowed these gifts and abilities to me. “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him.” ~Colossians 3:17, New International Version.

ACKNOWLEDGEMENTS

There are no words to adequately express my gratitude to my committee chair, Dr. Kathryn Sharp. Dr. Sharp provided much more than guidance, encouragement, and support throughout this journey; she selflessly gave of her time and expertise, and mentored me through each step of this process. No phone call, email, or text message ever went unanswered; even when I bombarded her with a barrage of questions she was never too busy to provide thoughtful responses and advice. I was never alone through this process as she was always cheering me on and pushing me to dig deeper and think on things a bit more thoroughly. I am humbled and thankful that she graciously agreed to be my committee chair on top of all of her other responsibilities and duties. When the opportunity presents itself, I will pay this kindness forward in honor of Dr. Kathryn Sharp. I will forever be grateful that she invited this monkey to become part of her circus.

I am equally thankful and grateful for the guidance and support provided by my committee members, Dr. Pamela Evanshen and Dr. Rosemary Geiken. Both Dr. Evanshen and Dr. Geiken cheered me on throughout this process and offered valuable contributions to my research. Their encouragement and guidance have meant the world to me throughout this journey, and I will always be thankful for them.

During my time at East Tennessee State University, I had the opportunity to work with and learn from many knowledgeable and successful Early Childhood Education faculty members. I am thankful for the contribution each of these women made in my life, and I am grateful for their influence, mentorship, and guidance. Dr. Susan Lewis, ECED master clinician, became a very special mentor to me during my time at ETSU. I had the opportunity to work closely with Dr. Lewis, and I was continually touched by her servant's heart for others as well as

her passion for teaching and learning. I want to thank her for her thoughtfulness, sincerity, advice, encouragement, honesty, kindness, and love.

I offer my sincerest gratitude to the participants of my research. I enjoyed the work we began together and learned much from them. I am very thankful for their willingness to work with me and try something new in their classrooms.

My friends, family, and church family offered continual support and guidance throughout my doctoral program and dissertation completion. Their late night conversations (pep talks), prayers, listening ears, and hugs will never be forgotten, and I am forever grateful for them.

Last, but certainly not least, I express my deepest appreciation and gratitude for my sweet Terry. He worked tirelessly at his job and at home to ensure I completed this work. He encouraged me throughout this journey, and believed in me when I lost belief in myself. He truly reflected love as described in 1 Corinthians 13:4-7:

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

Thank you, Terry, for your unconditional love, encouragement, patience, and perseverance. You are my hero.

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CHAPTER 1

INTRODUCTION

This chapter introduces the ideas for the foundation of this study. Within these pages, the rationale behind the research questions is identified and discussed. This study encompassed a review of recent research and literature related to the professional development of teachers. The intent of the study was to explore teacher responses to the implementation of an intense literacy framework, the Daily Five™, in their early childhood classrooms. The study specifically investigated teachers' perceptions regarding the implementation of a highly structured literacy framework, as well as their perceptions of professional development, coaching, and collaboration.

Overview

Professional development is the most utilized form of delivering content knowledge to teachers and enhancing their teaching practice in the United States (Goldschmidt & Phelps, 2007). Attendance and participation in professional development activities are not only recommended but also required by most school systems. Due to increased mandates related to accountability, school districts' interest in improving and raising student achievement is at an all-time high, and increased professional development activities for teachers are the main catalyst for improving student achievement with a central focus on literacy achievement (Goldschmidt & Phelps, 2007). Professional development is a million-dollar industry in the United States built on the foundation that participation in these experiences will lead to increased teacher effectiveness, in turn, leading to increased student achievement (Barak, Carson, & Zoller, 2007; Goldschmidt & Phelps, 2007; Sandholtz, 2002). However, there is no national data specifying how much money is spent on professional development yearly; this is due, in part, to the fact that there is no

national definition of what constitutes professional development (Sawchuck, 2010). Delivery modes and models of professional development vary, making it important to examine research and literature illuminating elements of professional development that directly contribute to increased professional knowledge development in teachers, ultimately increasing student literacy achievement (Sandholz, 2002).

The No Child Left Behind (NCLB) legislation of 2001 changed the landscape of education in the United States in many ways. Increased high-quality teacher professional development was one of the mandates guaranteed by NCLB (United States Department of Education, 2002). School systems must provide increased professional development opportunities as a means of improving high-quality instruction and increasing student achievement in all classrooms (United States Department of Education, 2002). Out of NCLB, Reading First was conceived. Reading First was a grant competition sponsored by NCLB which encouraged states to put into practice research-proven effective literacy strategies when teaching reading. Districts seeking these funds were required to provide professional development for teachers around the critical components of literacy instruction and effective instructional techniques (United States Department of Education, 2002). The Reading First grant programs sponsored by NCLB directly contributed to a shift in the type and amount of literacy professional development school systems offered (Carlisle & Berebitsky, 2011; Darling-Hammond, 2010). As a result, teachers were mandated to devote more time to professional development geared toward critical elements of literacy instruction as identified by the National Reading Panel Report of 2000: fluency, phonemic awareness, phonics, vocabulary and comprehension (National Institute for Literacy, 2000). Teachers were also required to spend time studying research-based instructional methodology and participating in various modes of professional development

delivery such as personalized sessions with literacy coaches (Carlisle & Berebitsky, 2011). This shift in expectation for high-quality professional development became a standard expectation throughout the United States (Carlisle & Berebitsky, 2011).

In theory, increased high-quality teacher professional development appears to be an answer to the call for an improved United States' education system. Unfortunately, a review of recent research reveals that not all professional development experiences result in increased knowledge or reenergized teaching practices in the classroom. Research reveals two important but often overlooked components of effective professional development: the specific needs of adult learners, and the mode of delivery of professional development. Years of research and numerous studies show that adults benefit from training that builds on their current knowledge and provides platforms for them to act on or act out the new teaching strategies they are learning (Castelli, 2011; Chao, 2009; Gorges & Kandler, 2011; Sandholz, 2002; Taylor, 2008; Theriot & Tice, 2009). Additionally, research supports the use of job-embedded coaching and collaboration among peers to sustain a change in teaching practice as encouraged by professional development/training (Sandholtz, 2002; Theriot & Tice, 2012; Vanderburg & Stephens, 2010). Teachers are adult learners, and adult learners have specific needs that must be met for learning to occur (Chao, 2009). If adult learning experiences are to result in change, the following elements must be considered: learners must be motivated to participate in the experience, learners should have choice over their learning, the experience should be tailored to needs of adult learners, the learners must be involved in the learning process, and shared experiences of other learners must be included in the experience. Adult learners must view the information presented during professional development experiences as relevant and immediately useful to

their practice (Castelli, 2011; Chao, 2009; Gorges & Kandler, 2011; Sandholz, 2002; Taylor, 2008; Theriot & Tice, 2009).

In 2008 the International Reading Association reported that instructional coaches are invaluable assets to the professional knowledge development of teachers (Vanderburg & Stephens, 2010). An instructional coach is defined as an expert in his/her field; she/he has vast content knowledge and an abundance of practical experience. The coach may be either a skilled peer teacher or university instructor partnering with the school and/or school system (Thomas et al., 2012). The coach directly supports teachers' professional development by providing support to teachers tailored to meet their specific needs (Thomas et al., 2012; Vanderburg & Stephens, 2010). The coach-teacher relationship is collaborative and supportive. Vanderburg and Stephens (2010) found that teachers working directly with instructional coaches have greater efficacy.

In this study, the primary investigator was also the coach, which is in accordance with Creswell's (2007) guidelines on participant researcher. The primary investigator spent months researching the Daily Five™ framework and conducted numerous Daily Five™ professional development trainings for teachers and administrators prior to the initiation of this study. The primary investigator held a deep understanding and expertise of the Daily Five™. Creswell (2007) discussed the importance of investigators spending time in the field, asking questions and participating in conversations and discussion in order to paint a complete picture of participants' experiences. The primary investigator's knowledge of the subject matter qualified her to act as the coach, and having the primary investigator in this role provided her a unique and more complete depiction of the teachers' experiences.

Collaboration has been found as a successful element of professional development, increasing the likelihood of increased professional knowledge development leading to a

perception change (Edge & Mylopoulos, 2008; Kennedy, 2010; Pennell, 2008; Sandholtz, 2002; Theriot & Tice; Thomas et al., 2012). Collaboration may come from the instructional coach-teacher relationship, but it also emerges from relationships between colleagues (Edge & Mylopoulos, 2008; Kennedy, 2010; Pennell, 2008; Sandholtz, 2002; Theriot & Tice; Thomas et al., 2012). Theriot and Tice (2012) found that regular collaboration between teachers regarding professional knowledge, especially novice teachers, increases teachers' ability to successfully implement instructional strategies based on new professional knowledge. Meaningful collaboration sessions allow teachers to learn from one another, grow as professionals, increase professional knowledge, make instructional changes based on increased professional knowledge development, and work toward the goal of improving student achievement (Kennedy, 2010; Pennell, 2008; Sandholtz, 2002).

Professional development in literacy instruction is critical. Reading and writing skills are fundamental, and all other subject matter is dependent on students' ability to read and write (Gunning, 2012). According to Fisher, Frey, and Nelson (2012), teachers need ongoing professional development in literacy in order to make a lasting impact on student achievement. Sound, research-based teaching strategies and methods should be presented to teachers, and teachers should be supported while implementing new strategies (Fisher et al., 2012). This type of systematic, ongoing support should also extend beyond the classroom and into the entire school in order to provide shared vocabulary among all teachers and boost student literacy achievement school-wide (Fisher et al., 2012).

The concept for this study was conceived through the review of professional development literature and an interest in the Daily Five™ literacy framework. The study sought to gain insight into teachers' thoughts on the effectiveness of traditional workshops, coaching, collegial

collaboration, and reflective journaling. Teacher participants engaged in these professional development activities as they implemented the Daily Five™ structured literacy framework in their classrooms.

Statement of the Purpose

The purpose of this multiple case, qualitative study was to explore teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction and the various modes of delivery of training. The researcher recruited six veteran early childhood teachers from a rural school district in Northeast Tennessee to participate in this study. Each teacher voluntarily participated in three, six-hour structured workshops focused on the research and implementation of the Daily Five™ literacy framework. Additionally, participants in the study received multiple methods of professional development delivery including job-embedded coaching from the researcher, and opportunities to collaborate with one another as they implemented the literacy framework in their elementary classroom. Finally, participants were invited to reflect on their experiences and perceptions of learning and implementing research-based reading strategies through journaling and one-on-one interviews with the researcher. It is important to note that this study specifically explored teacher perceptions rather than other measurements of skill and/or knowledge. It is vital for teachers to think about their own personal practice in order to have a better understanding of why they do the things they do. Thinking about one's own practice encourages teachers to have a better understanding of the relationship between planning, instructional strategies and student achievement.

How does teachers' professional knowledge develop, and how does a change in teacher perceptions occur? Teacher content and pedagogical knowledge is traditionally thought to develop during formal teacher education training in college. However, teachers bring more to

their practice than knowledge gleaned from formal college preparatory experiences; they bring with them personal experiences as students, personally held values, individuality regarding learning styles and preferences, as well as knowledge gleaned in college and professional development training opportunities (Allington, 2002; Munby, Russell, & Martin, 2001; Richardson & Placier, 2001; Theriot & Tice, 2009). Teacher knowledge regarding instruction does not end with college graduation; on the contrary, it typically begins after formal education. As teachers gain classroom experience, formal knowledge collected from their teacher education training becomes meshed with individually held experiences and beliefs directly shaping their professional teaching knowledge (Munby et al., 2001; Richardson & Placier, 2001; Theriot & Tice, 2009).

The Daily Five™ Structured Literacy Framework

The professional development teachers received in this study was focused on the Daily Five™ structured, differentiated literacy framework. This differentiated literacy framework developed by sisters Gail Boushey and Joan Moser, improves student literacy by increasing explicit differentiated instruction and student independence (Boushey & Moser, 2006; Buchan, 2016). Boushey and Moser (2006) are experienced, veteran elementary teachers who desired to have daily meaningful whole group, small group and individual conferencing sessions with students. During small and individual explicit teaching sessions, they aspired for other students in the class to be actively engaged in meaningful differentiated literacy activities. Differentiated instruction effectively supports the individual needs of all learners, and all students work toward individual goals (Tomlinson & McTighe, 2006). Teachers effectively implementing differentiated instructional strategies explicitly support students' individual instructional needs (Tomlinson & McTighe, 2006). Boushey and Moser (2006) found themselves working with

small groups while the remainder of the class engaged in busywork. They believed that in order to effectively increase the literacy skills of all students, they all must remain engaged in effective, research-based literacy activities tailored to their specific needs, and not busywork (Allington, 2002; Boushey & Moser, 2006; Morrow, 2012). The teachers began researching best practices in literacy instruction along with classroom management techniques and developed The Daily Five™ literacy framework. The Daily Five™ explicitly teaches students independence, allowing students to effectively engage in meaningful literacy activities tailored to their individual needs for a sustained period without the need for teacher intervention (Boushey & Moser, 2006). While students engage in independent, differentiated activities, the classroom teacher is free to lead explicit small-group instruction and/or individual student conferencing (Boushey & Moser, 2006; Reutzel & Cooter, 2008).

The Daily Five™ literacy framework, created by Boushey and Moser (2006), meshes with research findings for balanced, research-based literacy practices. Research supports that a balanced, comprehensive, research-based literacy program should include literacy-rich environments and experiences, immersing students as they acquire vital literacy skills (Morrow, 2006). The “big five” literacy skills (phonemic awareness, accuracy, fluency, vocabulary and comprehension) must be explicitly taught daily through whole group, small group, and individualized instruction in order for students to become proficient readers (Foorman & Torgeson, 2001; National Institute for Literacy, 2000). Learning should be a social experience allowing students to learn from peers and teachers (Morrow, 2006). Learning must be differentiated for all learners, so teachers may pinpoint and support needs of each individual student (Tomlinson & McTighe, 2006). The Daily Five™ incorporates all of these elements into the framework as it: allows students to build literacy independence while engaging in meaningful

literacy tasks focused on the “big five”, provides teachers time to work with small groups of students, and promotes meaningful differentiation of literacy activities (Boushey & Moser, 2006).

Significance of the Study

The results of this study explored the experiences of early childhood teachers as they participated in intensive professional development on the Daily Five™ in literacy instruction. The study investigated and described teacher experiences of professional development focused on a structured literacy program. This study was heavily focused on literacy because student literacy achievement and success is vitally important if students are to become fluent readers. Literacy instruction is a major instructional focus in kindergarten through third grade because once students progress to fourth grade, they are expected to read fluently in order to learn (Gunning, 2012). This study sought to determine teachers’ perceptions of the effectiveness of the coaching process related to changing literacy instruction and planning. This study also investigated teachers’ perceptions of reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction. Results of this study may help other teachers and/or administrators as they embark on implementing the Daily Five™ in their classrooms and/or schools. The findings provide teachers’ first-hand accounts of their experience with job-embedded coaching while implementing new teaching strategies and independence-building techniques. Outcomes of this study also add to the existing body of literature surrounding professional development (elements of teacher-perceived effective professional development, including coaching, collaboration and reflective journaling) in relation to decision making and planning for literacy instruction.

Theoretical Foundations

The theoretical framework in which this study is grounded is based on the work of John Dewey, Kurt Lewin, and Donald Schön. In order to begin thinking about how teachers develop professional knowledge and how that professional knowledge changes, it is important to look at theoretical foundations surrounding this phenomenon. John Dewey, educational reformer and philosopher, was a proponent of learning through experience. Teachers have the capability of changing beliefs and perceptions when faced with a concern, typically a concern that challenges fixed perceptions regarding practice. Dewey referred to this phenomenon as plasticity (Chen, 2005; Dewey, 1916). Teacher plasticity occurs through systematic, intentional reflection and is enhanced when coupled with collaboration (Rodgers, 2002).

Psychologist, Kurt Lewin, proposed a model of change similar to Dewey's view of plasticity (Shellenburg, 1978). Lewin suggested that individuals go through a series of similar stages—unfreezing-change-refreezing--when faced with an idea contrary to their fixed belief system (Schein, 1995; Shellenburg, 1978). Lewin asserted that learning is a social experience enhanced through collaboration and conversations with others, and collaboration is essential when progressing through the unfreezing-change-refreezing stages. If individuals progress successfully through each stage, it is possible for change to occur (Schein, 1995; Shellenburg, 1978).

Donald Schön, in *The Reflective Practitioner* (1983), proposed that change in professional knowledge and skill sets come directly from the ability to look critically at one's practice. He identified this critical observation as reflective practice and defined reflective practice as the ability to continually learn from professional experiences in order to hone one's skills and expertise (Schön, 1983). Professionals should use their professional knowledge

combined with critical observation of practice to determine how to make necessary changes in practice. Schön identified this ability as reflection-in-action and reflection-on-action. Both reflection-in-practice and reflection-on-practice are necessary for practitioners to become experts in their respective fields. The element of collaboration with colleagues and/or experts in the field enhances reflective practice (Schön, 1983).

Research Questions

The study provided avenues to explore teachers' perceptions of intensive, multifaceted training in a structured literacy framework and to reveal teacher perceptions about the most helpful and effective modes of professional development in relation to literacy instruction. The study utilized multimodal professional development including: workshops, coaching, collaboration with peers, and support and encouragement of reflective practice. In order to determine teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction, the following questions guided this research study:

1. How does intensive Daily Five™ professional development change early childhood teachers' decision making and planning for literacy instruction and assessment?
2. What professional development components do early childhood teachers perceive as most helpful in using Daily Five™ for planning and instruction?
3. How do teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning?
4. How do teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction?

Limitations and Delimitations

The limitations of the study which identified potential weaknesses of the research included:

1. Teachers who volunteered for the study may have already been motivated to change their planning and instruction for literacy.
2. Participants were chosen according to their responses on a demographic survey. The purpose of this survey was to select demographically similar participants. However, participants could have potentially misrepresented themselves on the survey.
3. Participants chosen for the study held a professional license and had 10 or more years of teaching experience, therefore, the generalization of the findings are limited and do not necessary mirror the experiences and perceptions of teachers with less experience.

The delimitations of this research study affecting the generalizability of the study to other teachers, schools and school systems consisted of:

1. This study was limited to six participants given the intense, individualized focus provided to each participant. A low number of participants is a recognized aspect of qualitative, case-study research in order to gain rich insight into the lived experience of participants; however, generalizability cannot be made from such a low number of participants (Creswell, 2007).
2. Teacher participants were restricted to regular education kindergarten, first, second, and third grade classroom teachers, because this is the natural place to focus on literacy behaviors and the teaching of early reading.

3. The participants were restricted to one school system in upper Northeast Tennessee as the researcher was interested in the experiences of teachers in this particular school system.
4. The primary investigator of this study conducted the structured differentiated literacy framework (Daily Five™) professional development sessions and swerved as the coach for teacher participants (Creswell, 2007).

Definition of Terms

To clarify the findings, key terms and concepts used during this study are operationally defined here.

1. *Assessment*: Student performance of taught skill(s).
2. *CAFÉ Book: Engaging All Students in Literacy Assessment and Instruction: A* book by Daily Five™ authors, Gail Boushey and Joan Moser, that focuses on key literacy skills as identified by the National Institute for Literacy (2000): comprehension, accuracy, fluency, phonics, and expanding vocabulary. CAFÉ presents assessment as a natural part of literacy and illustrates how assessment can easily be integrated into the daily literacy block (Boushey & Moser, 2009).
3. *Coaching*: Defined as an expert in the field that provides instructional support to teachers on a consistent basis. Support is based on individual needs of teachers. The coach-teacher relationship is collaborative, and the coach provides individualized, constructive feedback consistently to support teacher development.
4. *Collaboration*: Collegial communication and support of new learning. Teachers engage in meaningful conversations about instruction in order to learn from one

another's experiences, failures, successes, and expertise. Teachers support one another as they implement new learning in their classrooms. They share ideas, motivate one another, and challenge one another on a continual basis.

5. *Daily Five™: Fostering Literacy in the Elementary Grades™*: For the purpose of this study, the *Daily Five™* is defined as a structured, differentiated literacy framework created by Boushey and Moser (2006). The *Daily Five™* framework fosters literacy independence in students allowing teachers to conduct meaningful small-group literacy instruction as well as meaningful individual literacy conferencing with students.
6. *Differentiated Instruction*: Individualizing instructional planning, instructional implementation and assessment to meet the diverse needs of individual students.
7. *Guided Reading*: Small groups, based on ability level, tailored to support reading skills of individual students as they grow toward reading proficiency using leveled readers.
8. *Instructional Strategies*: Methods and techniques of instruction teachers utilize to help students better understand content and skills.
9. *Leveled Readers*: Student reading books in which the text matches the students' reading abilities based on quantitative factors such as word recognition and comprehension rates, and qualitative factors.
10. *Listen to Reading*: A component of the *Daily Five™* in which students listen to text being read to them through headphones, while they follow along with the text or pictures in books. Listening to reading models expression and word pronunciation to students (Boushey & Moser, 2006).

11. *Perceptions*: Teachers' interpretation of the effectiveness of specific components of professional development and how those components affect their decision making and planning for literacy instruction and assessment.
12. *Professional Development*: Training experiences for teachers designed to increase knowledge and improve teachers' effectiveness.
13. *Professional Learning Community (PLC)*: A group of educational professionals focused on increasing student growth and learning.
14. *Read Aloud*: The practice of the teacher orally reading a book to students in order to model effective reading strategies, aid in background knowledge development and critical-thinking development.
15. *Read to Self*: A component of the Daily Five™ in which students read books independently to themselves. Appropriate books for Read to Self must be on students' independent reading level allowing them to read without teacher intervention (Boushey & Moser, 2006).
16. *Read to Someone*: A component of the Daily Five™ in which students read books with a partner. Partners take turn reading text to one another and retelling previously read text to demonstrate comprehension (Boushey & Moser, 2006).
17. *Reflection*: The act of thinking critically about one's teaching practices in order to determine if change in practice is necessary to best meet the needs of students.
18. *Research-based instruction*: Instructional strategies based on educational research that increases student achievement (Marzano, Pickering, & Pollock, 2001).
19. *Response to Intervention (RTI)*: A multi-tiered approach to intervention that identifies struggling learners through baseline assessments and provides high-

quality, differentiated instructional support in order to help students work toward grade-level proficiency (Fuchs & Fuchs, 2006).

20. *Sounds and Symbols Early Reading Program™*: A scientifically-based phonemic awareness and phonics program for kindergarten through third grade (Goldman & Lynch, 2001).
21. *Tennessee Value-Added Assessment System*: A measurement of student academic growth in Tennessee. Teacher evaluation scores are partially based on this measure of student growth according to the standardized test results (Tennessee Department of Education, 2016).
22. *Wikispace™*: A free online classroom space for educators. Classroom spaces are private and secure. Classrooms are created by the teacher, then members are invited to join and participate in classroom discussion, projects and even assessments. This social platform encourages communication and collaboration between teachers and students (TES, 2015).
23. *Word Work*: A component of the Daily Five™ in which students engage in word experimentation and manipulation, work with high-frequency words, and discover interesting words. Through word play and discovery, students develop their word knowledge and enhance writing skills (Boushey & Moser, 2006).
24. *Work on Writing*: A component of the Daily Five™ that provides students opportunities for daily writing practice (Boushey & Moser, 2006).

Summary

This chapter provided the statement of purpose, significance of the study, theoretical framework, research questions, limitations and delimitations, and definitions significant to this

study. The theories of professional knowledge development and change proposed by John Dewey, Kurt Lewin, and Donald Schön, were used to explore six teacher participants' perceptions of intensive professional development on the Daily Five™ in literacy instruction. Research revealed the professional development components of job-embedded coaching, collaboration and reflection as helpful to teachers; therefore, this study investigated teacher participants' perceived effectiveness of these specific professional development components coupled with the online discussion forum as they implemented Daily Five™. Teachers' perceptions regarding the effectiveness of the coaching process in changing literacy instruction and planning were discovered as a result of this study. Also, teachers' perceptions of reflective practice through journaling as an aspect of professional development in their decision making and planning for literacy instruction was examined.

CHAPTER 2

REVIEW OF LITERATURE

In the United States, professional development is the most utilized and recognized form of intervention contributing to teacher content and instructional knowledge development and change (Goldschmidt & Phelps, 2007). The majority of public school systems require teachers to participate in a designated amount of professional development opportunities each year in the hopes that teachers' knowledge of subject matter and teaching strategies improve in order to best meet the needs of students, consequently leading to increased student achievement (Goldschmidt & Phelps, 2007). According to Darling-Hammond, Chung Wei, Andree, and Richardson (2009) 90% of teachers in the United States regularly participate in professional development. In many instances, school systems require teachers' professional development attendance and participation to exceed state-mandated requirements (Goldschmidt & Phelps, 2007).

Legislation and mandates by the federal government significantly impacts United States educational practices including professional development. The No Child Left Behind Act (NCLB) of 2001 increased high-quality teacher professional development among all schools (United States Department of Education, 2002). Schools are mandated to increase student achievement and proficiency through the utilization of high-quality instruction, and increased professional development experiences are a means to achieving these ends (United States Department of Education, 2002). Teachers must achieve highly-qualified status, and professional development opportunities are an outlet for teachers to achieve and sustain the highly-qualified title (United States Department of Education, 2002).

Professional development focusing on high-quality literacy instruction was greatly impacted by NCLB (United States Department of Education, 2002). Reading First, the grant-

funded competitive program, promoted the use of research-based instructional literacy strategies in order to directly increase student literacy achievement. Teachers were provided ample research-based literacy professional development opportunities and expected to implement learned strategies in their classrooms. The literacy focus of professional development sessions shifted to reflect the findings of the National Reading Panel Report of 2000. Phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension were found to be critical literacy components that must be explicitly taught daily in order for students to become successful readers (National Institute for Literacy, 2000). Due to these findings, teachers were required to spend professional development time immersing themselves in professional development experiences that explicitly taught them how to put research-based instructional strategies focusing on the National Reading Panel Report findings into practice (Carlisle & Berebitsky, 2011). High-quality professional development was a direct result of Reading First, and quickly became the standard professional development expectation in the United States (Carlisle & Berebitsky, 2011; Darling-Hammond, 2010).

The delivery and instructional strategies utilized during professional development experiences differ immensely; some experiences employ traditional modes of delivery such as lecture and demonstration, whereas other experiences utilize more constructivist modes such as reflection, coaching and collaboration (Sanholtz, 2002). This study provided the opportunity to explore teachers' perceptions of intensive, multifaceted training in a structured literacy framework and revealed teacher perceptions about varying modes of professional development. Workshops, coaching, collaboration with peers, and support and encouragement of reflective practice were utilized in order to determine teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction. This is relevant because Allington

(2002) emphasized the need for teachers to “buy in” or value professional development in order to make changes in their classrooms.

Theoretical Foundations

When considering how teacher perceptions regarding instructional practices develop and change, it is necessary to look to theorists, philosophers and thinkers that dedicated their life’s work to understanding this phenomenon. John Dewey, Kurt Lewin and Donald Schön are three prominent and influential figures whose work significantly impacted how professional knowledge develops and evolves over time. The work of these individuals is vital when seeking to not only understand this phenomenon but to also support learners as they explore new instructional strategies and techniques. The theories and ideals provided by Dewey, Lewin, and Schön are foundational to understanding the phenomenon of changing and enhancing professional knowledge.

John Dewey

John Dewey, born in Burlington, Vermont, was a naturally curious and studious child. At 15 years of age he enrolled as a student of philosophy at the University of Vermont, and graduated second in his class at 19 years old (Dewey, 1939). He worked as a practicing educator and philosopher throughout his life, continually striving to improve humanity through his work (Dewey, 1939). He was a proponent of experiential learning and changed the landscape of education in the United States with the introduction of his philosophy of progressive education (Dewey, 1939).

John Dewey, philosopher and educational reformer, believed the condition of society could be remedied through education. Dewey was an advocate for improving education through observation; reflective practice; social experiences; and a thoughtful, prepared environment. He

believed learning should be active and meaningful; therefore, teaching must be designed around the needs of each individual child inhabiting the classroom. The curriculum should be based around student needs and should never be designed without acquiring a deep knowledge about the learners (Chen, 2005; Dewey, 1916, 1939; Dodd-Nufrio, 2011). He was a proponent of consistent observation and proposed that teachers have the ability to acquire plasticity through observation. In this sense, Dewey's definition of plasticity related to the teacher's ability to change through experience; the more experienced the teacher observer, the greater his or her ability to create classroom change promoting deeper student learning and developmental support (Chen, 2005; Dewey, 1916).

Dewey and Reflection. Inquiry and reflection are born from observation (Chen, 2005; Dewey, 1916; Ralston, 2011). Teachers who intentionally observe the classroom environment, student learning, instructional practices and pedagogy are typically more inclined to routinely employ inquiry and reflection, ultimately achieving plasticity. Growth of knowledge develops through the continual process of observation, inquiry, and reflection; therefore, the more experienced the teacher becomes with the observational cycle, the more knowledgeable he/she will be in relation to designing, planning, implementing, and assessing the learning environment, student learning, and instructional strategies and techniques. Teachers routinely employing this cyclical observational approach may retain plasticity of thinking and continually reflect on instructional practices as they relate to student achievement (Chen, 2005; Dewey, 1916, 1922; Shapiro, 2010).

Growth of knowledge and practice do not necessarily develop through formal education and training experiences; growth also comes from values and perceptions developed through the experience of teaching (Chen, 2005; Dewey, 1922; Ralston, 2011). Teachers should routinely

reflect on deeply held beliefs and values regarding education and compare their beliefs and values to their instructional practices (Chen, 2005; Dewey, 1922; Ralston, 2011; Rodgers, 2002).

Reflective Practice. Reflective practice, in Dewey's terms, is much more than simply recalling events of the day. Dewey believed reflection was an intentional practice vital for knowledge growth to occur (Dewey, 1916, 1922; Rodgers, 2002). Rodgers (2002) pinpoints specific reflection criteria: (a) reflection brings meaning, (b) reflection is a systematic process, (c) reflection is a collaborative process, and (d) growth develops from reflection when one's attitude is conducive for growth to occur (Dewey, 1916, 1922; Rodgers, 2002).

Reflection Brings Meaning. What exactly does it mean for reflection to bring meaning? Dewey defined education as a continual restructuring and reorganization of experiences. This continual process assigns meaning to experience. Learning takes place through one's response to experiences (Rodgers, 2002). Therefore, consistent reflecting on experiences results in meaning. New knowledge development occurs from meaning (Rodgers, 2002). According to Dewey, reflection must go beyond simply recalling events; reflection is a systematic, thorough, intentional process (Rodgers, 2002). Dewey believed reflection should be scientific in order for true growth to occur from the experience (Rodgers, 2002).

Reflection: A Systematic Process. Scientific reflection, according to Dewey, should follow a series of steps. First, an experience occurs. The experience causes the individual to question his/her previously held knowledge or perceptions (Dewey, 1910; Rodgers, 2002). Second, the individual makes an impulsive initial hypothesis attempting to make meaning from the experience. Third, a problem, concern, or questions often results from the experience. At this point the individual is ready to move to step four--to generate possible solutions or reasons for the concern (Dewey, 1910; Rodgers, 2002). Step five marks the point when the individual begins

creating a solid possible solution hypothesis. After a solution hypothesis has been determined, step six requires testing the hypothesis for accuracy. Once an accurate solution has been tested and verified, new meaning occurs (Dewey, 1910; Rodgers, 2002).

Reflection as a Collaborative Process. Dewey advocated for collaboration with others in order for authentic reflection to occur (Rodgers, 2002). Reflection without the sharing process is incomplete. Collaboration fulfills two necessary means: true understanding of one's own ideas comes from sharing those ideas with others, and collaboration allows others to provide constructive criticism to ideas; this type of collaboration strengthens and validates ideas (Dewey, 1910; Rodgers, 2002).

Growth as the Result of Reflection. The ultimate goal of the reflective process is growth: growth in self, growth in knowledge, and growth in practice. Attitude can either help or hinder the reflective process, in turn affecting the growth process (Dewey, 1910, 1916; Rodgers, 2002). Teachers desiring the best for their personal practice and student achievement most likely have an attitude conducive for growth to occur. These teachers are typically enthusiastic about their subject matter and student learning. These teachers are characteristically open-minded to new learning and new ideas as they see new ideas as helping grow professional knowledge and student achievement (Rodgers, 2002). Teachers with an attitude for growth take responsibility for personal practice and student learning. They are confident in their knowledge and ready to put theory into practice in their classrooms. An attitude conducive for reflection is vital if growth is going to occur (Rodgers, 2002).

Kurt Lewin's Change Theory

Kurt Lewin emigrated from Germany as a Jewish refugee during World War II and was passionate about the field of social reform. He was educated in the Gestalt tradition in Germany

and brought this element with him into his American practice, focusing primarily on group dynamics (Marrow, 1977; Shellenburg, 1978). He was a proponent and regarded as a pioneer of action research; Lewin routinely explored the practicality of theories in order to truly understand the experiences and essence of the lived experience of the theory in action (Marrow, 1977). Lewin believed knowledge development occurs when individuals actively engage in an experience—a shared belief of Lewin and Dewey—and proposed that in order for authentic learning to occur, the learners must not only engage in experiences but also continually participate in reflection and reevaluation of experiences (Marrow, 1977). When actively engaged in this reflective, re-evaluative state, individuals are more apt to look at current practices from a critical vantage point and identify a need for change in order to increase effectiveness of practice (Marrow, 1977; Shellenburg, 1978).

The Systematic Phenomenon of Change. According to Lewin, change in knowledge and practice does not haphazardly occur; instead it is a systematic phenomenon (Marrow, 1977; Schein, 1995; Shellenburg, 1978). He theorized the process of change takes place in a series of three stages: the unfreezing-change-refreezing change model (Marrow, 1977; Schein, 1995; Shellenburg, 1979). In order for an individual to move from stage to stage, he/she must replace or refine prior knowledge with new information. Lewin asserted that previous experiences, observations, and culture directly impacts human learning; humans learn through social interactions and experiences. In order for this learning to be changed, altered, or unfrozen, new factors must come into play for the individual; the learner realizes that his/her prior knowledge is inaccurate, incomplete, or in need of refinement (Marrow, 1977; Schein, 1995; Shellenburg, 1978).

The Unfreezing Stage. In stage one, the unfreezing stage, of Lewin's change theory, individuals come to the realization that previously held truths and beliefs may be inaccurate and must be reviewed for validity. These feelings of possible inaccuracy are due to the introduction of new experiences and/or information challenging previously held knowledge and beliefs. This unfreezing stage requires three sub-stages: (a) dissatisfaction with current situations or conditions, (b) anxiety due to the unlearning process; individuals within this stage try to make sense of new learning against prior knowledge, experiencing an inner struggle, and (c) feelings of defensiveness due to unlearning previously accepted knowledge (Schein, 1995; Shellenburg, 1978). It is vital for individuals to move beyond feelings of anxiety in order to move to the next phase of the change process; otherwise moving to the following stage may be interrupted, and individuals may not successfully unfreeze previously held knowledge and/or beliefs (Schein, 1995; Shellenburg, 1978). However, once an individual has moved through the sub-stages of unfreezing, he/she is motivated for prior learning to be unfrozen and progress to the second stage of change (Schein, 1995; Shellenburg, 1978).

Change. Stage two of Lewin's change model is referred to simply as change (Schein, 1995; Shellenburg, 1978). Once the learner has successfully recognized inaccuracies in previously held knowledge, beliefs, and/or perceptions, he/she makes a conscious effort to begin changing his/her knowledge. Lewin asserted that learning is a social act, and individuals in the change stage can benefit from the introduction of role models or coaches, someone to emulate as they work through the knowledge change process (Schein, 1995; Shellenburg, 1978). Individuals engaged in the change stage practice, with the guidance and assistance of others, elements of newly learned information; they begin putting new knowledge and ideas in to practice. During stage two, individuals will benefit greatly from the process of trial and error, as humans are

primarily experiential learners. Individuals fully engaged in Lewin's change stage are broadening their minds and mentally manipulating new concepts and meaning to increase knowledge (Schein, 1995; Shellenburg, 1978).

Refreezing. The third stage of Lewin's change theory is referred to as refreezing (Schein, 1995; Shellenburg, 1978). New knowledge, beliefs, perceptions and/or ideas are now permanent for the learner. An individual's previously held knowledge has been replaced, reorganized, and/or reconfigured to reflect the new learning (Schein, 1995; Shellenburg, 1978). When an individual achieves refreezing, he/she is successfully implementing the new knowledge and sharing this knowledge with others. At this stage, learners greatly benefit from the support of other professionals to share new learning and ideas with (Schein, 1995; Shellenburg, 1978). Feelings of professional knowledge stability return to the learner as he/she becomes confident in his/her new knowledge, and this successful change should be celebrated as it is a notable accomplishment for the learner (Shellenburg, 1978). Lewin's change model is illustrated in the figure below (Schein, 1995):

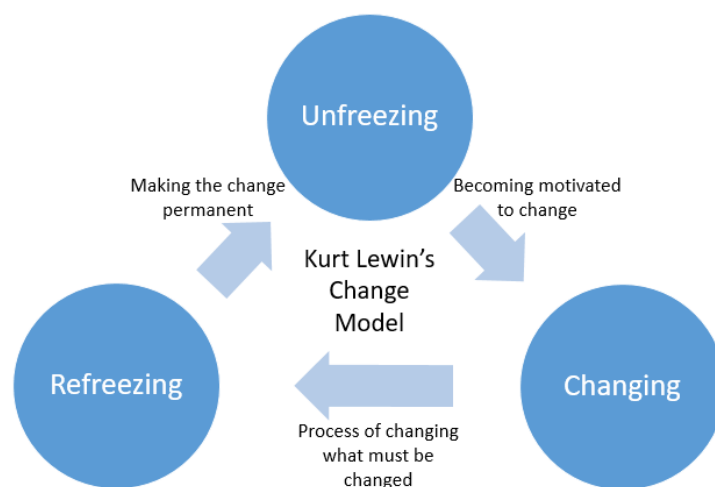


Figure 1. Image of Kurt Lewin's Change Theory.

Donald Schön

Donald Schön was born in Boston, Massachusetts in 1930. He, like Dewey, was a student of philosophy; in fact, Schön's doctoral dissertation focused on Dewey's theory of inquiry, which greatly influenced Schön's lifelong work (Smith, 2011). He received his doctoral degree in philosophy from Harvard University. The main focus of Schön's work was on the learning process and the role reflection plays in relation to learning and changing beliefs and practices (Smith, 2011). Schön is best known for his work concerning reflection as he proposed that successful professionals and practitioners continually reflect on their practice in order to improve. Schön (1983) was a proponent of observing and evaluating professional experiences critically. When practitioners become purposefully critical of their work, they are then able to question current practice in a way that allows them to determine if a change in practice is necessary to create more effective results (Schön, 1983). According to Schön (1983), practitioners must question their current practice because only then will practitioners be able to formulate successful interventions and actions that result in increasing the effectiveness and expertise of the practitioners.

The Reflective Practitioner. One of Schön's most influential and prominent works was *The Reflective Practitioner*; this book has significantly impacted the practice of professionals worldwide (Smith, 2011). In *The Reflective Practitioner*, Schön (1983) identified and described reflective practice as the ability to continually learn from professional experiences in order to hone one's professional skills and expertise. Professionals and practitioners should draw from their professional knowledge base, such as philosophies and theories shaping their particular fields, to assist in all decision-making abilities affecting practice. Schön (1983) asserted that professionals must be prepared and capable to problem solve while engaged in an experience;

therefore, having a solid foundational knowledge of practice is vital. This ability to problem solve while engaged in practice allows professionals to truly think on their feet; Schön (1983) referred to this ability as reflection-in-action. During reflection-in-action, practitioners are actively engaged in a situation requiring an intervention in the moment. Professionals draw upon their professional knowledge base, previous experiences, and personal thoughts and feelings to focus on the situation at hand. This type of reflection happens in the moment, during an experience (Schön, 1983).

Reflection-On-Action. Schön (1983) also identified another type of professional reflection—reflection-on-action. Reflection-on-action is the practitioner’s ability to reflect on an experience after it has happened and to make an analysis of the situation, consequences of the actions taken by the practitioner, and the effect of interventions on the subjects as well as the response of the subjects. During this type of reflection, practitioners engage in an in-depth, systematic exploration of the experience. Reflection-on-action is much more than simply thinking back upon the experience; it requires practitioners to formulate responses to problems that occurred during the experience, to frame the problem(s) at hand that occurred during the experience, create a plan for solving the problem(s), and implement the practical interventions. Reflection-on-action requires practitioners to draw not only upon their theoretical knowledge base but also on their previous experiences. The practitioner’s expertise is honed and developed through practical experiences and their ability to systematically evaluate experiences through in-depth reflection (Schön, 1983).

Summarizing Foundations. From the work of John Dewey, Kurt Lewin, and Donald Schön, insight can be gleaned illustrating how teachers’ perceptions regarding instructional practices may evolve and change throughout their career. Three commonalities regarding

professional knowledge development and change emerge from the work of these theorists and thinkers: (a) plasticity is the ability to change professional knowledge through the introduction of and participation in new experiences, (b) learning is social; therefore when changing perceptions regarding instruction, learning is increased when others are involved in the process, and (c) reflection is vital in the process of changing perceptions because the act of reflection requires individuals to critically evaluate their current practices (Dewey, 1910, 1916, 1922; Schön, 1983; Shellenburg, 1978).

Professional Development

Each teacher possesses individual characteristics and experiences that define them as practitioners, and, while teachers may share similar experiences, no two teachers share exactly the same experiences. Teacher preparatory programs help mold and shape future teachers; however, researchers point out that personal observations and experiences in school may have a greater influence on teachers than formal teacher preparatory programs (Theriot & Tice, 2009). Each educator brings personal experiences with him/her into the classroom—experiences as students, experiences from teacher education programs, and other defining personal characteristics contributing to their professional knowledge as teachers (Munby et al., 2001; Richardson & Placier, 2001; Theriot & Tice, 2009). The goal of professional development should ultimately be to change or alter teachers' perceptions regarding instructional practices that will increase student learning and achievement in the classroom. In order to meet this goal, conditions for adult learning must be met, and elements of effective professional development must be utilized (Chao, 2009; Sandholz, 2002).

Adult Learning

Adult learners are generally self-directed and autonomous; their concept of self is not dependent on others. Because of their unique stage of life, adult learners are goal-oriented and want to apply newly learned concepts and ideas immediately; therefore, learning experiences should be tailored to focus on the immediate needs of learners instead of future application of learning (Chao, 2009; Hashweh, 2003). Adults come into a learning situation with a preconceived set of ideas, a foundational knowledge base, and lived experiences. Prior knowledge and experiences of the learners should be respected and not dismissed as unimportant (Chao, 2009; Theriot & Tice, 2009). When working with adult learners, it is essential to be aware of specific needs of the population in order to create meaningful learning experiences and support learning. Specific conditions must be present for adult learning to occur: adults must be motivated to learn, have choice/control over the learning, the learning must be tailored to meet the needs of the learner, the learner must be actively involved in the learning process, and adult learners benefit from shared experiences of others (Castelli, 2011; Sandholz, 2002; Taylor, 2008). These concepts were central to the design and implementation of this study.

A significant factor influencing the adult learning is motivation to learn. Learning motivation may be intrinsic, extrinsic, or a combination of both; however, intrinsic motivation has been found to be the most influential type of motivation among adults learning new information and/or refining previously held information (Chao, 2009). Factors enhancing motivation include possible opportunities for professional advancement, cognitive stimulation, and social interactions with other professionals (Chao, 2009). Having choice over learning is also motivating to adults as it places them in control of what they learn. Choice over learning is not always feasible as some organizations mandate specific professional development learning

experiences that may or may not stimulate the interest of all adult learners; however, providing a choice in learning will best support adult learners (Gorges & Kandler, 2011). Learning opportunities should be tailored to meet the specific needs of learners, answer specific questions learners have regarding their practice, and directly impact their immediate practice. Otherwise, adult learners may be less motivated to fully engage in the learning experience as they do not see a relevant connection between the learning and practice (Chao, 2009; Gorges & Kandler, 2011). To facilitate construction of new knowledge adults should be actively involved with others in the process. The opportunity to collaborate with other professionals and colleagues is vital for adult learners as brainstorming of new ideas, sharing of successes and anxieties, and overall idea sharing naturally unfold in a non-threatening environment (Chao, 2009; Hashweh, 2003).

Modes of Professional Development

Professional development is defined as the continual, ongoing development of professional and practical knowledge. The premise behind professional development is that through ongoing training opportunities, individuals will be better prepared to meet the demands of their occupations and increase their professional knowledge, practical effectiveness and expertise, and ultimately increase student achievement in the classroom (Goldschmidt & Phelps, 2007). School systems and districts across the United States spend millions of dollars on professional development opportunities for teachers in hopes of promoting changes in instructional practices resulting in increased student achievement (Barak et al., 2007; Sandholtz, 2002). Through professional development experiences, teachers have opportunities to glean new techniques and practices to promote increased student achievement, while honing their knowledge and skills directly related to the practice of teaching. These experiences can take various forms and employ a variety of delivery modes. Three prominent modes of professional

development include the traditional model, the coaching model, and the collaboration element (Castilli, 2011; Sandholtz, 2002; Vanderburg & Stephens, 2010).

Traditional Model of Professional Development. Traditional professional development trainings and workshops are typically intense, one day to week-long experiences aimed at immersing educators in new or improved programs, models, and/or instructional techniques (Sandholtz, 2002). Educators are usually given a snapshot of the program in action, and encouraged to implement the program in their classrooms. Speakers and workshop leaders are characteristically energetic individuals hoping to inspire teachers to make professional, instructional changes in their classrooms in hopes of resulting in changes that increase student achievement in the classroom. Teachers are often given some tools to begin implementing elements of the new learning in their classrooms. This traditional model is popular because it can reach many educators at once, making it relatively cost effective for schools and districts (Sandholtz, 2002).

Sandholz (2002) found that teachers are less likely to value professional development experiences that add additional work to their already overloaded workday without directly benefitting student learning and achievement; teachers must feel that benefits to students outweigh any inconveniences to them. A traditional professional development workshop is not always enough to perpetuate a change in teacher perceptions about instructional strategies. Traditional professional development models do not always support adult learning; therefore, lasting change through traditional professional development opportunities is not always likely (Castelli, 2011; Sandholtz, 2002). Teachers are more likely to change perceptions regarding instructional practices when the adult learning conditions of motivation, choice, needs-based

instruction, active involvement, ongoing support, and shared experiences of others are present (Castelli, 2011; Sandholz, 2002; Taylor, 2008).

Professional Development through Coaching. Adult learners thrive in social learning opportunities when they are able to interact personally with other professionals in their field (Chao, 2009). In the field of education, the instructional coach has become synonymous with educational expert. In 2008 the International Reading Association recognized the vital importance instructional coaches play in today's schools (Vanderburg & Stephens, 2010). The coach is considered an expert in the field in which he/she is coaching. The coach may be a skilled peer teacher working within the school (or school system) or university instructor (Thomas et al., 2012). Instructional coaches typically support teachers by planning, developing and implementing professional development opportunities. Support is usually based upon the specific needs of teachers and offers individualized feedback between coach and teacher (Thomas et al., 2012; Vanderburg & Stephens, 2010). Coaches also engage in consistent collaboration with teachers in order to provide additional instructional ideas or methods to best support student learning. Coaches may also be present in the classroom setting, modeling instructional strategies for teachers and working with small groups of children (Nielsen, Barry, & Staab, 2008). Teachers receiving coaching typically have greater efficacy, and greater self-efficacy may result in greater instructional effectiveness (Vanderburg & Stephens, 2010).

The coach-teacher relationship is an important element in changing teacher perceptions regarding instructional practices (Nielsen et al., 2008; Vanderburg & Stephens, 2010). A coach should not only be knowledgeable in the content area but should also have ample teaching experience in grade level(s) he/she is coaching (Nielsen et al., 2008; Vanderburg & Stephens, 2010). Teachers feel a sense of camaraderie with coaches that have been in similar situations as

themselves; they establish a sense of connectivity with these coaches. A coach who was an experienced teacher is vitally important if effective communication and collaboration are expected to occur between coach and teacher (Vanderburg & Stephens, 2010).

Vanderburg and Stephens (2010) identified specific elements that should be present in order for the coach-teacher relationship to result in a change in teacher perceptions regarding instruction. Communication is key. Teachers should feel comfortable discussing issues with the coach without judgment or criticism. Coaches must establish an environment of constructive support. Coaches should value the experiences of teachers and contributions teachers make during coaching sessions. Coaching should be a collaborative activity between teachers and coach rather than a time for coaches to provide direct lecture and instruction. In order to establish an environment of collaboration, coaches should take time to know the teachers and allow teachers time to get to know each other as well as the coach. Coaching sessions should be a safe time for teachers to discuss any issues they are experiencing in their classroom; teachers should share their thoughts with the coach and each other. This safe environment should encourage teachers to practice new learning, sometimes fail at a new approach, retry the approach, and hone new learning (Thomas et al., 2012). The coach must view herself/himself as a facilitator, guiding teachers as they discuss shared experiences, instructional strategies, student concerns, and pressing classroom issues (Vanderburg & Stephens, 2010).

Another vital element that should be present in the coach-teacher relationship is ongoing support (Vanderburg & Stephens, 2010). Teachers feel most supported by the coach when they know the coach will be a consistent factor in their practice, providing continual encouragement; troubleshooting, modeling and demonstrating effective instructional strategies; facilitating recurrent teacher collaboration; and assisting with a variety of classroom responsibilities, not

only instructional issues. The coach plays a vital role in a teacher's growth toward systematic reflection as he/she guides teachers to continually reflect on their practice and how new learning affects and changes their practice. The coach guides teachers to see a need for change instead of imposing the need for change on teachers' perceptions of current practice (Nielsen et al., 2008; Thomas et al., 2012; Vanderburg & Stephens, 2010).

Coaches should be very knowledgeable and grounded in research-based practices and theory in order to help teachers become motivated to make an instructional change. Teachers must feel confident in the person providing new ideas about instructional techniques; they want to work with knowledgeable coaches. When coaches are enthusiastic about their own instructional knowledge and convey that message to teachers, in turn, teachers become more motivated to become more knowledgeable for themselves and begin researching best practice and grounding themselves in this new knowledge (Thomas et al., 2012; Vanderburg & Stephens, 2010).

The coach-teacher relationship may result in a change of teachers' perceptions regarding instructional strategies and practices. Teachers become empowered and willing to experiment with new instructional practices (Vanderburg & Stephens, 2010). They find confidence within the safety of coaching sessions to test new instructional ideas and become intrinsically motivated to use their newly found knowledge and confidence to make changes in current instruction. In addition to instructional changes, teachers also are more confident in their ability to use more authentic assessment techniques with students (Vanderburg & Stephens, 2010). Teachers become immersed in research and theory during coaching sessions; therefore, they are more confident in their ability to look to research when making instructional and assessment decisions. Teachers

may also become adept at differentiating instruction to meet the individual needs of students as a result of coaching sessions (Vanderburg & Stephens, 2010).

Professional Development through Collaboration. Time after time, teachers pinpoint collaboration as a key element of successful professional development (Edge & Mylopoulos, 2008; Kennedy, 2010; Pennell, 2008; Sandholtz, 2002; Thomas et al., 2012). As previously stated, collaboration with an expert instructional coach is important; however, collaboration with colleagues is also vitally important for teachers as they seek to make a change in perceptions (Edge & Mylopoulos, 2008; Kennedy, 2010; Pennell, 2008; Sandholtz, 2002; Theriot & Tice, 2009; Thomas et al., 2012).

Professional development alone does not necessarily create change in teacher perceptions. Theriot and Tice (2009) described a novice middle grades' teacher who attended a professional development training focused on authentic forms of literacy instruction for adolescents. This teacher discovered during the training that he truly held the belief that students should engage in authentic literacy experiences, and decided he would employ authentic instructional strategies in his classroom. Although the teacher experienced a change of perception regarding literacy instruction during the professional development experience, his practice was not consistent with and did not reflect the philosophical change he experienced during the training. Through conversations with the teacher and examining emerging themes throughout the teacher's reflections of his experience, Theriot and Tice (2009) found that he would have benefitted from support as he attempted to implement new instructional strategies in his classroom. He needed the support of experienced teachers to assist him as he created and implemented authentic literacy instruction for his students. The expertise of veteran teachers may have been invaluable to him as they may have helped him gain confidence in himself as a learner

and teacher. Theriot and Tice (2009) concluded that without regular collaboration between teachers, it is difficult for teachers, especially novice teachers, to successfully implement instructional strategies based on new and/or altered perceptions.

Collaboration and collegial communication can be one of the most influential experiences for teachers desiring to change perceptions regarding instructional practices (Pennell, 2008; Sandholtz, 2002). Teachers engaged in collaboration with one another routinely reexamine personally held beliefs about teaching and learning and instructional techniques and practices, and grow as professionals from these experiences. Teachers learn from one another; they learn from each other's failures, successes and experiences in a way that traditional professional development does not afford (Pennell, 2008; Sandholtz, 2002).

When teachers engage in meaningful collaboration, they have the power to change the entire culture of the school (Pennell, 2008). Once teachers begin reaping benefits of collaboration, their enthusiasm and motivation to share their new ideas and instructional practices with others grows. This enthusiasm has the power to spill over into additional grade levels, from additional grade levels to special area teachers, and from special area teachers to school support staff and administration. When this type of meaningful change occurs, the school itself begins to evolve into a Professional Learning Community (DuFour, 2004). Teachers, administrators, support staff, parents and stakeholders work toward the common goal of increasing student learning and achievement through innovative instructional changes and methods (Kennedy, 2010; Pennell, 2008).

The Element of Reflection. Teachers actively engaged in collaborative activities with instructional coaches and colleagues are more likely to begin looking at their practice more critically (Castelli, 2011; Rodgers, 2002; Sandholtz, 2002; Theriot and Tice, 2009). Dewey,

Lewin and Schön held the belief that if true, sustainable professional change is to occur, practitioners must engage in extensive, purposeful, systematic reflection—consistently examining and reexamining their work (Dewey, 1910, 1916, 1922; Schön, 1983; Shellenburg, 1978).

In recent years, reflection has become a key piece of teacher education programs and a popular topic for teacher professional development workshops. However, purposeful, systematic reflection is underutilized by many educators (Rodgers, 2002). One of the reasons why this type of reflection is not widely employed by teachers is simply because many teachers do not truly understand how to engage and implement this type of reflection in their current practice; they have not been exposed to this type of purposeful reflection (Rodgers, 2002). Teachers must recognize themselves as agents for change based on observations of student learning and progress monitoring (Nielsen et al., 2008).

The process of reflection is more than simply recalling events of the school day or steps taken to carry out a lesson plan (Castelli, 2011; Rodgers, 2002). Rodgers (2002) identified a four-phase reflection cycle necessary for a meaningful, sustainable pedagogical change to occur within teachers; this reflective cycle mirrors theoretical beliefs held by Dewey, Lewin and Schön.

First Phase of Reflection. In the first phase, teachers begin to recognize a need to change current practice in order to improve student learning. Teachers must be present in the instructional moment; they cannot passively dole out instructions without regard for the end result—increased student learning. Student learning is at the center of this phase of the reflection cycle. When teachers are truly present, they watch as students engage in learning activities and pose deep, thoughtful responses and questions to learners. These teachers understand that true

student engagement involves much more than the learner enjoying the activity or displaying on-task behavior; they understand that true engagement displays the learner's ability to demonstrate the learning. A teacher that understands true engagement is a constant diagnostician, scaffolding and offering interventions for students according to learning displayed by students (Rodgers, 2002). When teachers view student learning from that perspective, they are able to recognize the need for instructional change necessary for increasing student learning (Castelli, 2011; Rodgers, 2002).

Second Stage of Reflection. The second stage of this reflective process illustrates the teacher's ability to not only see the need for instructional change but also the ability to describe the need for change (Rodgers, 2002). Rodgers (2002) added that the descriptive stage may be the most difficult for teachers because they must be completely objective and transparent regarding their current practice as well as the need for a change in practice; they cannot add any interpretation or exaggeration of events into the descriptions. At this phase, teachers should be collaborating with one another as well as an instructional coach in order to gain insight into current instructional practices and possibilities for instructional changes that will benefit students (Rodgers, 2002).

Third Stage of Reflection. Rodgers (2002) indicated the third stage of the reflective process is the analysis phase. During this time, teachers analyze the effectiveness of new instructional strategies along with current teaching practices. At this phase, teachers are able to make meaning from instructional practices. Without meaning, teachers will not clearly understand that a perception change regarding instructional strategies is necessary (Castelli, 2011; Rodgers, 2002).

Fourth Stage of Reflection. Experimentation is the final stage of this cycle of reflection. This is the point when teachers are equipped to take newly constructed knowledge and put it into action in the classroom. Teachers, through the process of acquiring new knowledge, collaborating with colleagues, researching new ideas, and analyzing for meaning, are now ready to carry out new instructional techniques geared at increasing student learning and achievement. These teachers become empowered by the reflective experience and are equipped to begin making perception changes concerning instructional practices (Castelli, 2011; Nielsen et al., 2011; Rodgers, 2002).

Self-Efficacy

Self-efficacy is a teacher's belief in his/her ability to encourage and facilitate student learning as related to increased student achievement (Hoy, 2000). Personal self-efficacy is vital for teachers as it reflects their unique ability to inspire and impact the growth of the students in their classrooms (Hoy, 2000; Protheroe, 2008; Shaughnessy, 2004). Teachers exhibiting self-efficacy not only believe in their ability to teach students effectively, but they are also attuned to student needs and use a variety of teaching strategies to best meet those needs (Protheroe, 2008; Shaughnessy, 2004). Self-efficacy is most likely developed as teachers experience successes with students and observe notable changes in student achievement through instructional strategies employed by the teacher (Bandura, 1977; Hoy, 2000; Protheroe, 2008).

Teacher self-efficacy may be encouraged by the culture of the school and colleagues (Hoy, 2000). According to social cognitive theory, a portion of learning comes from observing others and gleaned knowledge from the experiences of others (Bandura, 1977); therefore, in order to promote positive teacher self-efficacy, it is imperative to provide opportunities for teachers to engage in professional development offering collegial support (Protheroe, 2008). A

school focused on increasing student achievement must also be focused on increasing and supporting teacher efficacy, as a teacher's belief in his/her ability to promote student learning and growth is an essential element in boosting student achievement (Hoy, 2000; Pfaff, 2000; Protheroe, 2008)

Professional Development that Works

In order for professional development to be truly successful, it should change teachers' perceptions about instructional strategies in a way that results in increased student achievement in the classroom (Hashweh, 2003; Patterson & Crumpler, 2009). The professional development experiences must be designed to meet those specific needs of adult learners: learners must be motivated, have choice in selecting professional development experiences, the professional development experiences should be tailored to meet the specific needs of the learners, learners should be actively involved, and shared experiences of other professionals and colleagues should be provided (Chao, 2009). The successful professional development model must also be based on and aligned with theory. The works of Dewey, Lewin, and Schön assert that perceptions regarding professional knowledge are not fixed; instead perceptions are able to change through the introduction and participation in new experiences (the phenomenon known as plasticity). Learning is social; therefore when adding to professional knowledge and/or seeking to alter a perception, learning is improved when others are involved in the process, and reflection is vital in the process of a perception change because the act of reflection requires individuals to critically evaluate their current practices. These theoretical beliefs are mirrored in the professional development models of coaching and collaboration. Within coaching and collaboration, reflection often develops; however, reflection must be purposefully and intentionally interwoven within coaching and collaboration to create meaningful perception

changes about instruction that ultimately leads to increased student achievement (Castelli, 2011; Nielsen et al., 2008; Pennell, 2008; Rodgers, 2002; Sandholz, 2002).

The Daily Five™: A Structured Differentiated Literacy Framework

Effective literacy instruction is vital for healthy literacy skill development in young children. The Report of the National Reading Panel found that in order for children to become successful readers they must be immersed daily in effective phonemic awareness and phonics, comprehension, accuracy, fluency, and vocabulary-building instruction and activities (National Institute for Literacy, 2000). Those vital literacy components should be the basis for effective literacy instruction programs (Foorman & Torgeson, 2001; National Institute for Literacy, 2000). The Daily Five™ literacy framework is based on proven research-based literacy components necessary for optimal literacy development in children (Boushey & Moser, 2006). The Daily Five™ literacy framework is based on findings from the National Reading Panel Report (National Institute for Literacy, 2000) coupled with research identifying highly effective instructional strategies and classroom management components including: ample time devoted to student engagement in the act of reading and writing; student chosen books and books fostering independence; teacher modeling; whole group, small group, and individual instruction; explicit instruction; guided reading; differentiated instruction; and student-chosen activities (Boushey & Moser, 2006).

Components of the Daily Five

Read to Self. This Daily Five™ component allows students to read good-fit books to themselves (Boushey & Moser, 2006). Students are taught specifically how to choose book appropriate for their independent reading levels in order to be successful independent readers (Boushey & Moser, 2006). This is a research-based component as students should engage in

independent reading daily in order to grow in reading proficiency (Allington, 2002; Boushey & Moser, 2006; Morrow, 2012).

Read to Someone. The act of reading to others is also supported by research as listening to others engage in reading and the act of reading to others allows students to work toward reading proficiency (Allington, 2002; Boushey & Moser, 2006; Morrow, 2012). During the Read to Someone component of the Daily Five™, students partner-read to one another. Students are taught how to actively listen to their partners and respond to the reading (Boushey & Moser, 2006).

Listen to Reading. Listening to text being read helps students build vocabulary as well as work toward greater fluency and comprehension (Allington, 2002; Boushey & Moser, 2006; Morrow, 2012). The Listen to Reading component of Daily Five™ allows students the opportunity to hear text read with fluency, accuracy, and expression and encourages reading growth (Allington, 2002; Boushey & Moser, 2006; Morrow, 2012).

Word Work. Students should be manipulating letters and words and engaged in word play in order to work toward literacy proficiency (Allington, 2002; Boushey & Moser, 2006; Morrow, 2012). The Daily Five™ component of Word Work allows students to work with words specific to their literacy needs and encourages growth in word knowledge (Boushey & Moser, 2006).

Work on Writing. Just as students should engage in independent reading tasks daily, they should also engage in independent writing activities. This time allows students to form ideas, put ideas onto paper, refine, and edit writing (Allington, 2002; Boushey & Moser, 2006; Morrow, 2012). The Daily Five™ component of Work on Writing allows students the

opportunity to engage in writing activities appropriate to their specific interest and development (Boushey & Moser, 2006).

The Gift of Time

Time is an important element necessary for improving students' literacy skill level. Athletes spend countless hours training and practicing to hone expertise and ability in their sports of choice. The same is true for increasing reading and writing ability in children; if children are expected to become proficient readers and writers, they must spend time practicing these literacy skills (Allington, 2002; Boushey & Moser, 2006; Calkins, 2001; Gallagher, 2009). Allington (2002) found that effective teachers give students the gift of time and provide for uninterrupted reading and writing on a daily basis. In the typical classroom, children spend approximately 10% of the school day engaged in reading and writing—10% of the school day is not considered adequate for producing proficient readers and writers (Allington, 2002). Even schools mandating a 90-minute literacy block may only allow for students to spend 10% of the school day engaging in authentic reading and writing activities (Allington, 2002). Effective teachers intentionally plan ample time for students to engage in reading and writing opportunities daily and provide opportunities for students to read across the curriculum. Teachers must be the decision makers in the classroom, intentionally providing necessary time for students to engage in the act of reading (Allington, 2002; Calkins, 2001; Gallagher, 2009; Morrow, 2012).

The Daily Five™ structured literacy framework flips the typical classroom reading statistic. The Daily Five™ recognizes that students must engage in reading in order to become fluent readers; therefore, students spend 80% of time actually practicing and engaging in literacy skills such as independent reading (Boushey & Moser, 2006). The Daily Five™ guides teachers through the process of helping students understand the urgency of becoming a reader. During

this process students learn how to choose books on their independent reading levels, how to choose a good reading spot (free of interruptions), and students realize why reading is a worthwhile task. Teachers model these literacy behaviors daily encouraging students to begin exhibiting the behaviors independently (Boushey & Moser, 2006).

Student Interest and Independent Reading Level

In order for students to become successful, accurate, fluent readers they must spend time engaged in reading appropriate materials (Allington, 2002; Morrow, 2012; National Institute for Literacy, 2000). For reading materials to be considered appropriate they must first satisfy student interest and second must be within students' independent reading range (Allington & McGill-Franzen, 2008; Boushey & Moser, 2006; Calkins, 2001; Gallagher, 2009; Morrow, 2012). Allington (2002) found that all students, regardless of reading ability level, benefit from actively engaging in the act of reading appropriate reading materials.

In many classrooms across the country low-achieving readers are typically given extra literacy instruction; however, they spend less time engaged in the act of reading. High-quality literacy instruction is vital for low-achieving students, but they also need to be engaged in reading in order to strengthen reading ability (Allington, 2002; Allington & McGill-Franzen, 2008; Calkins, 2001; Morrow, 2012). Allington (2002) found commonalities among exemplary teachers' practices; exemplary teachers provide *all students* ample time each day to engage in reading, and their students show consistent gains in reading (regardless of ability level).

Motivation is another significant factor in student reading success. In classrooms where reading is limited to basal readers and workbooks, student reading motivation is typically low; however, when students' interests and reading levels are supported by a plethora of reading materials, student reading motivation increases significantly (Allington, 2002; Allington &

McGill-Franzen, 2008; Boushey & Moser, 2006; Calkins, 2001; Gallagher, 2009; Morrow, 2009).

The Daily Five™ structured literacy framework is based on: (a) students' interests--classroom reading materials reflect interests of students, (b) students' reading abilities are strengthened when students independently engage in reading with materials geared toward independent reading levels, (c) when students are motivated to read, reading proficiency increases (Boushey & Moser, 2006).

Teacher Modeling and Student Independence

The Daily Five™ framework is dependent on consistent, repetitive teacher modeling resulting in students independently engaging in differentiated activities successfully (Boushey & Moser, 2006). In order for students to become independent, teachers must explicitly teach appropriate behaviors, expectations, and cognitive strategies (Allington, 2002; Boushey & Moser, 2006; Taylor, Pearson, Clark & Walpole, 2000). Some students will naturally pick up cues about how to become successful thinkers and learners; however, many will never learn these strategies without explicit direct instruction from teachers (Boushey & Moser, 2006).

Exceptional teachers realize the importance of explicit teaching, and plan daily time for this within lessons (Allington, 2002; Calkins, 2001; Morrow, 2012; Reutzel & Cooter, 2008; Taylor et al., 2000; Tompkins, 2007). These teachers routinely provide think-aloud opportunities, inviting students to observe the teacher's critical-thinking process. After teachers model this process for students, they invite students to practice this process with the teacher, and partner with the teacher as they progress through the critical-thinking process. After students have practiced the process with the teacher, they implement tips gleaned from these experiences into their own critical-thinking opportunities and experiences (Allington, 2002; Calkins, 2001;

Morrow, 2012; Reutzel & Cooter, 2008; Taylor et al., 2000; Tompkins, 2007). Students possessing critical-thinking skills are better equipped to embark on independent learning opportunities (Allington, 2002; Boushey & Moser, 2006; Taylor et al., 2000).

In addition to cognitive strategies, The Daily Five™ structured literacy framework encourages teachers to teach students self-regulatory skills enabling them to work independently; allowing teachers to engage in meaningful small group and individual student conferences (Boushey & Moser, 2006). Daily Five™ teachers intentionally teach students independence; students learn how to choose appropriate work space (reducing distractions); learn how to choose a work partner (without hurt feelings); learn how to choose, use, and return appropriate materials; learn the meaning and importance of stamina (building stamina increases reading and writing proficiency; and learn research techniques to find solutions to problems (instead of always relying on the teacher as the source of all knowledge). By incorporating these independence-fostering components, students gain the ability to truly work independently for sustained periods of time throughout the school day, allowing teachers to engage in explicit literacy instruction with small groups and individual children (Boushey & Moser, 2006).

Whole-Group, Small-Group, & Individual Instruction

Effective literacy instruction employs a combination of whole-group instruction, small-group instruction, and individual consultation. During whole-group instruction, instruction focuses on new concepts and learning. Teachers spend ample time modeling literacy skills and allow students to practice skills along with the teacher (Boushey & Moser, 2006, 2009).

Small-group instruction allows students to work together to practice literacy skills and collaborate with each other. Peer tutoring and encouragement takes place, often naturally, when utilizing small groups. Teachers should routinely use small-group time for periods of explicit

instruction. Teachers may form a small group comprised of students requiring further instruction and practice with a particular literacy skill. In this instance, the teacher will use this opportunity to explicitly teach the necessary skill to the group of students. Interactions between students and teachers during small-group sessions allow teachers to use a variety of materials to match the needs and ability of students. Students are allowed to work at a pace conducive to their individual needs and developmental levels. Teachers should use small-group instruction to provide support to students; challenging students working above grade level, giving those working on grade level opportunities to challenge themselves and work toward more advanced goals, and provide interventions for students working below grade level (Foorman & Torgeson, 2001). The small-group dynamic allows students the opportunity to practice with one another, encourage each other, and learn from one another; exemplary teachers realize the importance of this and utilize small groups daily (Allington, 2000; Boushey & Moser, 2006, 2009; Foorman & Torgeson, 2001).

Individual conferencing between student and teacher should be another routine piece of classroom literacy instruction. As previously mentioned teachers use whole-group instruction to introduce, model, and practice new literacy concepts and skills with the entire class; whereas, small-group instruction allows students more in-depth literacy skills practice with one another in order to build confidence and concept fluency. Individual conferencing between students and teachers provides further skill development and support. At this intimate level, teachers have the opportunity to provide explicit instruction geared specifically for each individual child, and students gain an understanding of their individual literacy goals. Because teachers interact individually on a regular basis with students, they have a deep understanding of each student's stage of literacy development and individual needs (Boushey & Moser, 2006, 2009).

Daily classroom literacy instruction must combine all three components (whole-group instruction, small-group instruction, and individual conferencing) to be most effective for students. Instruction utilizing less than these ignore the individual differences and needs among all learners represented in classrooms (Allington, 2000; Boushey & Moser, 2006, 2009; Foorman & Torgeson, 2001; Morrow, 2012).

Dewey's educational philosophy placed great importance on students' learning environment. The environment must be conducive to intellectual stimulation, should motivate learning, should be designed around the interests and individuality of students, and places the learners at the very heart of the classroom (Dewey, 1916; Dodd-Nufrio, 2011; Hansen, 2002). According to Dewey, the learning environment must be thoughtfully designed, not haphazardly thrown together without reflection or knowledge of the inhabitants (Dewey, 1916; Dodd-Nufrio, 2011; Hansen, 2002). Teachers should assess the classroom environment to ensure it is prepared for learning to occur.

Preparing the classroom environment for literacy instruction is vital. A well-prepared classroom contributes to student literacy successes (Boushey & Moser, 2006; Calkins, 2001; Foorman & Torgeson, 2001; McGee & Richgels, 2003). The literacy environment must be designed for whole-group instruction, small-group instruction, and individual conferencing. A large meeting area, typically comprised of a rug, is appropriate for whole-group instruction. The teacher must be situated where he/she can be seen easily by all students. Teaching materials and books should be easily accessible by both teacher and students (Boushey & Moser, 2006; Morrow, 2012). The literacy environment must make accommodations for small-group instruction. Small-group areas may be tables and chairs, floor space, or even a classroom couch. Small-group areas will differ according to tasks; some small-group tasks may be best performed

on tables, whereas others may take place on a couch or floor (Boushey & Moser, 2006, 2009). Individual conferencing, much like small-group instruction, will differ according to tasks and student preference (Boushey & Moser, 2006, 2009). Both small-group and individual conferencing areas must provide students access to all necessary literacy materials such as books, writing utensils, paper, games, and manipulatives (Boushey & Moser, 2006, 2009). The Daily Five™ structured literacy framework utilizes daily whole-group, small-group, and individual conferencing sessions (Boushey & Moser, 2006).

Explicit Instruction

Reading research indicates decreased student reading failure in classrooms where teachers explicitly teach the big five components of literacy identified by the 2000 National Reading Panel Report (Foorman & Torgeson, 2001; National Institute for Literacy, 2000). Foorman and Torgeson (2001) describe explicit instruction as intensive, comprehensive literacy support necessary to meet all students' literacy needs. Explicit instruction takes place when teachers intentionally teach necessary literacy skills during whole-group, small-group, and individual instructional sessions. Typically, explicit instruction is most effective during small-group and individual learning meetings as teachers can individualize the instruction specifically for the group of learners and individual learners (Foorman & Torgeson, 2001).

A pillar of the Daily Five™ structured literacy framework is the focus on explicit instruction. Moser and Boushey (2006; 2009) reiterate the importance of the teacher's impact on student learning through explicit teaching of the five major components of literacy identified by the National Reading Panel Report (National Institute for Literacy, 2000): phonemic awareness and phonics, comprehension, accuracy, fluency, and vocabulary-building. Boushey and Moser (2006; 2009) encourage teachers to utilize whole-group sessions for new literacy concepts and

employ explicit teaching strategies heavily during small-group sessions and individual student conferencing. The Daily Five™ guides teachers to understand not only the meaning and importance of explicit instruction but also guides them to understand how to effectively implement explicit instruction strategies daily (Moser & Boushey, 2006).

Guided Reading

Guided reading is a proven effective explicit literacy teaching strategy (Boushey & Moser, 2006, 2009; Calkins, 2001; Fountas & Pinnell, 1996; Mooney, 1990; Morrow, 2012).

Guided reading typically takes place during small-group and/or individual instructional sessions between students and teacher (Boushey & Moser, 2006; Calkins, 2001; Fountas & Pinnell, 1996; Mooney, 1990, Morrow, 2012). The premise behind guided reading is to support individual student reading levels and encourage growth through individualizing the experience for each learner (Calkins, 2001; Fountas & Pinnell, 1996; Mooney, 1990).

Fountas and Pinnell (1996) illustrated key elements true of guided reading programs. Guided reading is a thoughtful endeavor; teachers must be thoughtful and reflective throughout the planning and implementing. When planning guided reading sessions, teachers must design instruction around each particular group of learners. The teacher must take into consideration the reading level of each group, the reading interests of the group members, and the specific literacy needs of each group; group book selections must be thoughtful, not haphazardly chosen on the spur of the moment (Fountas & Pinnell, 1996). All literacy skills are based on the needs of each learner represented in the classroom. Texts used in guided reading sessions vary; texts may include trade books or basals. Small reading groups vary throughout the year according to evolving student needs; students are never placed in a fixed group. During guided reading, students are taught specific word recognition and decoding skills. Formative assessment is

utilized throughout the guided reading process, allowing instruction to be focused on students' individual literacy needs. Students read text aloud during guided reading sessions. Reading aloud allows both teacher and student to actively hear what is being read; this also aids in student comprehension of the text (Calkins, 2001; Fountas & Pinnel, 1996; Mooney, 1990).

Once books and groups have been selected, the teacher must prepare to implement the guided reading session. First, introductory questions and observations must be made by students and teacher; this is necessary as it allows the students to gain interest in the text. The teacher may pose open-ended questions for students to ponder as they read the selection. During the reading session, the teacher is an active listener, observing then noting student thought processes as well as literacy strengths and weaknesses. The teacher offers necessary support and encouragement during student readings. After student reading, the teacher asks students to give their opinion about the story as well as their reading of the story. Students are encouraged to think of alternate endings and favorite characters as teachers employ critical-thinking strategies during this time. After the reading teachers also take time to go page by page, line by line with students to discuss any problem areas, or clarify any questions students may pose. Teachers use this time to make an assessment of students' reading needs; this assessment guides individual student instruction and directs the teacher where to go next (Calkins, 2001; Fountas & Pinnell, 1996; Mooney, 1990).

The guided reading approach is utilized in the Daily Five™ structured literacy framework. Boushey and Moser (2006) heavily illustrated the importance of this strategy to meet the needs of all learners—struggling learners, on-target learners, and above grade level learners. Teachers implementing the Daily Five™ spend an ample amount of time engrossed in guided reading during small-group sessions. Teachers use this time to determine student literacy

progress and assess new instructional goals and strategies for students (Boushey & Moser, 2006, 2009).

Differentiated Instruction

All learners are different, and literacy instruction absolutely must be tailored to meet the specific instructional needs of students. Students differ in ability level, culture, learning styles, gender, values, experiences, and interests. In order to increase student learning and success, teachers must embrace the differences existing among students (Tomlinson & McTighe, 2006). Teachers must employ differentiated instruction to truly meet the needs of each individual that comprises a diverse classroom. Tomlinson and McTighe (2006) state that if teachers want to be truly effective they must constantly be aware of (a) student individuality, (b) the learning environment and culture, (c) the curriculum, and (d) instructional pedagogy. To forget about any of these four components can be disastrous for a teacher, as it can impair the student learning process. Tomlinson and McTighe (2006) feel differentiated instruction refers to the individual learning needs of students. These individual needs must be taken into consideration before a teacher can effectively plan or implement curriculum (Tomlinson & McTighe, 2006). Tomlinson and McTighe (2006) discussed Understanding by Design simultaneously with differentiated instruction. Where differentiated instruction refers to individual learning needs of students, Understanding by Design refers to actually tailoring curriculum and assessment for each student. When differentiated instruction and Understanding by Design are combined, the ultimate goal of increasing student achievement is realized (Tomlinson & McTighe, 2006).

Increasing the achievement of all learners is the goal of teachers; however, this goal may sometimes seem lofty and unattainable due to the increasing pressure placed on teachers (Tomlinson & McTighe, 2006). Differentiating instruction for all learners within the classroom

can be an overwhelming idea to teachers (Boushey & Moser, 2006; Tomlinson & McTighe, 2006). The birth of Response to Intervention (RTI) forever changed the face of regular education classrooms (Horn & Banerjee, 2009; Jones, Yssel, & Grant, 2012). Children who may have received the label “learning disabled” in the pre-RTI years are now included in regular education classrooms, and teachers are required to differentiate instruction for all students. The premise behind RTI is to identify a student before he/she “falls through the educational cracks.” Regular education teachers must now provide tailored, effective instruction for all students (Horn & Banerjee, 2009; Jones et al., 2012).

Response to Intervention provides formative assessments and differentiated instruction to all students. When students enter the classroom each school year, they are given a baseline assessment to determine their level of literacy learning (Jones et al., 2012; Wright, 2007). Typically, 80% of students test in the tier one range (tier one students are determined to be at or above grade level), 15% of students test in the tier two range (tier two students are typically slightly below grade level), and roughly 5% of students test into tier three (tier three students are determined to work significantly below grade level) (Wright, 2007). Students instructional needs vary according to their tier level. Tier one students should receive good, solid, research-based literacy instruction at least 90 minutes per day (Jones et al., 2012; Wright, 2007). In addition to good, solid, research-based literacy instruction, tier two students will also receive 30 additional minutes of explicit, intensive literacy instruction focusing on the areas of specific need. Tier three learners will receive the 90 minutes of research-based literacy instruction plus an additional hour of explicit, intensive differentiated literacy instruction each day (Wright, 2007).

Meaningful differentiated instruction can often become difficult for teachers (Boushey & Moser, 2006). Teachers are not incapable of providing quality differentiated instruction; rather,

they find themselves questioning how to juggle quality instruction for all students while teaching small groups and individuals simultaneously (Boushey & Moser, 2006; Morrow, 2012). The Daily Five™ framework helps teachers learn how to effectively differentiate instruction for students. The Daily Five™ guides teachers through the process of choosing individual student literacy goals, effective instructional strategies and literacy-based activities tailored to meet students' individual needs. The Daily Five™ not only supports teachers through this process, but it also instructs teachers how to share the process with students through individual conferencing sessions; differentiated instruction becomes a shared venture between student and teacher (Boushey & Moser, 2006). When students take ownership of their learning, student learning is enhanced, and students begin to feel an urgency to become fluent readers and writers (Boushey & Moser, 2006). Literacy instruction becomes highly effective and meaningful for students when they are involved in the process (Allington, 2002; Boushey & Moser, 2006; Calkins, 2001; Morrow, 2012).

Purpose of Study

The purpose of this qualitative, multiple case study was to explore teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction and the various modes of delivery of training. Six veteran early childhood teachers from a rural school district in Northeast Tennessee were recruited to participate in this study. Each teacher voluntarily participated in three, six-hour structured workshops focused on the research and implementation of the Daily Five™ literacy framework. Participants received job-embedded coaching from the researcher and opportunities to collaborate with one another as they implemented the literacy framework in their elementary classrooms. Finally, participants were encouraged to reflect on their experiences and perceptions of learning and implementing research-based reading strategies

through journaling and one-on-one interviews with the researcher. This study specifically investigated the following questions:

1. How does intensive Daily Five™ professional development change early childhood teachers' decision making and planning for literacy instruction and assessment?
2. What professional development components do early childhood teachers perceive as most helpful in using Daily Five™ for planning and instruction?
3. How do teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning?
4. How do teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction?

Chapter 3

Chapter 3 discusses and delineates the qualitative case study approach utilized by this research study exploring teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction. Critical characteristics of qualitative case study research are discussed within the subsequent chapter as related to this study. Participant selection and sample size are discussed in detail. The methodology section of this chapter specifically identifies the trajectory and qualitative rationale for each step within this research study. Chapter 3 details how data were collected and analyzed.

CHAPTER 3

METHODS

Characteristics of Qualitative Research

This was a qualitative research study and employed techniques specific to descriptive research. Qualitative research delves deeply into issues and is characteristically exploratory. Inquiry is at the heart of descriptive, qualitative research as researchers seek to understand a problem or an experience through observations, in-depth questioning techniques, and participants' own thoughts and reflections (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002). Unlike quantitative research which seeks to quantify a problem in order to understand how it affects the larger population, qualitative research is highly inductive, and by design seeks to define a problem or experience, or develop possible solutions to a problem based on reactions and experiences of a relatively small number of participants (Creswell, 2007; Miller & Salkind, 2002).

In order to sufficiently define a problem and/or develop potential solutions to a problem, specific elements common to qualitative research must be present. Qualitative research requires thoughtful, methodical planning in order to capture participants' authentic perceptions, descriptions, judgments, and impressions of the experience (Creswell, 2007; Miles & Huberman; Miller & Salkind, 2002). This study adhered to the hallmarks of qualitative research by conducting research in the participants' natural setting, utilized a low participant size, collected rich descriptive data, and conducted an in-depth data analysis (Creswell, 2007; Miles & Huberman, 1994). The focus of this study was to capture the teacher participants' experiences and reflections as they implemented the Daily Five™ framework in their classrooms, and to determine the professional development components they perceived to be effective at changing

their literacy planning and instruction. Every effort was made to ensure the true essence of the participants' experiences were captured and reflected in the data.

Research in the Natural Setting

Qualitative research is often considered most effective when carried out in the participants' natural setting (Creswell, 2007). The natural setting allows the issue or problem being studied to naturally occur and unfold as it would if researchers were not present in the environment, providing an authentic picture of participants' experiences for the researcher; the authenticity of the participants' experiences within natural settings also allow researchers to gain insight into the participants' unique culture (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002).

Role of the Researcher

Researchers are central research instruments, playing key roles in data collection and examination throughout the course of qualitative research; researchers continually make adaptations to follow the experiences of study participants (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002). The research process becomes a personal endeavor for the researchers as they are intimately involved in each step of the process, from discovering an issue to explore to reporting the findings that emerged from collected data; each decision made during the course of the study is made by the researcher based on emerging data (Creswell, 2007; Miles & Huberman, 1994). Typically, qualitative researchers develop instruments specific to the needs of individual studies; this type of work requires expertise on the part of the researcher in order to create instruments that will truly illuminate the issue(s) at hand (Creswell, 2007).

In this study, the researcher provided professional development as well as coaching for the teacher participants. Creswell (2007) described this as a participant observer as this allows

the researcher a unique vantage point from inside the study alongside participants. The researcher becomes immersed in the study and may gain a deeper understanding of participants' experiences (Creswell, 2007).

Multiple Data Sources

Qualitative research characteristics also include the utilization of multiple data sources such as interviews, participant journals, researcher observations, and documentation supporting research questions (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002). This study employed the use of interviews, participant journals, researcher observations, and transcriptions in order to gain insight into the participant's experiences. Qualitative researchers ask *why* and *how* questions in order to form conclusions from study participants' experiences; these types of questions must be answered using multiple, varied forms of descriptive data. Creswell (2007) identified the inductive nature of data analyses, an essential characteristic of qualitative research as this allows the researcher to approach the research with no preconceived ideas and form new theories and ideas based on systematic data analysis (Creswell, 2007; Miles & Huberman, 1994). Researchers identify patterns and themes from the data. This is typically a collaborative process between researchers and participants, with the product resulting in a deep understanding of participants' experiences. In qualitative design, meaning emerges from participants rather than the meaning being created or imposed by researchers (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002).

Qualitative research design is not static; rather, the qualitative process evolves throughout the study. Questions asked throughout the study and forms of data collection may change as the process unfolds around participants' experiences. Researchers must be malleable and sensitive to respondents throughout the entire course of the research process in order to truly design and

implement a qualitative study that effectively answers those descriptive *why* and *how* questions. The process of inquiry characterizes qualitative research, the process of a holistic or complete picture of the research problem (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002).

The Case Study Approach

The qualitative methodology employed by this study was multiple or collective case studies. In essence, case study research investigates a particular issue in order to describe and understand the issue (Creswell, 2007; Soy, 1997; Yin, 2013). According to Creswell (2007), case study research involves the researcher investigating the case or cases over time, utilizing a variety of comprehensive data collection methods such as interviews, personal observations, audiotaped/videotaped material, available relevant reports and any pertinent documentation. Key elements employed by case study research include: a bounded system (the case/cases being studied), multiple sources of information utilized to explore and learn about the case(s) in order to provide an in-depth understanding about the case(s), small sample size due to the nature of the in-depth exploration that must be devoted to each case in order to fully understand the case(s), and research should take place in the natural setting of the case(s) in order to gain insight into the true experience (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002; Soy, 1997; Yin, 2013). This study followed the aforementioned case study approach as it followed participants over a period of time, collected multiple data sources, (e.g., interviews, dialog transcriptions, participants' journals, and the researcher's personal observations) in order to gain understanding of the participants' lived experiences.

Carrying Out a Case Study. When conducting case study research, particular steps and strategies must be utilized (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002;

Soy, 1997; Yin, 2013). First, when considering the case study approach, the researcher must have an interest in creating a comprehensive, in-depth discussion and analysis of the case or cases being studied. During this step, it is important to choose the type of case that will produce the best, most pertinent information about an issue. Next, questions must be asked that specifically address issues examined through the case(s). The subsequent step involves gathering various forms of comprehensive in-depth data providing the researcher insight into each case; thus illuminating the issues through the lens of the case(s). As previously stated, the forms of data should be varied and rich in content in order to provide necessary in-depth insight. Recommended data for case study research includes: interviews, observation, pertinent documentation, audio/visual recordings, any material artifacts deemed essential to the research, and participant observations/reflections/reactions (Miller & Salkind, 2002).

Next, the case(s) must be studied within the natural context or setting. Researchers should situate themselves in the day-to-day setting and situation of the case at hand in order to gain information that will provide insight into the issue studied by the case(s). An added layer of insight is included when the researcher becomes a participant observer during the study (Creswell, 2007). The final step in case study research is interpretation of meaning and analysis of the case(s). Researchers carefully scrutinize and evaluate the multiple forms of data collected throughout the course of the study in order to make meaning about the issue of the case(s). Researchers interpret data and provide case “lessons learned” (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002).

Case study research does not have a standard reporting structure as it tends to be a more flexible research approach; however, Creswell (2007) provided steps that may be taken to ensure a logical, comprehensive flow of thoughts and ideas within case study research. In order to

provide the reader insight into the experience of the study, researchers should begin the written study with a vignette. The vignette should offer readers a vicarious glimpse into the study. Next the issue to be illuminated through the case(s), purpose of the study, study methodology, researcher's background, and case issues should be included. Next the researcher should provide a comprehensive description of the case and its context in order, again, to provide a vicarious picture of the case. Issues should be presented next in order to illuminate the complexity of the case to aid in understanding for readers. Information from various sources of literature and references are also included for understanding. Next, issues continue to be scrutinized as researchers provide information gleaned from the case(s). Then, after careful probing and analysis, the researcher presents his/her assertions and understandings from case data. Finally, researchers include a final, closing vignette of the case(s), and note that the study findings are a result of an individual encounter with the complexities of the case(s) (Creswell, 2007).

As aforementioned, this study was a multiple or collective case study. The issues explored in this study were: (a) How did intensive professional development change early childhood teachers' decisions regarding planning for and implementing literacy instruction? (b) What professional development components did early childhood teachers perceive as most helpful in using Daily Five™ for planning and instruction? (c) How did teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning? (d) How did teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction? The complexities of these issues were illustrated through the experiences of teacher participants that served as six separate cases. In order to understand each case, multiple sources of data were collected from each case: interviews, participant journals, and dialog transcriptions. Data from each case were

analyzed according to appropriate qualitative guidelines, and interpretations of meaning from each case, and across cases, were made in order to better understand the issues presented. Major and minor themes emerged from data through the analysis process. Specific data analysis guidelines are discussed in detail later in this chapter.

Participants and Sampling

A characteristic of the qualitative case study approach is purposeful sampling. This sampling technique ensures participants are most appropriately suited for the study (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002). Typically, random sampling is perceived as a better representation of the population as a whole in order to generalize results (Miller & Salkind, 2002). However, qualitative case studies do not necessarily seek to generalize; instead, the goal is primarily to illuminate the participants' experiences in order to explore and gain deeper understanding, and describe the experiences, of cases represented (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002; Soy, 1997; Yin, 2013). Experimental research designs also include a large sample size, again increasing the generalizability of study results. However, qualitative studies do not require a large sample; in fact, limiting the number of participants is recommended, given the large quantity of data that emerges from this type of methodology, allowing researchers to gain rich insight of each case illustrating the complexity of issues presented (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002; Soy, 1997; Yin, 2013). Qualitative researchers are concerned with developing new ideas or theories based on the participants' experiences (Creswell, 2007).

A purposeful sampling technique was utilized in this study to identify study participants, specifically homogeneous purposeful sampling. Creswell (2007) described this type of sampling technique as useful when investigating similarities and differences in a particular group of

subjects. Participants for this study were selected from one rural, Northeast Tennessee school system. All kindergarten, first, second and third grade regular education teachers within this system were invited to participate in the study via email (Appendix A). Teachers who elected to voluntarily participate in the study were asked to complete an online confidential demographic survey (Appendix B). Study participants were selected based on their responses to the confidential demographic survey. Parameters for selection of participants included: a current, professional Tennessee teaching license, more than five years of teaching experience, a bachelor's degree, no specialization in reading, reading/literacy courses taken during college coursework did not exceed three, no participation in Tennessee Core Literacy Training, have not attended more than one Daily Five™ professional development workshop, and have not implemented more than two Daily Five™ elements in their classrooms.

Informed Consent

It is imperative to collect informed consent from participants prior to involvement in any research study, even if the risks involved in study participation are extremely low. Informed consent is utilized in all research involving humans and ensures ethical treatment for participants. It outlines the voluntary nature of participation in the study as well as risks involved (Miller & Salkind, 2002). Informed consent was explained in the email invitation (Appendix A) sent to potential teacher participants. Informed consent was explained on the demographic survey; approval was obtained by the Institutional Review Board.

After participants were selected, an additional informed consent document (Appendix C) was collected from teacher participants prior to implementation of the study. This document included: the purpose of the study, duration of the study, procedures, any alternate procedures, possible risks/discomforts, possible benefits, financial costs, compensation, statement of

voluntary participation, contact information, and statement of confidentiality. To ensure the safety and security of the informed consent forms, they were stored in a locked box in the researcher's home office. All documents related to the study will be destroyed according to guidelines set by the Institutional Review Board.

Participant Characteristics

As previously stated, parameters for potential candidates for this study included the following characteristics: participants held a current, professional Tennessee teaching license, had five plus years of teaching experience, did not specialize in reading during college coursework, took no more than three literacy courses during college coursework (undergraduate and graduate coursework combined) and did not participate in Tennessee Core Literacy Training (at the state level). Potential candidates may have had knowledge of Daily Five™ but have not attended more than one Daily Five™ professional development workshop and have not implemented more than two Daily Five™ elements in their classrooms.

Participant Selection

Survey information was collected. The researcher listed the teachers who meet criteria for participation in the study based on the previously described parameters and characteristics of desired participants. Using a randomization table, the researcher identified six teachers from the list who met the characteristics. Each teacher was contacted to ascertain their interest in participating in the study. In the event that a participant declined the invitation to participate, the researcher would have revisited the list of teachers meeting characteristics of desired participants to select another participant from the list; however, no participants declined.

Once demographic survey information was collected, the primary investigator determined six demographically similar teacher participants according to their survey responses. Teacher

participants selected for this study met the parameters for the study. All selected participants held professional Tennessee teaching licenses and taught kindergarten in a rural, northeastern Tennessee school system. All participants reported having at least five years of teaching experience. All six participants held bachelor's degrees while two participants also held master's degrees. None of the selected participants specialized in reading during their undergraduate or graduate studies. Participants indicated that they took between two to three literacy courses during their undergraduate studies. No participants took literacy courses as part of their graduate coursework. No participants participated in Tennessee Core Literacy training. All participants had heard of the Daily Five™ framework prior to participation in this study; however, only one indicated utilizing Daily Five™ components in her classroom. Five participants attended one Daily Five™ workshop prior to participation in this study. One participant unsuccessfully implemented a component of Daily Five™ in her classroom several years ago. Each participant was willing to participate in this study.

Those six teachers were invited to participate in the study by the primary investigator, and each teacher participant became separate cases utilized to explore the issue of intensive professional development on Daily Five™ literacy instruction, perceived elements of helpful professional development, perceived effectiveness of the coaching process (as related to changing literacy instruction and planning), and perceived helpfulness of reflective practice through journaling (as related to decision making and planning for literacy instruction).

Participant Compensation

Teacher participants received the following small tokens of compensation for participating in the study: 36 hours of in-service credit (the participating school system agreed to allow teachers to use these hours toward yearly required in-service participation), professional

development certificates of completion for their professional portfolios, text copies of *The Daily Five™: Fostering Literacy Independence in the Elementary Grades*, and assistance preparing their classroom environments for implementation of the Daily Five™ framework. Compensation was approved by the Institutional Review Board.

Procedures

After approval from the university's Institutional Review Board and the school system's director of schools informed consent was collected from teacher participants selected by the demographic survey results. Participants in this study were adults who are not considered vulnerable therefore no special considerations or accommodations were necessary.

Daily Five™ Professional Development Sessions

After participants were selected, an additional informed consent document (Appendix C) was collected from teacher participants prior to implementation of the study. This document included: the purpose of the study, duration of the study, procedures, any alternate procedures, possible risks/discomforts, possible benefits, financial costs, compensation, statement of voluntary participation, contact information, and statement of confidentiality. The Daily Five professional development sessions were scheduled to best meet the needs of the teacher participants. The Daily Five™ professional development sessions occurred during the 2016 spring semester over a course of three days in February. Professional development was conducted by the researcher who holds an active professional Tennessee teaching license, has 12 years of early childhood teaching experience, and extensive knowledge of literacy and the Daily Five™ framework. Each session took place at the participants' school, in one of the participants' classroom as this best met the needs of study participants. An outline of each Daily Five™ professional development session is located in Appendices D, E, and F. Prior to training,

participants completed the informed consent document (Appendix C), and the needs assessment (Appendix G) – this allowed the primary investigator to determine the needs of each individual participant in regards to literacy. In order to provide as much support as possible during the study, teachers had unlimited online discussion forum access through a Wikispaces™ page created specifically for this study. They received the Wikispaces™ link on the first day of Daily Five™ professional development and were encouraged to utilize this tool as often as needed. Wikispaces™ and coaching specifics will be discussed later in this chapter.

Daily Five™ Implementation

Teacher participants implemented the Daily Five™ structured literacy framework into their classrooms during the spring 2016 semester of the 2015-2016 school year. They received personalized coaching support from the primary investigator twice each month (March – May) during the course of the study. The primary investigator was qualified to conduct coaching session as she had extensive knowledge of early childhood literacy instruction, 12 years of early childhood teaching experience, had conducted numerous Daily Five™ professional development workshops, and held an active, professional Tennessee teaching license. The researcher acted as a participant observer and was active in the participants' experience (Creswell, 2007).

Coaching Sessions

Coaching session topics emerged from the participants' journal responses in order to best meet the participants' immediate needs. Coaching sessions took place twice monthly (March-May). Each coaching session took place after participants' school day ended, and in an effort to respect teachers' time, sessions lasted no longer than one hour each (unless additional time was specifically requested by the teacher participants).

Coaching sessions were audiotaped by the primary investigator using a Hewlett-Packard laptop with Logitech microphone. All audiotaped data was stored on the primary investigator's password-protected computer (this will be discussed in detail in subsequent sections of this chapter). Even though the primary investigator was present in coaching meetings, the audiotaped recording of meetings allowed for word-for-word transcription to occur, which created richer, more thorough data; the primary investigator transcribed all audio tapes, and audio tapes remained confidential. Names were changed to pseudonyms to ensure confidentiality. The content of these coaching sessions was analyzed for themes regarding the teachers' decision making and planning for literacy, the professional development components teachers perceive as most helpful in using Daily Five™ for planning and instruction, and how teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning.

Member checking of themes was utilized and participants were invited to make additions and/or changes to the data. Specific methods for analyzing the information gained from coaching sessions will be addressed in subsequent sections of this chapter.

Collaboration Meetings

Participants took part in monthly collaboration meetings with one another throughout the study. Three formal collaboration meetings were scheduled by the participants (March-May). Participants audiotaped each collaboration meeting and submitted the recordings to the primary investigator. Recordings were collected, transcribed and coded for emerging themes by the primary investigator; after themes were determined, the primary investigator shared the information with participants in order for them to determine if the primary investigator's analysis was aligned with their thoughts and experiences. All audiotaped data was stored on the primary investigator's password-protected computer (this will be discussed in detail in subsequent

sections of this chapter). Collaboration meetings gave teacher participants the opportunity to discuss challenges and successes they experienced while implementing the Daily Five™ framework. They had the opportunity to share ideas with one another, encourage, support and trouble-shoot with each other. This information was used to determine if intensive Daily Five™ professional development changes early childhood teachers' decision making and planning for literacy and the professional development components teachers' perceive as most helpful in using Daily Five™ for planning and instruction. Specific methods for analyzing the information gained from collaboration meeting conversations will be addressed in subsequent sections of this chapter.

Teacher Participant Journals

Participants documented their Daily Five™ implementation experiences in journals. In order to guide participants' thinking about their experience, the primary investigator provided guided questions (Appendix H) for participants. Apart from guided journal questions, participants were encouraged to engage in free journaling allowing for thoughts, ideas and issues personal to each participant to emerge. This information was used to determine how intensive Daily Five™ professional development changed early childhood teachers' decision making and planning for literacy, the professional development components teachers' perceived as most helpful in using Daily Five™ for planning and instruction, and how teachers perceived the effectiveness of the coaching process in changing literacy instruction and planning, and how teachers perceived reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction. Specific methods for analyzing the information gained from journals will be addressed in subsequent sections of this chapter.

Classroom Observations

The primary investigator visited the classrooms of each participant for Daily Five™ observations two times over the course of the study; each visit lasted approximately an hour during each teacher's literacy block. Teacher participants provided their literacy block schedule to the primary investigator so the investigator could make classroom visits during scheduled daily literacy instruction. Even though literacy occurs throughout the entire course of the school day, it was not possible for the investigator to observe the entire day; therefore, the literacy block was set aside for classroom observations. Observations provided the researcher the opportunity to closely examine participants' literacy instruction in order to better plan for individualized coaching. The primary investigator documented observations, impressions, questions and overall reaction to each classroom visit in the investigator's field journal. The field journal will be discussed in detail later in this chapter.

The Daily Five™ Observational Checklist (Appendix I) was completed by the researcher during visits. This tool was created by the primary investigator and validated by a teacher with expertise in Daily Five™. This objective checklist tool was used to determine if elements of the Daily Five™ framework were present in the classroom, to what extent elements of Daily Five™ were present, and if the Daily Five™ framework was clearly being utilized while the observer was present in participants' classrooms. In addition to Daily Five™ classroom elements, the primary investigator also observed for specific Daily Five™ teacher behaviors. This tool was used to determine if and to what extent teacher participants were implementing Daily Five™. This tool served to check fidelity of Daily Five™ classroom implementation.

Participant Interviews

After the study concluded in late May, all participants took part in an interview session with the primary investigator. Each interview focused on how the teacher made changes in her/his practice of teaching literacy. Open-ended general questions were utilized for participant interviews (Appendix J). Interviews were transcribed and coded for emerging major and minor themes.

Primary Investigator's Field Journal

As previously stated, the primary investigator also kept a field journal during the course of the study. This journal documented topics of conversations among teachers, questions teachers posed, impressions and questions gleaned during coaching sessions, classroom observational sessions and individual interviews with teacher participants. The researcher's journal contained field notes and were coded for emerging meaning during analysis. The primary investigator reflected on each coaching session, classroom observational session and teacher interview, and made a written record of the interactions, questions, comments, and responses, and recorded thoughts and perceptions about the conversations. Notes for further questioning and investigation were also recorded in the primary investigator's journal as they emerged from the data. Specific methods for analyzing the primary investigator's journal are addressed in subsequent sections of this chapter.

Online Wikispaces™ Support

Teacher participants also had a Wikispaces™ page to access and utilize at their discretion. Wikispaces™ is a free web hosting service available at www.wikispaces.com. This service allows for the creation of password-protected, members only online classroom space (TES, 2015). This classroom space allowed invited members to join the designated Wikispaces™

in order to share information such as articles and resources, ask questions, and participate in discussion with other invited members. Only the primary investigator and teacher participants had access to the Wikispaces™ page as the page is password protected and accessible to invited members only.

In order to provide sufficient support for teachers, they must have access to the researcher and other participants as needed. Participants may have had questions or issues that arose during the study requiring immediate attention; Wikispaces™ was an outlet for immediate support apart from scheduled coaching and collaboration meetings. The Wikispaces™ page was an additional forum for teachers to continue coaching and collaboration beyond planned meetings. This online forum allowed teacher participants to have online discussions with one another and the primary investigator continuously throughout the course of the study. Teachers were encouraged to utilize this space to ask specific questions, provide support to one another, and request support and troubleshooting from the researcher.

Teachers received the Wikispaces™ link at the beginning of the Daily Five™ professional development sessions and were able to access the Wikispaces™ page at their leisure. The primary investigator monitored the page on a daily basis for participant activity and added additional resources to the page for participants. The primary investigator, as well as teacher participants, had an opportunity to interact with one another on this online forum. This information was used to determine how intensive Daily Five™ professional development changes early childhood teachers' decision making and planning for literacy, the professional development components teachers' perceive as most helpful in using Daily Five™ for planning and instruction, how teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning, and how teachers perceive reflective practice through

journaling as an aspect of their professional development in their decision making and planning for literacy instruction. Wikispaces™ data was included in data analysis, which will be discussed in subsequent sections.

Confidentiality

Participants were guaranteed confidentiality throughout the study, especially in regards to publication and presentations. Teacher participants were assigned an alphanumeric code, then assigned a pseudonym in order to ensure anonymity. Data were kept confidential. Data collected during the course of this study included: informed consent forms, needs assessments, in-class Daily Five™ Observational Checklists, journal entries, post study interviews, collaboration meeting audio recordings and transcriptions, coaching session audio recordings and transcriptions, primary investigator's journal, and any Wikispaces™ online forum discussions. In order to take precautionary measures to protect participants' identity, audio recordings were deleted after transcribing to ensure no identifying documentation of participants could be disclosed. Also, Wikispaces™ data was password protected and only accessible to the primary investigator. All hardcopy data were stored in the primary investigator's office in a locked filing cabinet. All electronic data were stored on the primary investigator's password-protected computer. All data (hardcopy and electronic) were stored for the duration of the study and will be destroyed one year after the conclusion of the study.

Methodology

This qualitative case study sought to discover teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction. This study specifically investigated the following questions:

1. How did intensive Daily Five™ professional development change early childhood teachers' decision making and planning for literacy instruction?
2. What professional development components did early childhood teachers perceive as most helpful in using Daily Five™ for planning and instruction?
3. How did teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning?
4. How did teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction?

A case study approach was most appropriate for this study because this approach seeks to provide a comprehensive description and understanding of the issues presented above. While a great deal is known about professional development, and a great deal is known about effective literacy instruction (as seen through the work of Richard Allington and Lucy Calkins), little appears in literature about the interface or the intersection of the Daily Five™ and effective professional development. The Daily Five™ strategies have been well received with two published books and seven videos, but literature does not specifically address how the Daily Five™ meshes with professional development that works for teachers. Deeper exploration of multiple approaches to literacy professional development are needed due to the critical need to increase student literacy proficiency. In order for professional development to truly be beneficial and effective for teachers, they must embrace it (Allington, 2002).

Journaling

In order to explore the process of teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction, teacher participants kept journals to

document reactions and reflections throughout the duration of the implementation phase of the study. The primary investigator provided guided journal questions to assist participants as they reflected on their experiences (Appendix H); however, participants were also encouraged to write freely in their journals. The primary investigator used journal entries to plan for subsequent coaching sessions. Participant journal entries aided in illuminating how intensive Daily Five™ professional development changed early childhood teachers' decision making and planning for literacy instruction. Journal reflections also provided insight into teachers' perceptions regarding professional development components that they deemed most helpful in using Daily Five™ for planning and instruction, teachers' perceptions regarding the effectiveness of the coaching process in changing literacy instruction and planning, and teachers' perceptions of reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction. Guided journal questions are located in Appendix H.

Coaching

Teacher participants received continual support in the form of coaching from the primary investigator as they embarked on the process of implementing the Daily Five™ framework in their classrooms. The primary investigator served as a coach to teachers, facilitating discussion among teachers during the implementation phase of the study. Topics discussed during coaching sessions were based on the needs of teacher participants; teacher journal entries, previous coaching conversations, collaboration conversations, and Wikispaces™ discussions were utilized by the primary investigator in order to determine the needs of teachers. Coaching sessions occurred twice each month (March-May), after school at the participants' school and lasted no longer than one hour, unless participants requested additional time. Each coaching session was

audio taped, later transcribed, coded, and analyzed for meaning by the primary investigator. Transcriptions of these coaching sessions were analyzed for emerging themes and trends and assisted in determining how intensive Daily Five™ professional development changed teachers' decision making and planning for literacy instruction, perceived most helpful professional development components in using Daily Five™ for planning and instruction, perceived effectiveness of the coaching process in changing literacy instruction and planning, and perceived usefulness of reflective practice through journaling as an aspect of professional development in decision making and planning for literacy instruction.

Collaboration

Teacher participants participated in collaborative meetings in order to support and learn from one another as they implemented a structured, differentiated literacy framework into the classrooms over the course of the study. Participants formally met three times (March-May) for collaborative sessions. Specific dates for each month's meeting were determined by the teachers. Participants audiotaped each collaborative meeting for the primary investigator to transcribe, code and analyze for meaning. Transcriptions from collaboration meetings were analyzed for emerging themes and trends and assisted in determining how intensive Daily Five™ professional development changed teachers' decision making and planning for literacy instruction, perceived most helpful professional development components in using Daily Five™ for planning and instruction, perceived effectiveness of the coaching process in changing literacy instruction and planning, and perceived usefulness of reflective practice through journaling as an aspect of professional development in decision making and planning for literacy instruction.

Classroom Observations

The primary investigator visited each teacher participant's classrooms twice to complete the Daily Five™ classroom observational checklist tool (Appendix I). Each visit lasted one hour and occurred during participants' scheduled literacy block. The checklist tool was used as a fidelity piece, helping to determine if elements of the Daily Five™ framework were present in the classroom, to what extent elements of Daily Five™ were present, if the Daily Five™ framework was clearly being utilized while the observer was present in participants' classrooms, and if teachers displayed Daily Five™ behaviors.

Participant Interviews

Interviews with participants were conducted in late May, 2016 at the participants' school. Interview questions were analyzed to assist in determining how intensive Daily Five™ professional development changed teachers' decision making and planning for literacy instruction, perceived most helpful professional development components in using Daily Five™ for planning and instruction, perceived effectiveness of the coaching process in changing literacy instruction and planning, and perceived usefulness of reflective practice through journaling as an aspect of professional development in decision making and planning for literacy instruction. Interview questions are located in Appendix J.

Data Collected

Case study research seeks to explore an issue through the lens of the case(s); this study sought to explore the issue of teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction through the lenses of the cases (six teacher participants). It is vital to case study research to provide an in-depth understanding of the cases to begin answering questions about the issue. This study specifically investigated how intensive Daily Five™

professional development changed early childhood teachers' decision making and planning for literacy instruction, professional development components that teachers perceived as most helpful in using Daily Five™ for planning and instruction, how teacher perceived the effectiveness of the coaching process in changing literacy instruction and planning, and how teachers perceived reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction. To answer these questions and explore these issues deeply, rich descriptive data was collected from participants in the form of: participant interviews, participant journals (guided questions and free journaling was utilized), audio/visual recordings, conversational transcripts, and observations. Case study guidelines support the use of interviews, journals, audio/visual recordings, conversation transcripts, and coaching transcripts to be useful in providing an in-depth understanding of the case(s) in order to examine the issue, therefore validating the methods utilized within this study (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002). Table 1 summarizing how each piece of data specifically answered research questions is listed below:

Table 1

Data Sources Utilized in Answering Research Questions

Research Questions	Data Sources						
	Teacher Interviews	Teacher Journals	Coaching Meeting Transcripts	Collaboration Meeting Transcripts	Researcher Field Journal	Wikispaces™ Transcripts	Daily Five™ Observation Checklist
How does intensive Daily Five™ professional development change early childhood teachers' decision making and planning for literacy instruction?	X	X	X	X	X	X	X
What professional development components do early childhood teachers perceive as most helpful in using Daily Five™ for planning and instruction?	X	X	X	X	X	X	
How do teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning?	X	X	X	X	X	X	

Table 1 (Continued)

Data Sources							
Research Questions	Teacher Interviews	Teacher Journals	Coaching Meeting Transcripts	Collaboration Meeting Transcripts	Researcher Field Journal	Wikispaces™ Transcripts	Daily Five™ Observation Checklist
How do teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction?	X	X	X	X	X	X	

Instruments/Measures

To assist in determining the specific needs of individual teacher participants, a needs assessment was conducted on the first day of the professional development sessions. This needs assessment (Appendix G) asked teachers to respond to questions concerning their perceived strengths and challenges regarding literacy instruction as well as improvements they wanted to make and areas they wanted to change in current literacy instruction.

To assist in determining how intensive Daily Five™ professional development changed early childhood teachers' decision making and planning for literacy instruction, insight into teachers' perceptions regarding professional development components that they deem most helpful in using Daily Five™ for planning and instruction, teachers' perceptions regarding the

effectiveness of the coaching process in changing literacy instruction and planning, and teachers' perceptions of reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction, guided journal questions and free journaling, coaching conversations, interviews, the primary investigator's journal, and online discussions were utilized by the primary investigator.

Active Listening Strategies

The needs assessment, guided journal questions, coaching conversations, online discussions and interviews followed appropriate protocol for qualitative studies as identified and outlined by Rubin and Rubin (1995). Researchers must actively listen to participants in order to base future questions on participant answers. This strategy ensures the interviews are focused around participant experiences. In order to effectively utilize this spontaneous interviewing technique, researchers must be able to quickly adapt to participants who may not answer as expected; researchers must be flexible and remember participants' experiences are at the heart of the conversation, not the agenda of the researcher (Pearson, Nelson, Titsworth, & Harter, 2006; Rubin & Rubin, 1995). Researchers must be aware of participants' verbalizations as well as their non-verbal communication. Non-verbal communication such as body language and tone can prompt researchers to follow up with questions regarding participants' non-verbal cues (Pearson et al., 2006; Rubin & Rubin, 1995). Qualitative questioning and interviewing is much more than a conversation; rather, good questioning techniques and interviews are intentional. Researchers must have a specific purpose in order to intentionally gain insight into individuals' thoughts, feelings, and experiences. Qualitative questioning and interviews should be guided by the researcher and should have limited questions. Participants are led to think deeply about the questions, reflecting in detail on the experience (Rubin & Rubin, 1995). Questions must be

geared toward the topic but must not be so specific that they become leading for participants. Good qualitative questioning techniques allow participants freedom to elaborate, reflect and come to conclusions without intensive prompting from the researcher (Rubin & Rubin, 1995). Questions extend beyond a traditional conversation between two people, as researchers' interest is in understanding the participants' feelings and experiences. Researchers must be aware that questioning content may evolve through participants' knowledge and feelings regarding their experiences (Burley-Allen, 1995; Rubin & Rubin, 1995). Interview and conversation questions may differ from participant to participant, due to the individualistic nature of experiences. In qualitative research, it is not necessary to ask the same questions to all participants in the study. It is imperative researchers understand that empathy should be reached through the interview; however, too much researcher involvement can have negative implications. Researchers who become overly involved may have difficulty reporting objective information, as they may become too intimately connected to the experience. Researchers must aim for balance within the interviewer/interviewee relationship. Instead of remaining neutral, researchers should present multiple sides of a scenario (Burley-Allen, 1995; Pearson et al., 2006; Rubin & Rubin, 1995). In order to successfully carry out good, solid qualitative interviews, researchers must remember to remain objective at all times, and never impose personal feelings on participants. Researchers should understand the culture of participants in order to gain understanding of their experiences (Burley-Allen, 1995; Rubin & Rubin, 1995).

Rubin and Rubin (1995) identify different types of interview styles for different interview situations. This research study employed the use of topical interviewing and questioning during coaching sessions, guided journals and control group interviews. Rubin and Rubin (1995) described a topical interview as one used to discover explanations of particular events, including

the detailed description of processes surrounding events. Typically, topical interviewers are actively directing the line of questioning in order to keep participants focused around a topic. Researchers are interested in who, what, when, how, and why events experienced by participants, and how they dealt with these questions throughout the experience (Burley-Allen, 1995; Rubin & Rubin, 1995). The goal of topical interviewing is typically to explain an outcome through the lenses of those experiencing the situation. The first step of conducting a good topical interview is preparedness on the part of the researcher. The primary investigator asked questions that kept participants focused on the topic and the primary objective (Burley-Allen, 1995; Rubin & Rubin, 1995). This research study utilized interview questions reflecting findings from the literature focusing on professional development and best practices regarding literacy instruction. Rubin & Rubin (1995) asserted that topical questions should begin with pre-planned main questions to make sure the topic at hand is covered. Then, researchers should incorporate probes into the questioning and interviews. The probes allow researchers to allow participants to elaborate and reflect on the main topics. Researchers should also include follow-up questions within the structure of topical interviews. Follow-ups encourage even deeper reflection into a main topic, allow for resolution of any contradictory information, and reduce oversimplification (Burley-Allen, 1995; Rubin & Rubin, 1995). Preliminary questioning may be conducted to gauge the participants' knowledge or experience with a particular topic (Rubin & Rubin, 1995; Wertz et al., 2011). All questioning techniques for this research study followed the guidelines for qualitative questioning and interviewing set forth by Rubin and Rubin (1995), specifically the guidelines for topical interviewing. Guided journal questions are located in Appendix H and interview questions are located in Appendix J. Coaching topics for conversation were determined by the needs of participants. Needs of the participants were determined through journal

reflections, classroom observations, Wikispaces™ dialog, previous coaching conversations, and collaboration conversations.

Data Analysis and Interpretation

Data Organization

Data were kept organized throughout the duration of the study. Data were clustered as follows: needs assessment (Appendix G), guided journal questions (Appendix H) and free journaling reflections, coaching session audiotaped recordings, collaboration session audiotaped recordings, Daily Five™ Observational Checklists (Appendix I), primary investigator's journal, Wikispaces™ discussions, and post study interviews (Appendix J). After data were collected, the primary investigator began analysis.

Purpose of Needs Assessment

The needs assessment (Appendix G) was used by the primary researcher to determine appropriate support necessary for teacher participants throughout the study. Information gathered through the needs assessment guided the primary investigator to personalize instruction and professional development to meet needs specifically outlined by teacher participants. The primary investigator revisited information gathered on the needs assessment with participants during coaching sessions and journaling.

Analyzing Qualitative Data

All audiotaped coaching sessions, collaboration meetings, guided journal and free journal responses, primary investigator's journal and Wikispaces™ discussions and participant post study interviews were transcribed, coded and analyzed for meaning and emerging themes according to guidelines appropriate for within-case and across-case study research. Guidelines for analyzing qualitative data in order to ensure the integrity, validity, and reliability of the

research was utilized. First, data should be transcribed word for word to aid the researcher's investigation for meaning. After data is transcribed, researchers can begin reducing transcriptions into smaller units or chunks to begin determining meaning (Creswell, 2007; Miles & Huberman, 1994). During this process, researchers should bracket personal interpretation to allow participants' words to tell their unique stories during the experience. The practice of bracketing helps reduce subjectivity on the part of the researcher according to guidelines.

Researchers should listen to audiotaped conversations in their entirety after reducing the transcripts (possibly listening to each piece of audiotaped data several times), allowing time for researchers to develop a holistic picture of the conversation (Creswell, 2007; Miles & Huberman, 1994). While listening to the conversations, researchers should journal general impressions. Next, researchers are ready to begin coding the transcription for meaning.

After determining general meaning, the researcher should begin comparing emerging meaning to the research questions. At this stage in data analysis it is important for the researcher to use peer review for accuracy in order to reduce subjectivity (Creswell, 2007; Miles & Huberman, 1994). A peer review member was utilized to in order to increase accuracy and help reduce bias during this study. As the researcher looked for meaning in relation to the research questions, it was important to determine essential elements and nonessential elements at this stage. Data was analyzed to reduce redundancies. Next, clusters of meaning were determined, and once units of information were clustered together, it was easier for the researcher to determine emerging themes.

As an added step to ensure the integrity of participants' true experience, a summary of each individual conversation and interview should be written by the primary investigator—this helps the researcher determine if themes are accurate (Creswell, 2007; Miles & Huberman,

1994). At this stage, the researcher should allow participants to review the data and emerging themes for accuracy. If participants disagree with findings, researchers should modify the themes for participants to review. In this study, participants were utilized to review data and emerging themes for accuracy before the researcher proceeded to the next step. When a consensus was reached, the researcher began comparing all data to find common themes throughout that aided in illuminating possible answers to the issues examined in the study. Lastly, an overall summary of each case was written, illustrating the complexity of the issue(s) through the case(s). The researcher included “lessons learned” from the case(s) studied (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002).

Data Analysis Steps

All guided journal and free journal responses, coaching sessions, collaborative conversations, interviews, primary investigator’s journal entries, and Wikispaces™ discussions were analyzed following the preceding data analysis guidelines: (a) All data was transcribed word for word, utilizing line numbering for ease of access, (b) after transcribing, text was grouped or chunked into smaller units, (c) the primary investigator read over the transcription, and bracketed personal interpretations to help reduce any subjectivity, (d) primary investigator listened to the recording in its entirety while reading over the transcript again to gain the overall, ‘big picture’ of the conversation, (e) primary investigator journaled impressions of the transcript, (f) codes were created to illuminate emerging themes; MAXqda™ software was utilized to help see themes emerge from codes, (g) at this point the primary investigator compared emerging themes to the research questions, (h) information was peer reviewed and findings were compared with the primary investigator’s findings in order to increase accuracy and reduce bias, (i) redundancies in the data were reduced, (j) themes were clustered to allow meaning to begin emerging, (k) a

summary of each piece of data was written by the primary investigator in order to increase integrity, (l) teacher participants member checked the data to review for accuracy—if a disagreement in meaning occurred, the primary investigator reevaluated, and (m) all data was compared as a whole to determine overarching, common themes. Conclusions and interpretations were drawn from the emerging themes from collected data. The primary investigator made every effort to provide an in-depth description of each case in order to address the issues and closely collaborate with teacher participants to ensure accuracy.

Validity and Reliability

It is imperative to establish study findings as accurately as possible. Qualitative research does not have the numerical, hard data provided by experimental research; therefore, qualitative researchers must establish a method ensuring precision in the findings that emerge from descriptive data (Creswell, 2007; Miller & Salkind, 2002). The primary investigator took measures appropriate for qualitative studies to ensure validity and reliability. Creswell (2007) outlined triangulation of data, peer review, and member checking as appropriate measures used to validate accuracy within qualitative studies. Triangulation is the process of using multiple sources to provide corroborating support for all sources to verify the accuracy of themes identified during the study. Peer review is the process of utilizing additional researchers to review procedures and themes found in data. Member checking refers to the practice of having study participants check findings for accuracy (Creswell, 2007).

Triangulation, Peer Review and Member Checks

This research study utilized data triangulation. As previously stated, triangulation is a practice in reliability and validation. Multiple pieces of data should be collected and analyzed individually and against one another to measure the reliability and validity of themes and trends

emerging from the data. The primary investigator triangulated teacher participants' journal reflections (guided journal and free journal responses), coaching session transcripts, collaboration meeting transcripts, participant interviews, in-class observations, primary investigator's journal, and Wikispaces™ discussions in order to establish reliable and valid results at the conclusion of this study. The primary investigator reviewed all emerging themes and trends with a peer reviewer, in order to ensure agreement of findings, thus establishing peer review as a strong component of validity and reliability in this study. The peer reviewer holds a PhD in a related field, and recently defended her qualitative dissertation; she was very qualified to review this data. All themes were reviewed with each teacher participant for agreement of meaning, also contributing to the establishment of validity and reliability of this study.

Chapter Summary

Chapter 3 discussed the qualitative case study approach utilized by this research study. Essential elements and characteristics of qualitative case study research were discussed within this chapter as related to this study. Participant selection and sample size were discussed in detail. Step-by-step procedures for carrying out this study were outlined. The methodology section of this chapter specifically identified the trajectory and qualitative rationale for each step within this research study. All instruments and measures utilized throughout this study and rationale for selected instruments and measures were discussed in detail. This chapter also specifically addressed how data were collected and analyzed. Measures to ensure validity and reliability along with the rationale for these specific measures were delineated within this chapter.

The following chapter reveals the findings captured through the experiences of teacher participants. The data analysis is discussed in detail and emerging themes and meaning are shared.

CHAPTER 4

RESULTS

The purpose of this multiple case, qualitative study was to explore teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction. Six veteran early childhood teachers from a rural school district in Northeast Tennessee were recruited to participate in this study. Each teacher received a copy of *The Daily Five™: Fostering Literacy Independence in the Elementary Grades* and voluntarily participated in three, six-hour structured workshops focused on the research and implementation of the Daily Five™ literacy framework. Additionally, participants received multiple methods of professional development delivery including: job-embedded coaching from the researcher, access to a Wikispaces™ page for additional support, collaboration meetings with participants as they implemented the literacy framework in their elementary classrooms, and utilization of a reflective journal throughout the study. Finally, participants were invited to reflect on their experiences and perceptions of learning and implementing research-based reading strategies through journaling and one-on-one interviews with the researcher. This research was directed by four guiding research questions. The research questions were:

1. How does intensive Daily Five™ professional development change early childhood teachers' decision making and planning for literacy instruction and assessment?
2. What professional development components do early childhood teachers perceive as most helpful in using Daily Five™ for planning and instruction?
3. How do teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning?

4. How do teachers perceive reflective journaling as an aspect of their professional development in their decision making and planning for literacy instruction?

This chapter contains two distinct sections. The first section shares the teachers’ thoughts and perceptions regarding their participation in this research. This section will examine each case in relation to the questions guiding this study. The second section of this chapter analyzes data across the cases in order to illuminate this study’s intended purpose: to explore teachers’ perceptions of intensive professional development on the Daily Five™ in literacy instruction and the various modes of delivery of training.

Teacher participants had strong demographic similarities as illustrated in Table 2.

Table 2

Participants’ Demographic Characteristics

Characteristic	Participant					
	Case Penelope	Case Gertrude	Case Myrtle	Case Pearl	Case Beulah	Case Ethyl
Gender	Female	Female	Female	Female	Female	Female
Years Teaching	21-30	10-20	21-30	10-20	10-20	10-20
Type of teaching license held	Professional	Professional	Professional	Professional	Professional	Professional
Highest degree held	Bachelor’s	Master’s	Bachelor’s	Master’s	Bachelor’s	Bachelor’s
Reading specialization	No	No	No	No	No	No

Table 2 (continued)

Characteristic	Participant					
	Case Penelope	Case Gertrude	Case Myrtle	Case Pearl	Case Beulah	Case Ethyl
Number of literacy courses during college coursework.	2-3	2-3	2-3	2-3	2-3	2-3
Number or literacy courses taken during graduate coursework	0	0	0	0	0	0
Participation in state literacy training	No	No	No	No	No	No
Heard of Daily Five™ Literacy Framework	Yes	Yes	Yes	Yes	Yes	Yes
Number of Daily Five™ workshops attended	1	1	1	1	1	0
Number of Daily Five™ elements implemented in classroom	0	1	0	0	0	0
TVASS score	4	4.36	4	4	4	4

Penelope

Now I see the Daily Five™ is something that's going to help my students. I think it's going to help me, and I think it will help the other teachers if they do it when it moves on up. It really helped my students become more independent, I saw that. -Penelope, final interview

Perceived Changes in Planning, Instruction, and Assessment After Intensive Daily Five™ Professional Development

Planning Prior to the Daily Five™. In the beginning of this study, Penelope indicated that her literacy planning included Common Core Standards, High Hat curriculum (*Sounds and Symbols Early Reading Program™*, Goldman & Lynch, 2001), and group planning time with kindergarten colleagues. It was evident that Penelope used standards and curriculum to guide her planning for instruction as she indicated this on her initial needs assessment and vocalized this early on in professional development meetings. During the beginning phase of this research, she used *The Daily Five™: Fostering Literacy in the Elementary Grades* as a guide to help her make sense of the Daily Five™ framework in addition to initial professional development sessions.

The Daily Five™ Implementation. Penelope indicated that in the beginning of implementation, her planning for Daily Five™ revolved mostly around student behavior. Moving from a teacher-directed classroom to a student-directed classroom was a paradigm shift she struggled with during those early days of the study. She added rules to anchor charts to help curb student behavior issues, should they arise. Although she stated most students were responding well to the independence-building activities, she still had some that required a more controlled environment, resulting in the additional rules.

Planning for Student Learning.

I am able to adjust my planning to make sure I cover all needs of each group and enrichment for those needed. Sometimes before I had to find 'busy work' for those that always finished early, but now they work on reading, so I don't have to plan 'busy work'.

-Penelope, journal entry

As the study progressed, she focused less on student behavior and more on students' responses to the new literacy framework she was establishing in her classroom. As students began gaining independence, Penelope's focus shifted to student learning instead of behavior. At this point she began to understand that students could work independently on literacy tasks while she worked with small groups therefore increasing her desire to individualize learning for her students.

Penelope's increased desire to individualize learning motivated her to begin scrutinizing the books she chose for each student more carefully. She realized she needed more leveled readers for her students as well as a variety of books to cover the varied interests represented in her classroom. In addition to planning for students' book needs, she also became aware of the importance of providing students choice in book selection. Allowing students to choose their own reading materials motivated her students to read like nothing she had ever tried before therefore encouraging her to consciously plan for student book selection each week.

This drive to plan for students' individual needs carried over into her planning for literacy instruction—individual and group—as well. As Penelope began implementing pieces of Daily Five™ and she observed student independence increase, she realized that it would be possible for her to lead small groups during this time. With this revelation came an increased desire to differentiate instruction specifically for small groups and individual students. She communicated that having five uninterrupted minutes to work with a small group and/or struggling reader really made a difference, and she was more focused with those interventions and tailoring her planning to meet those individual needs instead of just focusing on the whole group.

They loved picking out their own books; that was a thrill. I didn't realize what a big deal that one would have been. You know if you would've told me that, I would've thought, nah. But it was a huge deal. -Penelope, final interview

A Change in Instructional Strategies. Penelope used a variety of instructional strategies during this study that were new to her. The most significant strategies involved building student independence. Daily Five™ strategies such as three ways to read a book, building stamina, instilling reading urgency, and good-fit books were new to Penelope. After implementing each of these strategies, she experienced a significant change in student independence, even in students prone to behavior issues. She found herself using these strategies not only during literacy time but throughout the day. She expressed the desire to continue using these strategies with subsequent classes as she had such a successful experience.

No redirection this past week! My below grade level students were doing an excellent job picture reading. I heard my average students sounding out words. I'm really excited about their progress. -Penelope, journal entry

Assessment. Because Penelope had more time for small-group instruction and individual conferencing, she discovered the need for more authentic student assessment to help guide her planning and instruction. During the study, she expressed an interest in *The CAFÉ Book: Engaging all Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser (the same authors as *The Daily Five™*). Penelope, along with the other participants, decided she needed to spend time planning for additional assessment over the summer break.

Perceptions About Coaching in Changing Literacy Instruction and Planning

Coaching was just the best for me. I just can't say enough. - Penelope, final interview

Throughout the course of this study, Penelope felt that the coaching sessions were vital to the success of implementing the new literacy framework into her classroom. When asked about coaching in the beginning phase of the study, she said she believed that due to the information and feedback she received from the coach that her teaching would be greatly improved. As the study progressed, Penelope remained enthusiastic about the support she received from the coach and how that support resulted in positive changes in planning and instruction in her classroom. She felt that because of the coaching support, she was able to confidently make necessary changes in her literacy instruction that she may not have been able to do on her own. Penelope specifically pinpointed coaching as being instrumental in changing her thoughts on student books. Before attending the coaching sessions, she did not realize the importance of ensuring students were reading books within their specific independent reading levels. The coach spent time discussing the differences between independent, instructional, and frustration reading levels. Before this session, Penelope was not intentionally choosing student books according to students' respective independent reading levels; instead, she was choosing books loosely related to their levels without understanding why specific leveling was important. Penelope expressed that now she understands why students must be engaging with appropriately leveled books if they are to participate in independent reading time. Reading the correct leveled book makes a big difference when students are working toward independence.

In addition to face-to-face coaching sessions, a Wikispaces™ page was provided for study participants. At their leisure, participants could access the page and peruse Daily Five™ resources such as videos illustrating examples of Daily Five™ classrooms, troubleshooting strategies, additional instructional materials, and links to resources. Participants were also encouraged to use the Wikispaces™ page to ask questions directly to the coach as well as other

participants. This discussion forum allowed for coaching and collaboration to continue on a daily basis.

Penelope felt the Wikispaces™ page was a helpful resource. She utilized mainly for the video examples and links to resources. She felt the examples of real teachers implementing the Daily Five™ with their students were very valuable to her as she described herself as a visual learner and benefitted from that type of support. While the opportunity for discussion was available to her, she did not participate in that particular forum.

The Wikispaces™ was just the icing on the cake. -Penelope, final interview

Perceptions About Collaboration in Changing Literacy Instruction and Planning

Penelope's opinion on collaboration with colleagues remained unchanged throughout this study. She felt that anytime she is able to bounce ideas off her fellow teachers she becomes better at her craft. Just the act of discussion motivated her desire to plan better and use new instructional strategies with her students. In addition, she felt that having a forum to ask questions was valuable to her. Implementing a framework as involved as Daily Five™ was something she felt she would not have been successful with if she did not have the support of her colleagues. Having them available to plan and troubleshoot with made all the difference for Penelope.

Collaboration was a biggie for me when it came to changing my instruction and planning. Just sitting around and talking about what's going on in our classrooms motivates me. -Penelope, final interview

Perceptions About Reflective Practice Through Journaling in Decision Making About Planning for and Literacy Instruction

Penelope was not enthusiastic about the reflective journaling practice. She felt it was not helpful to her as she implemented Daily Five™ in her classroom. She said that the journal felt like something extra that she had to do, and she did not use it for planning or literacy instruction. Throughout the study, Penelope stated that classroom organization was a constant concern for her. She would have liked the anchor charts, materials, and student books more organized, allowing her focus to be on instructional strategies and student differentiation. She felt that if she had been better organized, perhaps she would have had more time to dedicate to the reflective journal and realized its value as a professional development tool.

Gertrude

They (students) are taking ownership with Read to Self, and they are starting to transition from picture reads to word reads with picture clues. -Gertrude, journal entry

Perceived Changes in Planning, Instruction and Assessment After Intensive Daily Five™ Professional Development

Planning Prior to Daily Five™. According to Gertrude, anytime one attends professional development sessions, new ideas are learned. She found this to be especially true after participating in this study. At the onset of this study, Gertrude indicated that she desired to have more small-group time with more meaningful instructional activities rather than large chunks of whole-group instruction throughout much of her day. Even though she did indicate that she held small groups daily, she felt that more instructional time should be dedicated to small groups. In addition to meaningful small groups, she also said that she found planning for literacy to be challenging for her with her current schedule. Throughout the study, Gertrude

stated that she was by nature less organized and regimented than the other teachers; she felt her lack of organization was actually her personal system of organization. Prior to the onset of this study, Gertrude's literacy block consisted of 120 minutes broken down into: 30 minutes of teacher-led instruction, 30 minutes of student small-group instruction, 30 minutes of independent work, and 30 minutes of RTI (Response to Intervention).

The Daily Five™ Implementation. Despite the organizational challenges Gertrude faced, she began implementing the Daily Five™ rather quickly as she had read *The Daily Five™* prior to the beginning of the professional development sessions. Before the first coaching session, Gertrude had already implemented two of the Daily Five™ tasks as well as the initial student independence-building mini-lessons. She indicated that she wanted to get her students quickly into the Daily Five™ as she felt they would benefit from the framework. After her initial implementation, she found that she needed to plan better transitions for her students as they moved into the Daily Five™ tasks from whole-group time. She began focusing on planning for transitions to help her students as they became more independent.

Planning for Student Learning. Gertrude's planning became more intentional throughout the study as she observed notable changes in her students' learning. Rather quickly into her Daily Five™ implementation, Gertrude began seeing changes in her students. Her students' independence soared as she gave them the tools they needed to become independent, and this change resulted in significant time for small groups. She was excited to report that she noticed her students using the reading strategies she taught during small groups during their independent reading time. She said her students were decoding and reading text like never before, and she attributed that change to her increased small-group instruction time. In addition to reading, her students were also working on writing skills. Not only were her students utilizing

the skills she was teaching, but they were enjoying themselves during the activities. She reported a significant change in her students' reading and writing progress during the course of the study.

A Change in Instructional Strategies. Gertrude perceived herself to be attuned to her students' needs throughout the study. She indicated that having the additional time spent in small groups made her more aware of student needs and allowed her the opportunity to change individual instruction as needed, more so than when additional time was spent in whole group instruction. She felt that the professional development she received throughout this study had a positive impact on her planning and instruction. She said she was more aware of what she was doing, and her teaching became more intentional because she was spending more time engaging one-on-one with her students.

Assessment. Gertrude expressed an interest in increased literacy assessment as she felt that will lead to better individualization and differentiation for her students. Gertrude was familiar with *The CAFÉ Book: Engaging all Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser, as she skimmed through the book several years ago. However, she never implemented CAFÉ as she did not have time to delve into the program at that time. She suggested to her colleagues that perhaps they should spend time learning CAFÉ over the summer in order to obtain more thorough literacy assessment of students. Along with the other participants, Gertrude planned to learn more about CAFÉ so she can implement it along with the Daily Five™ during the 2016-2017 school year.

Perceptions About Coaching in Changing Literacy Instruction and Planning

It (coaching) is helping me with planning and brainstorming with strategies to use in my classroom. I am really finding myself referring back to Daily Five™ when observations are done in the classroom and procedure is discussed. I am also relating to Daily Five™

with the principal and discussing the issue of setting goals. I need my students to start setting personal goals, and I need to move into the role of guidance with questioning and away from teacher-directed activities. -Gertrude, journal entry

After the initial coaching session, Gertrude indicated that the information she received during the session changed her thinking about planning, instruction and student differentiation. Coaching provided more detailed, individualized support than the book offered, and that personalization was helpful for her as she helped her students become more independent. Gertrude reported that her planning was positively impacted by coaching. She said her planning had to change over the course of this study as she was no longer doing the same thing anymore; for example, no longer was she holding large chunks of whole-group instruction. Her thinking was shifted to more specific planning, and everything had to change for her. She said throughout the course of the study, her planning and instruction became more intentional, and she thought more about planning than before. She felt challenged by coaching sessions, and the coaching sessions gave her the confidence to go into her classroom and try new things.

The coach provided constant support, and that helped her through the implementation process; whenever she had questions, the coach offered doable solutions that worked for her and her students. She did indicate that it would have helped her to visit a Daily Five™ teacher's classroom for pointers; she also articulated this desire to her principal who agreed that a classroom visit would be beneficial in addition to the professional development she received through this study.

Gertrude felt that the addition of the Wikispaces™ site was beneficial to her. She gleaned helpful tips from the Daily Five™ classroom videos, and it helped her see the framework working in real classrooms. She also found the ideas and tips helpful and easy to use with her

students. Gertrude read through the discussions but did not add to the online commentary. She did, however, find the reminders and additional information in the discussion section helpful to her.

Perceptions About Collaboration in Changing Literacy Instruction and Planning

I think having them there to go through this with was motivating for me and encouraged me to be more thoughtful with my planning and instruction. The fact that all of us were doing this together and could use each other's experiences helped me. -Gertrude, final interview

The shared experience of going through the study with colleagues was helpful for Gertrude. She said that knowing her colleagues were doing the same things in their classrooms and were experiencing the same challenges encouraged her; the experience of undertaking this process collectively was a motivating factor for Gertrude. She knew if she had an issue arise with her students, she could discuss the issue with colleagues and find a solution. She reported the same to be true with planning and the use of instructional strategies.

Planning was greatly motivated by the collaboration with colleagues for Gertrude. During meetings, Gertrude reported that planning became more intentional as teachers thought more about instruction for individual students and small groups. Brainstorming focused on strategies to increase student independence and allow teachers time to work with small groups. Gertrude felt that these sessions were helpful for her as she gleaned information from other participants' experiences and applied it to her own classroom with her students. Even though she took ideas and inspiration from others' experiences, she was mindful about the differences that exist among students. Throughout the study, Gertrude encouraged teachers to remember that all students are different, and all instructional strategies will not work for all students.

Perceptions About Reflective Practice Through Journaling in Decision Making About Planning for and Literacy Instruction

It was helpful for me with both planning and instruction because it made me think about what was I doing and where do I need to go next. -Gertrude, final interview

Gertrude was the only participant who reported having a positive experience with the reflective practice of journaling during this study. Gertrude found journaling to be helpful overall during the implementation of this framework because it was a tool that allowed her to look back over the progression of implementation and make adjustments as necessary.

She reported that the journal kept her on schedule over the course of the study. She constantly referred back to previous journals to determine increases in stamina. She used the journal to help her keep track of increases in independent student work stamina and the strategies she used to help increase stamina. This process helped her increase the total stamina to 20 uninterrupted minutes of independent student work by the conclusion of her participation in the study.

In addition to increases in student independent work stamina, Gertrude reported that journaling aided in increasing intentional planning for instruction as well. She utilized the journal as a guidebook, and it kept her focused on what she was doing with her students, collectively and individually. The practice made her think specifically about what she was doing with students and where she wanted to go next with students in regard to their needs and goals. Gertrude felt the reflective practice of journaling was useful for her and aided in planning and instruction throughout the course of the study.

Myrtle

I love it (Daily Five™). I will do more of it next school year now that I feel like I know what I'm doing. -Myrtle, final interview

Perceived Changes in Planning, Instruction and Assessment after Intensive Daily Five™ Professional Development

Planning Prior to the Daily Five™. Prior to beginning this study, Myrtle's literacy block consisted of 30 minutes of reading, 30 minutes of phonics, and 30 minutes of RTI (Response to Intervention). Myrtle indicated at the onset of this study that the biggest challenges she faced in literacy instruction were too many outside interruptions, having enough time for instruction and not having sufficient materials. These challenges were not overcome during the course of this study, but Myrtle found ways to work through these allowing her to implement the Daily Five™ framework in her classroom. She reported that participating in this study changed her thoughts on literacy instruction and planning as she observed noticeable changes in her students. These student changes increased her desire to implement Daily Five™ with subsequent classes.

The Daily Five™ Implementation. Prior to participation in this study, Myrtle's literacy planning was guided by curriculum standards and guides, units of study, vocabulary words, and perusing websites for ideas. In the initial days of this study, Myrtle had concerns about her students' ability to be successful with the Daily Five™ Framework. She worried that her students would not be able to become independent and raised a lot of "what if they can't" questions. She felt her students' ability levels were lower than some of the other participants' students and worried that this would hinder their capability to work toward independence. She raised these questions during coaching sessions and was instructed that all students, regardless of

ability level, should be encouraged to see themselves as readers and should be given the tools to become independent on their individual reading levels.

Planning for Student Learning. Myrtle’s planning changed throughout the study. As she observed changes in her students, her planning became more intentional. She found the “three ways to read a book” lesson presented in the Daily Five™ to be helpful for her as she embarked on a journey toward reading independence with her students. She reported that this lesson made a positive difference with her students as now even the lowest achieving student now thought of himself as a reader. When she began experiencing this change in her students, she began to see the need to change the way she planned for reading instruction. Now, she felt that she must look at the needs of her students and their individual reading levels as she planned for instruction.

A Change in Instructional Strategies. Myrtle’s literacy instruction changed as a result of her participation in this study. Ensuring students were reading books on their appropriate, independent reading level became paramount to Myrtle. She said that she began discussing books with her students to help them understand how to choose appropriate books for themselves. Sharing “good-fit” book strategies with her students resulted in increased student excitement about reading, and increased student reading urgency which, in turn, increased student independence in her classroom. She also realized the need to find books that challenged students a bit more for small-group reading instruction—she realized the difference between independent reading level and instructional reading level and began making this change in her literacy planning and instruction.

Assessment. Myrtle did not formally make changes in assessment during this study but came to realize the need for increased individualized assessment. As she saw changes in her

students, she recognized the need for additional assessment. Along with the other participants, Myrtle expressed interest in *The CAFÉ Book: Engaging all Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser. She felt that her future students would benefit from CAFÉ and planned to meet with her colleagues over the summer to learn more information about CAFÉ and plan for the next school year.

Perceptions About Coaching in Changing Literacy Instruction and Planning

The coaching was good for me because I could get immediate answers to questions I was having. -Myrtle, final interview

Myrtle felt that coaching was a valuable tool that helped her change her thinking about literacy planning and instruction for her students. Coaching provided her a place to ask questions and get helpful answers that were tailored to her specific needs. She felt that she could take the answers gleaned from coaching sessions straight to her classroom and implement with students and get immediate results. Anytime a problem arose, she could talk about challenges and troubleshoot with the coach; this process helped her solve any problems and move forward with Daily Five™ implementation.

Myrtle reported that her literacy planning and instruction changed as a result of coaching sessions. She said her thinking about planning changed because she was challenged to think of specific student needs. She was continually thinking about strategies to help students as they became more independent as well as strategies to help them increase reading skills in small group time. Her focus shifted from more teacher-centered to more student-centered planning and instruction. Myrtle said her thoughts about planning and instruction had to change in order to successfully implement Daily Five™ as she felt this was a new way of organizing the literacy block.

Perceptions About Collaboration in Changing Literacy Instruction and Planning

The collaboration was another big one for me. Being able to talk about what was going on in my classroom and hear what was going on in other classrooms helped me make decisions on how to tweak my Daily Five™. -Myrtle, final interview

Just as Myrtle felt coaching positively changed her thinking about literacy instruction and planning, she also believed collaboration was key in making this change in perspective.

Discussions with colleagues were very effective for encouraging instructional changes according to Myrtle. She felt motivated by collaboration, and during collaboration sessions she found value as she listened to conversations about colleagues' students. Myrtle and her colleagues were able to talk openly about problems they faced, why they felt those problems existed, solutions to overcome problems, and ways to eliminate future problems from occurring.

Myrtle indicated throughout the study that organization was important to her, and in order to be successful she felt she needed a certain level of organization in her classroom. During collaboration meetings, the topic of organization came up often, and teachers discussed individual organizational efforts. Myrtle found these discussions to be invaluable to her and helped her as she made necessary organizational changes that allowed her to be successful with her students. It helped her to hear how other teachers were organizing materials, student books and their time; these conversations helped her become better organized and comfortable with the Daily Five™ implementation. Myrtle said that after the study was over, she would continue to improve her organization, allowing her to better plan for literacy instruction for future students.

Perceptions About Reflective Practice Through Journaling in Decision Making About Planning for and Literacy Instruction

Myrtle did not feel the journaling activity was vital in changing the way she thought about planning and literacy instruction during this study. She indicated that if she had been better organized, then perhaps the journal may have been more helpful for her. Her lived experience with the journal, however, was not favorable.

Pearl

I enjoyed it. I wish I could've gotten more into to it and introduced more this year. I was just so unsure where I'd never done it before, and you know it's something new. I just kept thinking, am I doing this right? I don't want to do it and not be doing it right.

The parts we did--Read to Self and Read to Someone--my students loved. It gave my students some freedom, but they were still learning and doing stuff too, but you weren't right on top of them all the time, so that kind of gave them a break. -Pearl, final interview

Perceived Changes in Planning, Instruction and Assessment After Intensive Daily Five™ Professional Development

Planning Prior to Daily Five™. Prior to beginning the study, Pearl indicated that she struggled with time each day and did not have time each day to listen to her students read to her. She desired to have one-on-one reading time as well as time for focused small-group instruction but felt her current schedule did not allow for those opportunities. Pearl's current literacy block lasted approximately one and a half hours each day, and during that time she taught reading, High Hat (*Sounds and Symbols Early Reading Program™* by Ronald Goldman and Martha Lynch) and Response to Intervention (RTI). Much of her literacy block was comprised of larger

chunks of whole-group instruction with small-group work peppered in here and there. Pearl stated that she needed to have more time for individualized literacy instruction and hoped her participation in this study would make that possible.

The Daily Five™ Implementation. Pearl implemented the Daily Five™ framework slowly as she wanted time to process information from coaching and collaboration meetings to help her make sense of how everything worked together. Although she took her time with the implementation process, she began planning for the Daily Five™ as soon as she began the study. She listened to information during professional development meetings, read *The Daily Five™*, and noted what colleagues shared during collaboration meetings to begin planning for her students. She asked questions about specific strategies such as “three ways to read a book” to make sure she was supporting her students as they embarked on this journey toward independence. She wanted to know specifically how to support readers who were picture reading and not yet reading text. She also questioned how to support those students who were ready to move into reading words and required more challenging books. Listening to others’ experiences as well as information during professional development sessions helped prepare her to work with students on individual reading levels.

Planning for Student Learning. When Pearl was ready to begin implementation, she felt she was better prepared to work with students as she felt she had time to plan for them. She felt that planning changed due to her participation in the study as she was thinking differently about her literacy block. She was thinking more intentionally about the needs of individual students. After implementing the Daily Five™ framework, Pearl reported a change in her students’ excitement level regarding reading—her students’ attitude about reading and urgency to read began to change. This change prompted her to want to increase the amount of time she

allowed for Daily Five™ each day. She realized that her students were capable of becoming more independent after being taught independence-building strategies, and this allowed her more time for small groups and individuals.

A Change in Instructional Strategies. At the conclusion of the study, Pearl felt that she still had much to learn about the Daily Five™. She successfully implemented the Read to Self and Read to Someone strategies and witnessed the benefits of those components as well as increased time for small groups and individual conferences. She reported that she wished she had been able to implement more of the framework into her schedule, but even though she learned a lot through the course of the study, still felt she lacked the necessary confidence to fully implement the Daily Five™ framework. She hoped to be able to observe a Daily Five™ teacher's classroom in the future. Pearl stated that she will continue the Daily Five™ in her classroom with future students as she feels it does teach students to become independent, allowing her time to work with small groups and individual students.

Assessment. Pearl hoped to increase her literacy assessment. She expressed a desire to learn more about *The CAFÉ Book: Engaging all Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser over the summer and implement it along with the Daily Five™ during the 2016-2017 school year.

Perceptions About Coaching in Changing Literacy Instruction and Planning

I feel like, you know, the coaching guided my planning and instruction, and I was just more aware of these things more than when I was doing everything on my own. -Pearl, final interview

Pearl found coaching to be helpful for her as her thinking about planning and literacy instruction changed throughout the course of the study. Coaching sessions aided Pearl

throughout the study as Pearl felt challenged, encouraged and supported by the coach. She enjoyed having the opportunity to talk through the implementation with someone and felt that with the coach's support she was able to have success with the Daily Five™. Pearl read through *The Daily Five*™ as the study progressed, but felt that information provided by the coach made the information in the book easier to understand and easier to use with her students. She read through the independence-building strategies but had a better understanding of them after the in-depth discussion during coaching. She liked having the opportunity to ask the coach specific questions regarding strategies before utilizing them in the classroom with her students.

Pearl said that planning and instructional strategies were enhanced by coaching sessions. She felt that the coach kept planning in the forefront of her mind throughout the study, therefore making her think more intentionally about planning for student learning. Instructional strategies that she never thought of using were also presented during coaching. She utilized strategies with her students such as “EEKK” (elbow, elbow, knee, knee) as way to help students learn to work in pairs for Read to Someone. Initially she thought Read to Someone would be difficult for her students as she felt they would be tempted to socialize instead of focus on the literacy task at hand. She found that strategies such as “EEKK” helped her students work independently and found that they enjoyed themselves in the process. As Pearl realized these strategies were helpful to her students as they built independence, she was more motivated and encouraged to utilize additional strategies.

In addition to the face-to-face coaching sessions, Pearl also found the Wikispaces™ page helpful for her as she implemented the literacy framework over the course of the study. She found this forum to be helpful as it included additional strategy ideas as well as video clips of

Daily Five™ classrooms. Pearl stated that the Wikispaces™, for her, enabled coaching to be a daily support.

The Wikispaces™ was just an extension of the coaching. -Pearl, final interview

Perceptions About Collaboration in Changing Literacy Instruction and Planning

Just being able to pick each other's brains, because you know, what works for one or what didn't work, you know not to try that. It was good for me. -Pearl, final interview

In addition to coaching, Pearl found collaboration with colleagues invaluable to her throughout the course of this study. Collaboration allowed Pearl the opportunity to talk out issues she encountered as she implemented the Daily Five™. During collaboration meetings Pearl turned to her colleagues for advice, especially to those teachers that had implemented more of the Daily Five™ framework than her, as she felt she could learn from their experiences. She added that even though she sought advice from them, she recognized that all students are different and what worked well for one classroom would not necessarily work for all classrooms. Pearl found collaboration meetings helpful as she planned for instruction. Pearl waited to implement the Daily Five™ after the first collaboration meeting so she could glean advice from her colleagues and learn from their experiences. After listening to them, she decided that Read to Self would be the first component she would implement with her students, and she began planning for that right away. Her planning included preparing for the preliminary independence fostering mini-lessons that preceded Read to Self: choosing good-fit books, three ways to read a book, and choosing work space. Her colleagues shared their experiences with Pearl as she began planning for the mini-lessons, and their experiences motivated her to teach these strategies to her students. Colleagues continued to motivate her planning for instruction and supported her use of new instructional strategies throughout the study.

Pearl reported that having her colleagues there throughout this study made the change in planning and instructional strategies successful for her. It was easier to make changes when others are making those same changes, and she felt that her success was due in part to the shared experience she had with colleagues. She reported that collaboration was helpful as she changed the way she planned for instruction and changed up her instructional strategies; having colleagues present to share ideas with was good for Pearl.

Perceptions About Reflective Practice Through Journaling in Decision Making About Planning for and Literacy Instruction

Pearl did not find journaling to be helpful for her as she made planning and instructional decisions. She felt that coaching and collaboration were most helpful in creating a change in her planning and instruction over the course of this study. In Pearl's opinion, journaling had no impact on what she did with students, and she did not see the value at this time. She did mention that her opinion towards reflective journaling may have been different if she had been more organized prior to the onset of the study. However, in this instance, journaling was inconsequential.

Beulah

Beulah offered limited responses throughout the study regarding her thoughts on literacy planning and instruction. Even though she attended all professional development meetings, coaching and collaborations sessions, her contributions to conversations were limited, and that is evident in her responses to these guiding questions.

I saw that my kids loved it (Daily Five™). They really enjoyed it, and I wished I could've done more that I got to do. They really gained some independence. -Beulah, final interview

Perceived Changes in Planning, Instruction and Assessment After Intensive Daily Five™ Professional Development

Planning Prior to Daily Five™. Before the study began, Beulah indicated that her current literacy block was 1 ½ hours long and included 30 minutes of phonics, 30 minutes of reading, and 30 minutes of RTI (which included small group instruction). Although Beulah reported some small-group time happening during RTI, she desired to spend more time with her small groups as she felt she should be able to hear all students read daily. In addition to more small-group time, Beulah wanted her small-group time to be more meaningful and include instruction and materials that were more beneficial to her students. She felt that her current schedule limited the time she had to spend working with individual students and small groups. She also felt that she needed more materials for students, including more leveled readers. Beulah's planning prior to this study included the use of curriculum guides, topic research and the use of teaching websites.

The Daily Five™ Implementation. Beulah did not begin implementing changes in her literacy block right away; instead, she waited until after the first coaching and collaboration sessions in order to gain ideas from others. These sessions guided her planning for implementation. She decided to introduce her students to the good-fit books lesson first and then add Daily Five™ terminology. She reported that her students were excited about these new strategies and enjoyed becoming more independent. She felt that she was unorganized in the beginning of the study and thought that may have hindered her ability to implement the Daily Five™ successfully; however, she found that she was able to help her students build 5 minutes of independent reading stamina by the conclusion of the study, and was excited and motivated by

those results. Beulah indicated that literacy planning and instruction were positively impacted throughout this study.

Assessment. Along with the other participants, Beulah expressed interest in increasing her literacy assessment. She, along with her colleagues, planned to read and become familiar with *The CAFÉ Book: Engaging all Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser, over the summer break. She hoped to implement CAFÉ along with the Daily Five™ in August with her 2016-2017 class.

Perceptions About Coaching in Changing Literacy Instruction and Planning

Coaching helped me with everything I was doing in my classroom. It helped to have someone outside to answer my questions. I think sometimes I need fresh eyes and ears to look at my situation. -Beulah, final interview

Beulah felt that coaching was effective in helping her make a change in literacy instruction and planning. She reported thinking more intentionally about planning and instructional decisions which, in turn, helped her students build literacy independence throughout the course of the study. She said it was beneficial for her to have someone outside of her classroom to give her ideas and advice for planning and instruction. It helped her to have someone with “fresh eyes and ears” to look at her individual situation and give her suggestions and pointers. By the end of the study, Beulah helped her students increase their independent reading stamina to 5 minutes, allowing her that time to work with small group and individuals on individualized reading goals. Beulah was excited about the progress she saw in her students and said she planned to keep Daily Five™ permanently in her literacy block for future classes.

In addition to coaching sessions, Beulah also participated in the Wikispaces™ page regularly. The videos of teachers successfully using Daily Five™ in their classrooms were

beneficial to her. She also used the tips and helpful links to support her as she learned more about implementing the Daily Five™ in her classroom. Beulah also liked the reminders and encouragement consistently posted to the Wikispaces™ page.

Perceptions About Collaboration in Changing Literacy Instruction and Planning

It was helpful to bounce ideas off each other and then come back together and talk about how they worked. -Beulah, final interview

Beulah found collaboration to be helpful in changing her literacy planning and instruction. During collaboration meetings she gleaned ideas from colleagues to help her implement the Daily Five™ in her classroom. She found that she had much in common with the other participants—they shared frustrations with student behavior, lack of organization and necessary materials, as well as interruptions in instruction and scheduling dilemmas. She found the collaboration forum useful as she could talk through ideas with colleagues and listen to their experiences to help her make decisions regarding planning and instruction. As the study progressed, she found that her colleagues had good ideas that helped make the implementation process easier for her.

Perceptions About Reflective Practice Through Journaling in Decision Making About Planning for and Literacy Instruction

Beulah reportedly did not find the reflective journal to be helpful as she made decisions regarding literacy planning and instruction. She said she did not view the journal as a tool for guiding thinking in that manner; instead she felt it was an additional task on top of everything else she was doing. Beulah said that perhaps she would have viewed journaling differently if she was more confident in what she was doing with Daily Five™ and if she was more organized with her materials.

Ethyl

My students are excited about reading, and that in itself is a huge success in my book.

Not that they weren't excited before, but now they see it in a new light. I think it's due to the way I approached being a reader with them. Daily Five™ taught me how to instill that sense of urgency into my students about reading, and I think that one is a game changer. I already see them taking ownership of their learning, and that excites me.

The coach told us that a Daily Five™ classroom will eventually run like clockwork, and I can see that coming together now in my classroom. I think if I had more time to work with this group of students, we would be there. My students have thrived with their newfound independence, and I wish I had tried this earlier. -Ethyl, journal entry

Perceived Changes in Planning, Instruction, and Assessment After Intensive Daily Five™ Professional Development

Planning Prior to Daily Five™. Prior to beginning this study, Ethyl said her current literacy block consisted of 30 minutes of focused whole-group instruction, 30 minutes of small-group time, 30 minutes of individual practice, and 30 minutes of writing. At that time, Ethyl reported that although she had small-group instruction time, she felt her other students were not engaging in high-quality literacy activities; individual activities were considered busy work allowing Ethyl time to work with her students. Ethyl also felt she needed more high-quality leveled readers for her students. Ethyl's literacy planning consisted of her knowledge of students based on their individual needs and deficits, grade level standards and grade level planning meetings. She indicated that she wanted to restructure her literacy block so that transitions flow seamlessly. She also desired for her students to take more ownership over their learning.

The Daily Five™ Implementation. As Ethyl began implementing the literacy framework into her classroom, and taught independence-building strategies to students, she was pleased with her students' response as their independence increased. Ethyl was excited to see this change in her students because she realized that it was possible to relinquish control and trust them to make good decisions regarding literacy activities. Ethyl said as she observed this change in her students, she realized that she needed to plan more intentionally for students, and her planning became more individualized than ever before.

Planning for Student Learning. Ethyl's felt her literacy planning and instruction changed throughout the course of this study. Even before she started implanting the Daily Five™ in her classroom, she felt that the way she approached planning changed as a result of the initial professional development sessions, reading *The Daily Five™* and the first coaching meeting. She said she could tell from the information she gathered from those sources, that her planning would become more student-focused.

A Change in Instructional Strategies. Ethyl felt that the new instructional strategies that she implemented had a huge impact on her students' attitudes toward reading as well as her thoughts about teaching reading. Ethyl said that from the Daily Five™ professional development sessions (including coaching, collaboration and *The Daily Five™*), she understood the importance of instilling reading urgency in students. Before this experience she did not realize how vital the concept of urgency was in regard to students' attitudes toward reading. In addition to urgency, she also felt that teaching all students to consider themselves readers regardless of their individual levels had a positive impact on students' attitudes toward reading. Explicitly teaching the three ways to read a book motivated her learners' desire to read; in turn this motivated Ethyl's desire to plan for reading instruction.

Assessment. Ethyl felt that assessment was always a work in progress. Even before her participation in this study, Ethyl was continually assessing students to best meet their needs. However, her participation in this study increased her desire to assess more carefully and intentionally. She expressed an interest in learning about the *The CAFÉ Book: Engaging all Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser. Ethyl, along with the other teacher participants, planned to meet over the summer and go through the *The CAFÉ Book* together in hopes of implementing it along with the Daily Five™ during the 2016-2017 school year.

Perceptions About Coaching in Changing Literacy Instruction and Planning

I gained a lot from your knowledge. I feel like you had done it, you had done the research, you were the expert, and I felt like I could really gain a lot from you. -Ethyl, final interview

Ethyl waited until after the first coaching session to formally begin the Daily Five™ implementation in her classroom. She found coaching to be beneficial to her even before implementing the framework. Along with the initial professional development sessions, Ethyl felt that coaching gave her a good foundation to begin the Daily Five™ with more confidence than she would have had without any professional development.

Ethyl felt that her planning and use of instructional strategies changed due to the coaching she received throughout this study. She believed the coach had expertise in the Daily Five™ as she had researched the framework as well as the research base for the Daily Five™; therefore, she felt that the coach knew the information she was sharing with the participating teachers was sound. Coaching sessions kept planning for student learning at the forefront of Ethyl's mind throughout the study and encouraged her to think more intentionally about

planning. Although Ethyl used her knowledge of her students for planning prior to participation in this study, she felt that coaching motivated her to increase planning for differentiation during small groups, individual conferences and independent literacy activities. Coaching provided Ethyl with confidence to try new teaching strategies that she may not otherwise utilized with students. If Ethyl experienced a problem during implementation of new strategies, she talked through the issue with the coach until a solution was found. She felt coaching sessions always answered her questions with practical solutions, improving her planning and instruction.

Perceptions About Collaboration in Changing Literacy Instruction and Planning

I felt like I could gain a lot from my colleagues, the ladies I work with, because I know that they had very different teaching styles from mine, and I know that their classrooms are all very different, but what is not working in their room, might work in theirs. It was like, I'm having a struggle here, but I could talk to them, and I could fix it. -Ethyl, final interview

Ethyl also found collaboration to be helpful for her as she changed her planning and literacy instruction over the course of this study. Sharing this experience with her colleagues was helpful in itself as she felt she was not alone in this venture; the shared experience offered support for Ethyl. As she implemented the literacy framework, she had questions regarding student behavior, student response, and materials. Her colleagues not only helped her find solutions to her questions based on their experiences, but they also served as a sounding board to vent frustrations as needed.

In the beginning of the study, Ethyl sought direction from her colleagues as she planned for her students. During collaboration meetings, she asked others how they introduced the Daily Five™ to their students. She gleaned advice from the other participants and made decisions

based on the needs of her students and the advice of her colleagues. She decided to slowly implement the framework and planned to introduce Daily Five™ vocabulary to her students before jumping into the components themselves. She felt this would best support her learners as they adjusted to something new later in the school year. She found this to be helpful as her students responded quickly and positively to the new vocabulary. She moved from introducing the vocabulary into introducing and teaching independence-building strategies, and her students once again responded favorably. She attributed success with implementation to the support she received from colleagues during this time.

As the study progressed, Ethyl felt her confidence toward planning and instruction grow. She felt this growth was supported by her fellow teachers as they worked together to make positive literacy changes in their students. Collaboration meetings became a place to share what worked, challenges, share new ideas and new strategies. When one teacher had a breakthrough with her students, it was celebrated during meetings. Ethyl described collaboration meetings as a true support system that worked to motivate one another. Ethyl said collaboration made an easy task out of something that seemed monumental in the beginning.

Perceptions About Reflective Practice Through Journaling in Decision Making About Planning for and Literacy Instruction

Ethyl did not find the reflective journal helpful to her during this study. She said she was not sure why, but for some reason this piece did not help with her literacy planning and instruction. She felt that implementing Daily Five™ was a big undertaking, and perhaps that was why the journal was not helpful; with everything else she had to do, journaling about the experienced seemed to be something extra to her. She felt that she did not have time for anything extra with everything else going on in her classroom. She did, however, indicate that if Daily

Five™ was already well organized and fully implemented, then perhaps she would have found the journal exercise helpful.

Tennessee Value-Added Assessment System

The teacher participants receive a teacher effectiveness score as part of their yearly evaluation. A portion of this score comes from student growth assessment scores. Teachers are assigned a score between 1-5 (1 noting least effective; 5 noting most effective) indicating their effectiveness at impacting student achievement (Tennessee Department of Education, 2016). It is noteworthy to mention that all teacher participants in this study scored 4's, indicating that they are deemed highly effective at promoting student achievement.

Cross-Case Analysis

Theme 1: Professional Development Resulted in Increased Reading Strategies in Participants' Classrooms

All six cases participated in intense professional development during the course of this study including: workshop sessions, coaching, collaboration, and reflective journaling, and had equal access to each. All participants reported that participation in professional development activities, except reflective journaling, were helpful in changing their planning for literacy instruction as well as use of instructional strategies.

Prior to this study, participants overwhelmingly reported that they believed that student enjoyment was their greatest strength as literacy teachers. With the exception of a couple of cases (Gertrude and Ethyl), there was no consistent indication that knowledge of student strengths/deficits drove instructional planning among participants. Participants planned for literacy instruction using a variety of sources such as: curriculum guides, grade-level standards, and educational websites. Planning was inconsistent and lacked organization. All participants

perceived that their literacy planning and instruction changed as a result of the professional development support, specifically coaching and collaboration, they received over the course of this study.

Changes in Planning. Literacy planning prior to study participation was neither consistent nor organized. Participants noted that their planning consisted of various resources, many of which were not consistent among participants. Some cases mentioned Common Core standards as a basis for literacy planning, while others noted websites as their chosen planning resource. It was evident in their diverse responses that literacy planning was erratic. Because their planning was inconsistent and based on sometimes unrelated sources, their use of reading strategies were not as effective as they could have been when it came to small-group reading instruction and building students' independence.

One consistent response among all teachers regarding their literacy instruction was the need for more meaningful small-group instruction. In addition to more small-group instruction, the participants also noted that they wanted independent literacy work to be based on the need of the learner instead of busy work. The Daily Five™ was appealing to the participants because the literacy framework promised: meaningful small groups, differentiated one-on-one conferencing and meaningful independent work.

It was evident after talking with the teachers and listening to their conversations with one another that they desired changes within their literacy block. They wanted more intentional instruction with significantly more differentiation for students; however, their dialog reflected an uncertainty on how to successfully make those changes happen in their classrooms. Not only did these conversations reflect uncertainty, but they also reflected a lack of self-confidence in their professional knowledge.

Throughout the study, Pearl asserted that she was afraid of doing something wrong as she implemented the Daily Five™. During coaching and collaboration meetings her conversations were focused on her uncertainty of doing the framework incorrectly; even after encouragement from the coach, her insecurity about her ability to successfully implement Daily Five™ with her students continued. During the final interview, she stated that even though she saw great changes in her students' independence, she still struggled with, "Am I doing this right?" questions. Pearl felt that coaching and collaboration led to the positive changes she experienced with her students, and she would like to implement more of the Daily Five™ as she observed noted changes in her small-group time as well as student independence. Other participants shared Pearl's insecurity; however, they were able to somewhat overcome those feelings as the study progressed, and they realized that planning and instructional changes were possible. Insecurity regarding their ability to successfully implement the new framework was evident in teachers' conversations and comments. Beulah's lack of responses during meetings, conversations with the coach, and in journal entries may be linked to her insecurities as well; not only did she feel insecure in her ability to carry out the new framework in her classroom, but she also felt insecure talking about the process with the teachers and coach. Early in the study, Ethyl mentioned that she had always wanted to try Daily Five™, but she felt that it was too much to try on her own. Ethyl found that the support she received through coaching and collaboration allowed her to successfully implement the framework and give her the self-confidence she needed to make it work for her students. Working together and with the coach helped give teachers the confidence they needed to implement the Daily Five™ in their classrooms. Additionally, observing the changes in student independence and the positive changes regarding planning and instruction

also provided teachers with added confidence in their professional knowledge and ability to make changes in their classrooms

A concern participants had prior to the study was meshing all required elements with the Daily Five™; they were apprehensive about that task and concerned that they would not be able to teach everything they were required to teach within the Daily Five™ framework. Participants were required to use the Common Core Standards to plan instruction, and that, of course, did not change as a result of the study. All teacher participants felt that Common Core Literacy Standards fit well into the Daily Five™ framework, and it was not difficult for them to mesh the two together. They viewed Common Core as what they were teaching, and Daily Five™ as the delivery method; they all structured their literacy block around this idea. They reported no problems as they combined Common Core Literacy Standards into the Daily Five™ framework. Teacher participants thought of planning differently as a result of their participation in the study. Participants unanimously agreed that their planning became more intentional as a result of this experience. Their literacy goals changed; they felt that they were now planning for student learning more so than ever before. Beforehand, planning focused around curriculum, activities and units of study; afterwards, their planning targeted specific literacy needs of learners. Participants perceived that this paradigm shift was perpetuated by their observations of students during Daily Five™.

Teachers reported that they wanted meaningful small groups where they could focus intently on student literacy needs, and the Daily Five™ framework provided them with the small-group time they desperately desired. When teacher participants realized that meaningful small groups were not only a possibility, but actually occurring in their classrooms, they found that they had to begin thinking about needs of students in order to make the most of this time

with their learners. Planning had to become more deliberate and purposeful in order for changes to happen; teachers felt they had to move beyond their traditional planning mindset in order to effectively teach students. They found themselves thinking more about student needs as they planned for their entire literacy block: whole-group instruction, small-group instruction, one-on-one conferencing and independent work time.

Coaching Perpetuated Changes in Literacy Planning. Coaching sessions supported teachers as they experienced the need for more intentional planning. In the beginning of the study, teachers reported having limited knowledge about the Daily Five™. All participants with the exception of Ethyl had attended one Daily Five™ workshop prior to the study. Out of those five participants, only Gertrude had actually attempted to implement any Daily Five™ components into her literacy block. After an attempt at implementation, Gertrude reverted back to her regular literacy block and gave up on Daily Five™ implementation as she felt too overwhelmed with all the mandated literacy requirements expected of her. Teachers reported that the coaching sessions offered sound information that helped build their Daily Five™ knowledge base. Coaching allowed for personalized instruction targeted toward each teacher's needs, and helped teachers grow in their Daily Five™ knowledge.

As participants' knowledge of Daily Five™ grew, they gained the confidence needed to begin implementing the framework in their respective classrooms. As they were encouraged and challenged by the coach, they began to make connections between planning and student learning, and how they drive one another. They also began to realize how the Daily Five™ helped create a literacy environment conducive to intentional and meaningful literacy encounters with students. As these encounters began happening on a regular basis in participants' classrooms, it motivated their desire to plan more intentionally based on the needs of their students. The teachers realized

that meaningful literacy instruction for all students was possible, and they became driven to ensure their students' needs were met through small group lessons, one-on-one conversations and independent literacy activities. These lessons and activities were no longer planned solely based on curriculum guides, units of study or teacher websites; planning for instructional activities were now based on the individual needs of the students represented in the participants' classrooms.

In addition to helping teachers build their knowledge base, coaching also provided ongoing support for teachers throughout the course of the study. This was a “game changer” according to Ethyl and the other participants. The teacher participants noted that they were not sure they would have been successful with Daily Five™ implementation if they had not had the ongoing support of the coach. Coaching made the Daily Five™ personal to the participants and helped them understand how this could work in their classrooms. Pearl stated that reading the Daily Five™ book was helpful for her, but coaching provided a more in-depth explanation of the framework. She said that coaching also gave her the self-confidence to try something new during her literacy block. Trying something new enabled Pearl to increase the small-group time that she so desperately desired for her students. She also reported that this small-group time was spent in meaningful instruction due to the support and encouragement provided by the coach. Pearl's statements were reiterated time and time again throughout the study by her fellow participants. They overwhelmingly agreed that coaching supported them as they implemented Daily Five™ into their literacy block and enhanced their literacy planning as they were continually challenged to connect planning and student learning.

Each teacher participant pinpointed coaching as a crucial element in changing their literacy planning. Their thinking was challenged, and new ideas for planning were offered. Self-

confidence grew as a result of encounters from the coach; the coach encouraged teachers to harness their professional knowledge about planning and instruction and be fearless as they use their knowledge to plan for student learning. Participants gleaned instructional planning ideas from the coach. They felt these ideas were tailored to their specific needs, and they were therefore able to easily walk into their classrooms and make necessary changes. Teachers felt that coaching provided an effective troubleshooting and question/answer forum. They consistently stated that the ability to talk problems out with an “expert”: (a) boosted their confidence, (b) provided them insight into more effective planning and instructional strategies, (c) supported them as they developed implementation plans, (d) provided a sounding board for student behavior issues, and (e) ensured a successful experience for them as they implemented the Daily Five™ framework into their literacy block.

Collaboration Perpetuated Changes in Literacy Planning. Participants found collaboration to be a vital element in changing their literacy planning. Teachers overwhelmingly reported that collaboration allowed them the opportunity to “pick each other’s brains” for ideas, solutions to questions and thoughts on student issues. Collaboration meetings geared specifically at implementing the Daily Five™ framework kept the teachers focused on the task at hand. These meetings had a purpose and a goal, and teachers concentrated on the goals. Teachers utilized this time together to increase their knowledge of Daily Five™, discuss strategies to help them implement the framework, plan together to increase student learning, troubleshoot, and encourage one another.

Teachers perceived their literacy planning to have been positively impacted by collegial collaboration throughout the course of the study. Gertrude was quick to implement Daily Five™ and began seeing positive changes in her students as a result of her efforts. Her small-group time

increased, students began working independently on meaningful literacy tasks, and her instruction became more intentional with students. As Gertrude experienced quick success with implementation, her fellow colleagues turned to her for advice and encouragement as they embarked on their own implementation journeys. As other participants began experiencing similar results, they also shared their experiences—their successes and challenges—with one another. This sharing process was motivating to teachers and encouraged them to press on toward their goals of more small-group instruction and increased student independence.

Planning for literacy instruction became a collegial activity for the teachers as they began to experience changes in their literacy instruction. Just as coaching prompted more intentional planning, collaboration had the same significant impact on teachers' literacy planning. Teachers shared specific experiences regarding their students' growing ability to work independently and increased small-group opportunities. These conversations increased teachers' motivation to plan more meaningful literacy instruction for their students as they realized that not only does this increase student learning, but it also encourages students to take ownership for their learning. Collaboration provided the support and encouragement teachers needed to make changes in their literacy instruction.

Planning Increased Reading Strategies. Coaching and collaboration spurred more meaningful, intentional literacy planning as teachers began to make connections between planning and student needs, and the needs of the students became the primary focus for literacy planning. Teachers sought to increase the amount of time students worked independently on literacy tasks in order to increase the time they spent working with small groups of students. In order to make this significant change, teachers recognized that they must make changes in their literacy planning and instruction.

Teachers realized that increasing the reading strategies used in their classrooms was not going to haphazardly occur; rather, they must intentionally plan for meaningful strategies. Planning took on a new meaning for teachers as they felt they were looking at their literacy block from a fresh, new perspective—a perspective based on student learning and focused on student need. Participants observed that students were capable of completing literacy tasks independently, and this observation motivated them to increase reading strategies as they realized that they would be able to trust their students to work without continual support from the teacher. They were additionally motivated to increase reading strategies used with small groups as they also realized they would have additional time to work with specific groups.

Theme 2: Increased Reading Strategies Resulted in Greater Student Independence

The Need for Student Independence. Prior to beginning the study, participants felt that student independence was a goal they continually worked toward in their classrooms. They agreed that if students were able to work independently during a portion of the literacy block, then the teachers would be able to hold longer, more effective small-group literacy sessions. Having more time for small groups was important to the teachers because they wanted more time to: (a) listen to children read every day, (b) work on specific literacy skills in a small group setting, and (c) have time for one-on-one literacy conferences with students. All participants reported some small-group time was occurring prior to the onset of the study; however, they were not satisfied with the quality or quantity of that time with their students. They felt their small-group time was often interrupted to help students with independent literacy tasks or spent dealing with student behavior issues. These interruptions not only resulted in less effective instructional time with the small group but also was a source of frustration for the teachers. This

frustration led to teachers' unwillingness to utilize the small-group format as often, as small groups felt like more work than they were worth.

Teaching Students to Become Independent. The Daily Five™ literacy framework teaches teachers to help students become independent and take ownership of their learning. Teachers were excited by the prospect of having independent learners in their classrooms; they knew this would provide them the opportunity to work with small groups.

Independence-Building Strategies. As soon as they began implementing the Daily Five™ framework in their classrooms, teachers began to see changes in their students' independence. They reported that the students responded favorably to the new learning and were excited about their new responsibilities. Teachers were motivated by the changes they observed in their students and realized that independence was attainable by their students

Good-fit Books. Teachers overwhelmingly reported that one of the most significant changes they observed in their students came from teaching them the "Good-fit Books" strategy. They introduced this strategy in the form of a whole-group mini-lesson using many pairs of shoes in all shapes, sizes and colors. Teachers placed the shoes around the whole group meeting area and talked with the students about choosing shoes that (a) fit, (b) were the correct color for the outfit, and (c) were the appropriate shoe for a given activity. This lesson taught students the need to choose appropriate books, workspace, materials, and partners, and could be easily referred back to as needed. Teachers reported great success with this strategy, and all students, even the most immature learners, understood the concept and were able to begin making good choices for themselves.

Three Ways to Read a Book. Another independence-building strategy that teachers had great success with was "Three Ways to Read a Book." This particular strategy allowed each

student to see himself/herself as a reader no matter their specific reading ability or level. Students were taught three ways to read books: (a) picture reading (telling the story using illustrations only), (b) reading the words (reading the text on each page), and (c) retelling the story (telling the story in one's own words). All students, regardless of ability level, were able to read a story one (or more) of those three ways and, therefore, were readers. Once students considered themselves readers, their motivation to read and their excitement about reading increased, and they desired to read more frequently. Teachers felt this strategy made a big difference in their students' desire to read and their desire to read all three ways.

Student Book Choice. A third independence-building strategy that the participants found helpful was allowing students to choose their own books. Prior to this study, teachers reported that they chose books for students based on: (a) reading curriculum suggestions, (b) units of study, and (c) each student's reading ability (leveled readers). They said that students would quickly read through the book or look at the pictures, and put the book away; students did not seem motivated by the books. The Daily Five™ challenges teachers to allow students to choose their own books, as allowing for choice is a motivating factor in itself. In order for students to choose their own books, classrooms must be equipped with plenty of books on all students' reading levels and books that encompass all interests represented in the classroom. Teachers were concerned about this in the beginning as they felt they were not organized enough for this to be successful, nor did they have enough books for students. However, through the course of the study they found that they had enough books both on student reading levels and within students' interests. Allowing students to choose their own books was extremely successful in building both motivation to read and student reading independence—even for those picture reading students. Teachers found that students took time with their chosen books, read them,

reread them, looked intently at the illustrations and were more likely to share information about their books with others. Penelope described the experience as students taking ownership over their reading. She said in her students, choosing their own books made a huge difference in reading motivation. The other teachers agreed and reiterated Penelope's sentiments.

Trusting Students. The Daily Five™ teaches the importance of trusting students to choose good books, appropriate literacy activities and materials, good workspace, and partners. According to the Daily Five™, teachers must trust students to carry out the independent behaviors they have been taught. The participants found this to be one of the most difficult aspects; although they wanted to trust their students, they were apprehensive as they were afraid to let go of control. However, once they realized that not only were students capable of working independently, but they were also motivated by the independence they had been given, the teachers realized the importance of trusting their students. It must be noted that there were specific students that, because of behavior needs, had limits on their independence (some students were not able to choose their own workspace or partners but were able to choose books, activities and materials).

Correct/Incorrect Modeling. The Daily Five™ promotes the importance of correct/incorrect modeling as an independence-building tool. This strategy allowed students to correctly and incorrectly model the independence strategies being specifically taught. The Daily Five™ authors echo the importance of correct/incorrect modeling throughout the book, and if ample time is not given for modeling, student independence may be hindered. The authors especially feel this strategy is important for “barometer” students (students prone to behavior issues), as this gives them the opportunity to illustrate their understanding of correct and incorrect behaviors.

Throughout the study, teachers utilized correct/incorrect modeling with their students. Anytime an issue arose during independent literacy time, they would bring students back to the meeting place and have a correct/incorrect demonstration. Teachers reported that this strategy was successful and reminded students what independent behavior looked like in practice. They felt that taking a few minutes to review appropriate behaviors really made a significant difference in their students' ability to work independently.

Stamina. The Daily Five™ defines stamina as being able to do a bit more each day. This strategy is taught in the form of a whole-group mini-lesson. The teachers talked to the students about running a significant amount of laps around the school track, and how that would be a difficult task if they were not used to running. In order to become conditioned for running a significant number of laps, it is important to start small and increase by a small bit each day until the desired number of laps is reached. The teachers related that same concept to independent work time, and told students that they would start with a small number of minutes (most chose 1 minute) and try to increase their stamina each day until they were able to work for a long time (most set a goal of 20 minutes). If student disruptions occurred during that given time, teachers immediately stopped independent work time and directed students back to the meeting area to discuss appropriate independent behaviors and perhaps engaged in the correct/incorrect modeling technique as a reminder of what independent behaviors looked like in practice. After being redirected to the carpet several times, students found that they did not like to break their stamina, and did not like being redirected to the meeting area as they wanted to work, instead, toward increasing their stamina. Teachers reported that students' desire to build stamina was helpful for them as they worked toward student independence; in fact, students helped keep student behavior

issues contained as they would remind one another that they did not want to return to the meeting area as it would break their stamina.

Increased Student Independence Resulted in Increased Small Group Time. All teacher participants reported that their students' independence grew over the course of the study. They witnessed their students' desire and motivation for reading increase, excitement about choosing good books grow, and ability to work on sound literacy activities independently rise significantly. Each participant felt that she had the ability to successfully guide students to become independent learners and felt that this boosted their professional confidence. Because students were now working without constant intervention and/or assistance from the teachers, they found that they were now able to have uninterrupted small-group time. This sparked teachers' motivation to plan for more individualized lessons for small-group time, and focus on the needs of the learners more than ever before.

Theme 3: Coaching and Collaboration Created a Professional Learning Community Among Participants

According to DuFour (2004), professional learning communities are much more than a group of teachers and/or administrators meeting to discuss the goings on of schools. A professional learning community is group of people intentionally meeting to discuss genuine concerns about (a) student learning, (b) collaborating with a specific goal in mind, (c) student results, and (d) a shared commitment to hard work in order to increase student success. The professional learning community concerns itself with student success and spends much time analyzing student learning. Professional learning communities should be having conversations about what students are learning, how the learning will be determined, and interventions to ensure student learning.

Teachers felt that coaching and collaboration opportunities helped change their thinking about literacy and literacy instruction. They found that they were more concerned with student learning and, therefore, based their literacy planning around student learning. Penelope felt that her planning changed to meet the needs for each group of students she worked with each day. She said that she had a better idea of how to plan for instruction; she knew who needed intervention and who needed enrichment. She also felt that she no longer relied on “busy work” since she was now planning appropriate literacy activities for her students. Gertrude had a similar response. She felt that her thoughts on literacy planning and instruction changed because it had to change. She received information from professional development activities that challenged her previously held thoughts on literacy. After observing positive changes in her students’ response to the changes she made in her planning and instruction, she knew she had to base her instruction more and more around student needs. She thought more deeply about planning and instruction than ever before. Myrtle agreed and added that she now thought more intentionally about her students’ needs. Pearl believed that she was more aware of her students’ individual needs than before participation in the study. Beulah felt that she was challenged to think about her literacy more intentionally and become more aware of how students should be the focus of her planning and instruction. Ethyl shared the sentiments of the others and agreed that now she was more intentional in her literacy planning and instruction.

Overall, the teachers perceived these changes in their thinking would continue to grow and develop as they kept the needs of students central to their literacy planning. They also felt that time spent discussing student learning, interventions, differentiation, assessment and growth would continue beyond the study. They planned to continue meeting and learning together collectively throughout the summer and into the 2016-2017 school year.

Coaching and the Professional Learning Community. The teacher participants reported that coaching was beneficial for them as they changed their thinking about literacy planning and instruction. Coaching provided them an opportunity to learn from someone with knowledge and expertise on the Daily Five™ and helped guide them through the implementation process. Not only did the coach offer practical troubleshooting techniques and answer questions about the framework, she also led them to think more deeply about teaching and learning, specifically how student learning should drive instruction.

The teachers specifically pinpointed their thoughts on reading levels changed as a result of coaching sessions. The coach illustrated the differences between the independent reading level, instructional reading level and frustration reading level during coaching meetings. In order for students to successfully sustain independent reading, they must be reading books within their independent reading level. When guiding a reading group or working with individual students, teachers may choose readers on the instructional level so they may scaffold learning for the students. Books at the frustration level, however, should be avoided for independent and instructional purposes. Teachers stated that reading levels had never been presented to them in this manner before, and this helped them as they chose books for students and taught students to choose appropriate books for themselves. Penelope shared that prior to her participation in the study, she was not picky about books she chose for students but now realized the importance of book choice. The other teachers shared Penelope's sentiments and felt that after participation in the study they also thought more intentionally about student books. Choosing books for student consumption was no longer haphazard; they were purposeful in selecting books appropriate for each learner in their classroom. Choosing appropriate books for students was important to the teachers throughout the study as they discussed it during both coaching and collaboration

meetings. They also made plans to discuss appropriate book choices more in-depth over the summer.

Collaboration and the Professional Learning Community. Prior to this study, the teacher participants were accustomed to meeting as a grade level, as this was a daily requirement. That time together was used to discuss short-term and long-term planning, student behavior, field trips, special events, fundraising endeavors, and the like. Their meetings took place at the end of each school day right before they left for home. Although the teachers were used to meeting collectively on a daily basis and discussing various issues, the collaboration meetings were different in nature. Collaboration meetings had a specific focus and goal. Collaboration meetings encouraged teachers to think more deeply about student learning, and, in a sense, encouraged the teachers to become a professional learning community.

Teachers reported that the time they spent collaborating with one another was meaningful and helpful as they changed their thinking regarding planning for literacy as well as the instructional strategies they used during literacy. During meetings, teacher participants focused on: specific planning based on student learning observed through their work with students, student interventions, student differentiation, the benefits of using the Daily Five™ framework school-wide, targeted instruction for small groups and independent literacy work, the need for more authentic assessment, and how assessment should drive their instruction and interventions with students. They also found themselves discussing these points throughout the school day with one another and with the principal. Their enthusiasm for more intentional planning based on the needs of their students, more small-group time and increased student independence became a central focus for them, and they shared their learning with the administrator regularly and encouraged him to promote the Daily Five™ to the other grade levels. Ethyl shared that in one of

her discussions with the principal he was interested in inviting the coach to guide the other grade levels through Daily Five™ implementation. The other teachers felt this would be beneficial to the other grade levels as it would help them make connections between students' learning and instruction. The teachers believed their collective interest and enthusiasm in Daily Five™ was a motivating factor to other grade levels, and they were hopeful that the other grade levels would be receptive to implementing Daily Five™. The teachers felt that the entire school would benefit from Daily Five™, and literacy planning and instruction would become more student-focused school-wide.

Theme 4: Teachers did Not Perceive the Reflective Practice of Journaling Helpful in Changing Planning for Literacy Instruction or Increasing Instructional Strategies

According to Dewey (1916), in order for change to occur, intentional reflection is vital (Dewey, 1922; Rodgers, 2002). From reflection, meaning is discovered and growth occurs (Dewey, 1916, 1922; Rodgers, 2002). Interestingly, the teacher participants did not feel that the written reflection portion of this study contributed to changing their thinking towards literacy, literacy planning, or literacy instruction. They made no connection between reflecting on their practice and changing their practice.

The “Busywork” of Reflection. According to Donald Schön (1983) reflective practice is an active, continual, ongoing professional development activity in itself. Professional knowledge should always be revisited as one thinks about how one's knowledge influences practice and vice versa (Schön, 1983). Through this type of active reflection, the need for change is revealed (Schön, 1983). Teacher participants in this study were required to keep a reflective journal documenting their experiences with Daily Five™, and thinking about how their literacy planning and instruction changed as a result of implementing Daily Five™. Participants were also

challenged to reflect on the professional development components of coaching and collaboration in relation to changing their literacy planning and instruction. Participants' reflective journal responses were short and lacking in substance and elaboration. They felt that the reflective journal was "busywork" and reported that they did not have time to spend completing this task. They felt that the journal was just an extra requirement imposed on them, and did not find it useful.

Perceived Lack of Classroom Management Prevented Reflection. Teachers reported classroom management as an ongoing issue that they faced throughout the study. They felt that if classroom supplies were more organized, if the physical classroom arrangement was better prepared, if their students displayed better behavior, if their schedules allowed more time, and if they had more time to learn Daily Five™, then the reflective journaling exercise may have been more beneficial. Instead of viewing reflection as guiding their thinking about classroom routines and management, they felt it was hindered by the daily affairs of the typical elementary classroom.

Theme 5: Classroom Management was a Continual Source of Frustration Among Participants

Classroom management frustration was not an issue unique to the participants in this study but found to be a source of frustration by many teachers in general (Boushey & Moser, 2006; Parker, Martin, Colmer & Liem., 2012). In fact, classroom management frustration is considered to be a contributing factor to teacher burnout as well as teachers leaving the profession altogether (Parker et al., 2012). From the onset of the study, participants felt that their organization was a hindrance to them as they implemented the Daily Five™. Classroom

management was, in their opinions, an issue that held them back throughout the study as they felt unprepared, pushed for time and unprepared to deal with potential student behavior issues.

Much of their initial responses in the early days of the study focused on their lack of preparedness and organization, as they felt they could not implement the Daily Five™ to its fullest without better organization. They felt that the physical space in their classrooms was not prepared for a new program. Also, they did not feel prepared as they lacked materials they deemed necessary for successful implementation. Classroom organization and materials were not the only classroom management issues that frustrated the participants; they were also worried that student behavior issues would prevent them from successfully implementing the Daily Five™.

Classroom Management and Student Behavior. Teachers were apprehensive as they embarked upon the Daily Five™ journey. They worried that some of their students would not be successful with this framework as they were convinced that these students had significant behavior issues that would prevent the Daily Five™ from working as it should in their classrooms. Teachers shared their anxieties in their journals, with one another, and the coach throughout the course of the study.

Teacher Anxiety Regarding Student Behavior. It was not easy for teachers to overcome their anxiety regarding student behavior issues. They shared specific instances about specific students that they felt would make Daily Five™ ineffective in their classrooms. Penelope, for example, had a student who she felt would derail all her best efforts with Daily Five™ implementation. This particular child was very defiant and refused to follow directions given. She was also aggressive toward students with unpredictable behavior patterns; the teacher feared she would physically harm other students. Penelope was unsure how this student would

adapt to a new framework and its new expectations of student independence, and Penelope was anxious and reluctant to give this student too much freedom as she was afraid of possible results. Gertrude also shared similar anxieties regarding students in her classroom. She had a group of students that fed off of one another's behavior, and Gertrude felt sure that giving these students independence may prove disastrous. She stated that it was important for this group to be as far away from one another as possible but was unsure how that would work given the limited space in her classroom. She was afraid that during independent work time, they would find one another and become a distraction to other students, preventing them from doing their work. In addition to the group, Gertrude also had another student that had occasional emotional outbursts without constant attention from the teacher. Although she (and the other students in her classroom) were used to such outbursts, she was afraid this would prevent students from engaging in meaningful independent work. Gertrude feared that these student behavior issues would result in Daily Five™ failure in her classroom.

The other teachers reiterated the fears and anxieties shared by Penelope and Gertrude. They all had students that they felt would hinder their success with the Daily Five™. They desperately wanted to increase student independence to have more small-group time, but they felt that a few students would deter them from attaining that goal. It was evident through their conversations with the coach and one another that student behavior was a real fear they faced and had to overcome if they were to be successful with Daily Five™.

Personalizing the Daily Five™ to Meet the Specific Needs of Each Classroom. A significant part of the coach's job was to help alleviate teacher fears and anxieties as they went through the Daily Five™ implementation process. In *The Daily Five™: Fostering Literacy in the Elementary Grades* the authors state the importance of knowing one's students in order to make

the Daily Five™ personal to each classroom. Just as each classroom has its own unique personality, the Daily Five™ must be tailored to fit that personality. The teacher participants read the book but did not fully understand how to adapt the Daily Five™ to their unique classrooms; they had a preconceived idea of what the Daily Five™ should look like, and did not realize it could look different according to the needs of the students. It is necessary for PLCs to continue addressing this issue. The coach helped them recognize that Daily Five™ must be personalized for their students; in fact, the Daily Five™ will probably look different each year as each group of students are unique and have their own set of specific needs. When teachers began to understand this, their thinking about Daily Five™ and student behavior changed.

Penelope realized that she needed to add more specific rules to her anchor charts in order for her students to understand what specific independent behaviors looked like in practice. Initially, Penelope believed that her anchor charts should look exactly like the charts illustrated in *The Daily Five™: Fostering Literacy in the Elementary Grades*. However, after realizing she could personalize her charts for her students, she began to see a change in their behavior as they worked toward building stamina and independence. In addition to adding more rules to her chart, Penelope also realized that some students may not be able to choose as much as others. Penelope found that in order to work independently, some students would not be able to choose their own workspace, and in those instances, she chose their spaces for them. However, she wanted to make sure all students were making some independent choices, and although some could not choose workspace, they all were able to choose their own books and materials. Penelope felt providing some choice to everyone was important as they worked toward independence. After making these few changes, she saw a significant difference in her students' ability to be independent. Observing her students' positive behavior change resulted in decreased anxiety for

Penelope. She began to understand that the Daily Five™ could work in her classroom regardless of student behavior issues; with a little individualization all of her students could be successful and build independence. Not only did Penelope's experiences help her, they helped the other teachers as they made decisions for their own Daily Five™ personalization. They became more thoughtful in the way they approached Daily Five™ implementation for their students; they looked at the needs of the students instead as they planned for Daily Five™ and made changes as needed.

Gertrude experienced similar success with her students. Just as Penelope found that some students were unable to choose their own workspace, Gertrude found that some of her students were unable to choose their own partners. She shared that the group of students that often displayed behavior issues tended to gravitate toward each other throughout the day. She said when she was teaching her class how to choose good-fit partners, these students wanted to be partners. She did not tell them they could not be partners, even though she knew they would not be able to work independently together; in fact, partnering together would inhibit the students from accomplishing work. She wanted students to come to this realization on their own. After a few failed attempts at successful partnering, she talked to the group of students about why they thought their partnerships were not working. Just as Gertrude hoped, the students realized on their own that they did not fit the guidelines for good-fit partners and therefore could not be successful as partners. They realized that good friends do not necessarily result in good work partners. The other teachers benefitted from Gertrude's experience as well. Through listening to her experiences, they had a better understanding of how to help their students make choices as they worked toward independence.

Classroom Management and Organization. The teacher participants overwhelmingly felt that classroom management and organization was a continual issue they faced throughout the study. This perceived lack of organization proved to be a common theme that was never overcome. They described their classrooms as not prepared for something new, and they feared that they would not be successful due to this lack of preparedness. In addition, they worried that their effectiveness as teachers would be hindered because they were not as organized as they would like to have been. They defined classroom organization as everything from the design of the physical space, available materials, and time.

Myrtle noted in her journal several times that her most significant challenge was lack of adequate materials, lack of organization of space and not having ample time to complete everything she planned with students. Beulah echoed Myrtle's sentiments in her journal. She said that she felt she was unorganized and lacked materials needed for Daily Five™. The other teacher participants agreed with Myrtle and Beulah and stated similar challenges in their journals. Even during final interviews, classroom organization remained a challenge for the teachers. They decided that they would meet over summer break to get their Daily Five™ organized for the 2016-2017 school year. They all set a goal of starting Daily Five™ on the first day of the school year and felt planning and organizing over summer would allow them to successfully meet that goal.

Organization and Time Management. The teacher participants' school is very large and houses multiple classrooms of each grade level. Because of the size of the school, scheduling is often an issue as the school day is broken up due to special classes and lunch. The teacher participants knew that time for scheduling Daily Five™ was going to be an issue for them prior to beginning the study. They all have at least 1 ½ (with a couple reporting 2) hours for their

literacy block each day. They decided that Daily Five™ would become part of their literacy block, but making it work in the given time proved a bit more difficult as they have requirements such as Response to Intervention that must also take place during that time.

Gertrude, who was reportedly more spontaneous and less tied to schedules than the rest of the teacher participants, became creative with her Daily Five™ scheduling in order to get the most out of the framework for her students. Gertrude said she went outside of her literacy block for some of her Daily Five™ time. For example, she said that she typically had 20-30 minutes between lunch and special classes, and she usually filled that time with a literacy-based enrichment activity. However, she decided to use that time instead for a round of Daily Five™ with her students. She said that this worked well for her students as she wanted the focus to remain literacy-based, but they needed something a bit more active as they transitioned from lunch to special classes. Daily Five™ was a perfect fit for her during this time. She shared this with the other teachers, and they decided that this may work well for them as well, and it solved a bit of the scheduling dilemma they faced during their literacy block.

Each participant reported time to be a challenge for her as she implemented Daily Five™. Pearl stated that “time to fit it all in” was hard for her as she tried to establish a new routine. Ethyl stated that she had a “hard time finding a good block of time for Daily Five™,” but was hopeful with better planning and organization over the summer, she would have a better grasp on her time management for Daily Five™ next school year. Beulah found that she had a hard time finding time for Daily Five™ and RTI, but as the study progressed she was able to mesh the two together, as were many of the other teachers.

Another significant factor facing the participants was the time of year that they were implementing the Daily Five™. Teachers began the study during the spring semester of the

school year, and while this initially proved beneficial (their students were more mature than they would have been during the fall semester), by the latter stages of the study, several end-of-the-year activities were eating into instructional time. They felt they would have seen greater student progress if they would have been able to sustain regular instruction. The teachers reported that the end of the year was difficult for them to maintain their Daily Five™ progress, even with their best efforts.

Organization and Materials. In the beginning of the study, teacher participants noted that they did not have the necessary materials to properly begin Daily Five™ implementation, and this caused a great deal of anxiety among teachers. They felt that without the proper materials, they would not be able to be successful with the Daily Five™. Although the materials eventually arrived, teachers still reported feeling anxious due to their materials and organization of materials.

An integral part of the Daily Five™ is the creation of anchor charts for each element of the framework. The anchor charts keep students focused on: (a) the task at hand, (b) what students do during this time, and (c) what teachers do during this time. The charts are to be created with the students, reviewed often, and prominently displayed to be revisited as needed. The teachers did not have the large chart paper at the onset of the study. The school supplies manager ordered the necessary charts, but they did not arrive for several weeks causing panic among some of the teacher participants. A couple of teachers found old chart paper from previous years in their classrooms and used those with their students until the new charts arrived. Teachers also shared the chart paper with one another in an effort to get started with Daily Five™ as soon as possible. Although it helped the teachers to get the old chart paper, they remained focused on their lack of supplies and reportedly felt unorganized.

Teachers also reported that book organization was a hurdle for them as they implemented the Daily Five™. The Daily Five™ requires that students have ample books within their independent reading levels and interest levels at their disposal. While teachers reported having books for students in their classrooms, they did not have them all organized by reading levels or interests at the onset of the study. Book organization was a constant challenge for teachers throughout the study as they never felt they were as prepared as they should have been.

Teachers wished they had their students' books ready for the Daily Five™ prior to beginning implementation. They felt it would have given them more confidence and lessened their anxiety prior to starting the new framework in their classrooms. According to Penelope, she had her student book boxes ready for students but did not have her books separated by level or interest. She did not feel like she had the best books prepared for her students. Myrtle had similar thoughts as she believed that she was not as organized as she wanted to be, and this affected the books she offered to students. Myrtle agreed as she stated that she did not have book boxes for each student, and that inhibited the amount of books students were able to choose. In addition to lack of book organization, Beulah also felt that she did not have enough books for students, and hoped to change that for the 2016-2017 school year. Like Beulah, Ethyl also believed she needed more books to represent all the reading levels and interests of her students. All of the teachers agreed that book organization was something they intended to work on over the summer break. They decided that they would take time to organize their books according to reading level and topic, so they would be ready for the Daily Five™. They perceived that book organization would greatly reduce their anxiety and help build their confidence as they continued implementing Daily Five™ with new students in the fall.

Significant Changes in Thinking but not Actions. It was evident through conversations with the teachers, collaborative dialog, and journal and interview responses, that the teacher participants gleaned information throughout the course of this study that positively impacted their literacy planning, instructional strategies and need for additional assessment. They realized that planning should be based around student needs and individualized learning, instructional strategies must be tailored to fit students, and assessment should drive planning and instructional decisions. Even though they underwent a perceived change in thinking, the participants did not fully implement the Daily Five™ framework during the course of the study. Classroom management continued to be a perceived issue that hindered teacher participants' full implementation. Dialog with the teachers also revealed that their lack of self-confidence played a role in their inability to fully implement the framework as well.

According to Lewin's change model, the first step in changing practice is motivation for change to take place (Schein, 1995). Teacher participants were motivated to change instructional practices as described time and time again in the needs assessment prior to the onset of this study. They felt that more time must be designated for small-group instruction as they felt this would increase student literacy growth and achievement. Step two of Lewin's change model is making a change (Schein, 1995). Through conversations with one another, coaching session dialog, journal reflections, and interview responses, the teacher participants described the changes that took place in their thinking, planning, and instructional practices. They felt that their literacy planning and instruction became more intentional, and they were more focused on differentiating instruction to meet student needs. Their small group time increased as student independence increased, and they were excited about the changes taking place in their classrooms. The final stage in Lewin's change model, refreezing, refers to making change

permanent (Schein, 1995). Although the teacher participants experienced changes in thinking, planning, and instruction, they struggled with self-confidence and self-efficacy. At the end of the study, some participants continued to question their effectiveness and ability to implement the Daily Five™ framework successfully. Teacher participants were working toward creating permanent change in their classrooms but were not where they desired to be at the end of the study and communicated the yearning to delve more deeply into Daily Five™ in the future. Participants had not yet reached Lewin's refreezing stage at the end of the study but were well on their way.

At the conclusion of the study, the teachers agreed that they would continue to meet together in order to better prepare themselves for the Daily Five™ during the 2016-2017 school year. It will be necessary for the PLC to work together toward this goal of full Daily Five™ implementation as they move forward.

Chapter Summary

This chapter was based on two distinct levels of analysis. The first level focused on individual case experiences as they related to the research questions. The second level was based on information collected across the cases and presented by themes and subthemes. The final chapter of this paper includes how study findings contribute to existing literature as well as trends in education. Recommendations for further research and practice are also provided in the concluding chapter.

CHAPTER 5

DISCUSSION

This study followed six early childhood educators' experiences as they implemented the Daily Five™ literacy framework in their classrooms. The focus was to explore teachers' perceptions about multimodal professional development as related to improving their literacy planning and instruction. Prior to participation in the study, teachers utilized a variety of sources to aid in literacy planning including: curriculum guides, educational websites, Common Core Standards, grade level planning, and thematic unit materials. Planning was not consistent among participants, and student needs did not play a significant role in literacy planning. Teachers desired to spend meaningful time with small groups of students each day during their literacy block. Even though they reported having small-group time, they were not satisfied with the quantity or quality of instructional time spent with students in small groups. During small groups, other students were vying for their time, and teachers were unable to sustain uninterrupted small groups. Students seemed incapable of working independently for even a small period of time which, in turn, led to short, interrupted small groups. Teachers found themselves frustrated with small-group time as well as independent work time as students showed little ability to work independently. The Daily Five™ literacy framework is a management system that teaches specific independence-building strategies to students. Through proper instruction and modeling, students' ability to complete meaningful independent literacy tasks increases allowing teachers the opportunity to have uninterrupted small-group sessions. Through participation in Daily Five™ workshops, coaching sessions including Wikispaces™ support, collaboration meetings, and reflective journaling, the study participants learned how to implement the Daily Five™ in their classrooms. Teachers reported that students' independence

increased, small groups became uninterrupted, meaningful sessions tailored to specific learning needs, and planning and instruction became more intentional as a result of their participation in the study.

The following pages contain the summary and findings of this study. Also, a discussion of this study's contribution to existing literature is introduced in the chapter. Recommendations and implications for practice are detailed. In addition, suggestions for future research are delineated. Limitations of this study are outlined in this final chapter.

Summary of Findings

This multiple case, qualitative study sought to explore six early childhood teachers' perceptions of multimodal professional development on the Daily Five™ literacy framework including: traditional workshops focused around increasing participants' knowledge and ability to implement the Daily Five™, coaching sessions, collaborative sessions with colleagues, reflective journaling and the use of an online Wikispaces™ classroom. The study explicitly focused on teacher perceptions rather than of other measurements of teacher skill or knowledge. Thinking about personal teaching practices encourages a deeper understanding of the connections between planning, instruction, and student achievement. Teachers regularly engaging in thoughtful reflection regarding practice tend to understand how each component impacts the others (Dewey, 1933; Schön, 1983).

This study was guided by the following questions:

1. How does intensive Daily Five™™ professional development change early childhood teachers' decision making and planning for literacy instruction and assessment?

2. What professional development components do early childhood teachers perceive as most helpful in using Daily FiveTM for planning and instruction?
3. How do teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning?
4. How do teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction?

A multiple case study method was utilized for the study as it allowed for an in-depth exploration of each question through the lived experiences of the teacher participants (Creswell, 2007; Miles & Huberman, 1994; Miller & Salkind, 2002; Yin, 2013). The researcher conducted professional development and coaching session with participants as, according to Creswell (2007), the researcher should be immersed in the research with participants in order to fully understand the experience. Participants were early childhood teachers employed in a Northeast Tennessee school system. A collection of comprehensive data was collected from each case over the course of the study including: interviews, participant journals, and transcripts of meetings and conversations. Data were analyzed following verbatim transcription, according to appropriate qualitative guidelines, in order to explore and understand the issues through the eyes of participants and find meaning from within-case and across-case analysis. The study took place in the participants' school of employment in order to gain insight into the authentic experience as participants remained in their natural setting (Creswell, 2007).

After data were gathered, within-case analysis was conducted. Within-case analysis provided an in-depth vantage point of each participant's experience in relation to the research questions. Emerging codes, major themes, and minor themes were deduced from participants'

responses in order to illuminate their experiences. Once within-case analysis was completed, across-case analysis was conducted to identify commonalities participants shared, patterns and causal relationships. Themes and subthemes were also determined from this level of analysis. Chapter 4 thoroughly delineates each level of analysis and the findings. A brief overview of findings in relation to the guiding questions are shared below:

1. All participants expressed that over the course of the study, changes took place in their literacy planning, instructional strategies, and thoughts on assessment. They reported that planning and use of instructional strategies became more intentional and student-focused. They felt that they had a deeper understanding of student needs and how those needs should be the guiding force behind literacy planning and instruction. In addition, they realized that time for small groups was essential each day in order to provide quality, individualized literacy instruction and intervention for students. This change in thinking resulted in more focused planning for additional small group time and more student differentiation within their planning and instruction. They also discovered the need for more authentic student assessment. They found that through coaching and collaboration meetings, their focus was fixed on the common goal of implementing the Daily Five™. Discussion and questions posed at meetings encouraged them to think about their current literacy planning and instruction more thoroughly and intentionally. Through continuous introspection they felt that their thinking changed, and a change in thinking prompted changes in practice. Even though they all made some changes to their literacy practices through the course of the study, they agreed to make more significant changes in literacy planning, instruction and assessment with subsequent classes. They felt that the learning that

- took place through dialog with the coach and colleagues positively impacted their literacy block, and would continue to positively impact their future literacy practices as they desired to keep meeting collectively to continue growing in knowledge and expertise. They agreed that students were the true benefactors from their study experience as they felt they were moving toward more student-focused planning and instruction, and they also planned to utilize more authentic assessment measures to guide their future literacy practice.
2. According to the teacher participants, literacy planning and instructional strategies were positively impacted by most of the professional development they received over the course of the study. They all overwhelmingly agreed that the professional development components of coaching and collaboration were significant factors that directly contributed to changes in their thinking about literacy planning and instruction. The immediate feedback teachers received through both professional development elements aided teachers as they constructed new knowledge and made changes to existing knowledge. Coaching and collaboration allowed them to work through challenges, and provided new ideas and information to help them implement the Daily Five™. They felt supported throughout the experience, which encouraged them to think more deeply about their current literacy block and make necessary changes.
 3. Teacher participants perceived coaching to be instrumental in helping them change their literacy planning and instruction. They felt that having an expert guide them through implementation of the Daily Five™ allowed them to successfully implement the framework in their classrooms. The guidance provided by the coach encouraged

them to think more intentionally about their literacy planning and instruction, and make connections between planning, instruction and student achievement. They felt supported as they made changes in their planning and instruction through implementation of the Daily Five™ and noted that without the coach they would not have been successful in this endeavor. The coach encouraged them to try new things, and this support motivated them to embrace new ideas and make changes in their literacy planning and instructional strategies. Teachers perceived coaching to be an essential professional development component that directly impacted their thinking and literacy practice.

4. Participants felt that collaboration with colleagues motivated them as they made changes in their literacy planning and instruction. Listening to one another discuss the process of implementing Daily Five™, and gleaning ideas from each other helped them successfully implement the framework. They felt that they were not alone throughout the process, and the shared experience and comradery encouraged them to think more intentionally about planning and instruction. They felt that their Daily Five™ knowledge increased as they listened to the experiences of others. The teachers reported that collaboration resulted in the creation of new literacy ideas and goals, offered effective troubleshooting advice, encouraged the shared use of materials and supplies, provided useful techniques for dealing with student behavior issues, and resulted in brainstorming for future literacy activities. The participants reported that collegial collaboration would continue beyond the conclusion of the study as they found this practice beneficial in promoting and sustaining changes in literacy planning and instruction.

5. Overall, teacher participants did not find the reflective journal helpful in changing their literacy planning and instruction. They felt that journaling was an extra, unnecessary element of the study that they did not have time to complete; essentially, they felt it was “busy work.” They reported that the journal exercise may have been more beneficial if their materials, classrooms, and time was more organized before they began implementing the Daily Five™. However, for the purpose of this study, participants did not find it helpful in changing their literacy planning and instruction.

Discussion of Findings

One of the most significant and surprising findings was the teacher participants’ thoughts about the reflective practice of journaling. Why did the teachers find the professional development component of written reflection trivial and irrelevant? They described the exercise to be “something extra” and added that they did not have time for this as they were busy with the task of implementing the Daily Five™ framework. The other professional development components of coaching and collaboration were active and engaging for the teachers whereas journaling was perceived almost as drudgery. Two reasons for their negative experiences with journaling may be related to a lack of self-confidence in themselves as well as self-efficacy issues. Reflection is vital in contributing to changing thinking and practice; therefore, teachers should regularly engage in reflective activities. Professional development should include the element of reflection, and teachers should be encouraged to utilize daily reflection.

The teacher participants reiterated statements throughout the study alluding to a lack in self-confidence in their professional ability. They felt that they were unprepared to make changes in their practice due to lack of organization, lack of materials, lack of time, possible student behavior issues; however, these issues masked the underlying problem—their lack of self-

confidence in their own knowledge and ability to create changes in planning and instruction. Teachers created stumbling blocks for themselves, just in case they failed at implementing Daily Five™. In this sense, these stumbling blocks provided a cushion to fall on if and when the Daily Five™ did not work in their classrooms. Several teachers were slow to begin implementing the framework for this reason. They suggested that they waited longer so they might glean more information from coaching and collaboration sessions, but they were fearful to jump right into a new literacy framework right away as they were unsure of their own abilities to make changes in their practice. Even as the study progressed and they began implementing the Daily Five™, they worried that they were doing something wrong. The coach assured participants that the framework would look different in each classroom as each classroom has its own diverse needs and unique community; however, worries regarding correct implementation persisted. During final interviews, some participants noted that they would be more prepared for Daily Five™ with future classes and therefore would implement more of the framework. These statements suggested this lack self-confidence was difficult for them to put aside and overcome.

Teachers have become accustomed to others telling them what to teach, how to teach, and what the results of their teaching should look like. Perhaps this lack of self-confidence in professional judgment and self-efficacy stems from this phenomenon. They have learned that, even though they are professional educators, their thoughts and knowledge are superseded by legislation and mandates dictating practice to them. They have become used to others telling them what to do in their classrooms and have forgotten to trust themselves and their ability to make sound instructional decisions for students. When they are encouraged and challenged to use their professional judgment, they become fearful and question themselves.

It was noted in chapter 4 that Beulah's responses were limited throughout the study. She offered little discussion in coaching and collaboration sessions, her journal entries were incomplete, and her interview responses sparse. Although her comments were limited, Beulah never seemed uninterested in learning the Daily Five™ and implementing the framework. In fact, her responses, although limited, reflected the opposite as she felt like she was benefitting from the information gleaned throughout the study. Perhaps Beulah's lack of commentary was a self-confidence and self-efficacy issue. This lack of professional confidence may have manifested itself in fearfulness to add input and/or ask questions as she may have felt that her contributions were not valuable.

Pearl had a few responses that alluded to this as well. She restated throughout the study that she did not want to make any mistakes as she implemented the Daily Five™. She repeatedly said that she hoped she was doing everything correctly and seemed preoccupied with correctness; even when reminded that there were many ways to implement the framework, she still insisted on doing everything precisely. It seemed these teachers questioned their own professional knowledge and ability throughout the study.

The teachers seemed to underestimate themselves. Beulah's lack of responses, Pearl's fear of failure, and almost everyone's negative reaction to the reflective journal seemed to stem from their lack of self-confidence and self-efficacy; they do not trust themselves to make sound instructional decisions, and they hesitate to rely on their own professional knowledge and judgment. These responses may be the result of a learned behavior perpetuated by a broken system that does not value teachers' professional knowledge and ability and instead tells teachers what to teach, how to teach, how to assess, how to plan, how to differentiate, and the like

(Walker, 2015). Participants' lack of responses may indicate a lack of self-confidence and self-efficacy, not a lack of knowledge, skill and talent.

Fearfulness of failure was not the only issue found to plague teacher participants. In the beginning of the study, teachers were asked to describe their strengths in relation to teaching literacy. Time and time again teachers reported "student enjoyment" as their greatest strength. Although there is nothing inherently wrong with students enjoying activities, student enjoyment superseded other vital strengths such as literacy knowledge, understanding of student strengths and challenges, and differentiating planning and instruction based on student needs. As the study progressed, teachers continued to report about student enjoyment in relation to Daily Five™ implementation but also began adding details about how they perceived their literacy planning and instruction changed. They realized that student needs must be central to planning, instruction, and assessment. The professional development they received was aimed at reminding them of their value as educational professionals and that their professional knowledge and skill is essential. Teachers who are not valued for their craft may become complacent. If student enjoyment remained their perceived greatest strength, complacency in practice may occur, as teachers would not view planning, instruction, and assessment through the lens of sound practice based on student needs.

Classroom management was an issue that teachers grappled with throughout the course of the study. The term classroom management included: organization of materials, physical classroom arrangement, time, and student behavior. Teachers felt that these factors hindered their ability to implement Daily Five™. Time after time, each teacher shared her frustration with a classroom management issue. Lack of necessary materials, unorganized leveled readers, lack of time, difficult schedules, and potential student behavior issues consumed their thoughts and a

significant amount of their conversations. However, once teachers began implementing the framework, they realized they could be successful, regardless of perceived classroom management barriers. They reported that classroom management was a continual work in progress but felt that continued collaboration would help eliminate those issues as they worked toward more complete Daily Five™ implementation together.

Small-group instruction was of significant interest to the teacher participants. Prior to beginning Daily Five™ implementation, all teachers reported having some small-group time within their daily literacy block; however, they were dissatisfied with small-group time. Small groups were constantly interrupted by other students requiring the teacher's support, and they desperately desired for students to work independently while they engaged with the group. They consistently reported the need for more time spent in small groups, more meaningful instruction, and more time set aside to listen to students read during small groups. They felt that their small-group time was too occupied with busy work for both the groups of students as well as students working independently, and they reported the need for change in small groups. Not all small-group time is created equal; busy work does not equal quality instruction. In order for quality instruction to take place, teachers must think about why they value small-group time. Small groups should provide more individualized instruction to a group working on similar literacy skills. This time may also be utilized for guided reading groups.

Teachers discussed the need for greater student independence, especially in relation to small-group time. As previously mentioned, before the study began, participants' small-group time was consistently interrupted by students requiring the teacher's assistance. Teachers were frustrated with small-group because they could not solely focus on the group; they were also frustrated with independent work time because students were not working independently. To

remedy this problem, teachers felt much of the independent work they were assigning students was primarily busywork to keep them in their seats in the hopes of having some uninterrupted time with small groups. Student independence is crucial if teachers are going to have meaningful small groups; additionally, independent work time should be equally meaningful for students as they should engage in literacy activities based on their specific needs instead of busywork. The Daily Five™ literacy framework taught participants independence-building strategies that were easily implemented in their classrooms. Teachers found these strategies helpful as they guided their students toward independence, and felt that the strategies were easy for all students to understand and practice. Initially, they were skeptical that all students in their classroom would be successful independent workers, especially students considered to have behavior issues; however, they found that all students were able to work independently in some capacity. This discovery motivated them to continue working toward greater student independence as this ultimately led to uninterrupted, meaningful small-group time. Additionally, they found Daily Five™ tasks to be meaningful literacy activities based on needs of students. Not only were students working independently, but they were working independently on meaningful literacy tasks.

One of the Daily Five™ independence-building strategies that teachers found particularly helpful as they guided their students toward independence was “Three Ways to Read a Book.” This strategy is significant because it encourages students to view themselves as readers regardless of their reading level. According to this strategy, there are three distinct ways to read: read the pictures, read the words, and retell the story. Students who are not yet ready to decode and read text may look at the illustrations and tell the story as they see it unfold through pictures. Students who are reading text are encouraged to read the text, and all students may retell the

story in their own words. One of the most significant outcomes of the Three Ways to Read a Book strategy is that all students are encouraged to read. When students view themselves as readers, they become excited about reading, and that excitement motivates their desire to read. Motivation to read is a major concern for young readers (DeVries, 2011). The teacher participants found that using this strategy had a significant impact on students' motivation and desire to read. Student motivation to read lead to greater student independence during Daily Five™, and, in turn, resulted in more uninterrupted small-group time.

The Daily Five™ also instructs teachers to introduce the idea of “reading urgency” in students. Urgency is another independence-building technique utilized by the framework. Using this technique, students learn why reading is vital, they understand the importance of becoming a reader, and they are encouraged to read as much and as often as possible. The teacher models these behaviors to the students to reinforce the learning. Teacher participants felt that creating a sense of reading urgency was also significant for their students as they observed a noticeable change in student reading behavior, and felt that students found reading to be important and exciting.

It is interesting to note teacher participants' Tennessee Value-Added Assessment System (TVASS) scores: Penelope – 4, Gertrude – 4.37, Myrtle – 4, Pearl – 4, Beulah – 4, and Ethyl – 4. All participants' scores reflect their highly-qualified status; however, they reported a lack of self-confidence and self-efficacy throughout this study. Although thought-provoking, TVASS scores are not necessarily a measure of effective teachers as there are problems surrounding the scoring procedures. A lack of consistency in scorers exists; therefore, teachers may not be scored similarly to teachers at other schools or school systems (Haertel, 2013). Another problem with TVASS arises when teachers scores are based on assessments not directly related to their

personal classroom. It is imperative to note that teacher effectiveness should be based on multiple factors that are not evaluated by TVASS such as: reflection, ability to grow in practice based on information gleaned from reflection, collaboration with colleagues, desire to be a lifelong learner, and continually researching best practices to impact student growth and learning (Haertel, 2013).

Recommendations for Schools

Reflection is a vital professional development component that allows teachers the opportunity to think deeply about their teaching practices and methods. Through reflection teachers make connections between practice and student achievement and learning. Planning and instructional decisions are honed as teachers are able to see their practice from a different vantage point. It is imperative for teachers to take time to actively think about their practice in order to make significant changes impacting student learning. Teacher participants in this study did not find written reflective practice to significantly change their thinking regarding literacy planning or instruction. In fact, they felt that the reflective journal was not useful as a professional development component or instrumental in changing their literacy practice. These teachers missed an opportunity for meaningful professional and personal development as they did not utilize this reflective exercise as it was intended. These teachers would have benefitted from training specifically emphasizing the usefulness of written reflective practice. Schools need to invest time and interest into reflection and specifically teach teachers what effective reflection, including written reflection, looks like in practice. Then, schools must require teachers spend time in meaningful reflection about planning, instruction, assessment, interventions, enrichments, and all aspects of their practice in order to understand how their practice is directly connected to student growth and achievement. Examining their practice through the lens of student

achievement will result in increased student learning as they realize how each is related to the other. Utilizing reflection as a professional development component is also cost-effective for schools as teachers can engage in the practice without any special equipment or tools.

Planning for instruction is vital for student growth and achievement. The needs of students and student learning outcomes should be central when planning effective instruction for students. Planning, instructional strategies, and student achievement are directly connected to one another, and should be treated as such; however, that is not always the case.

Teachers reported inconsistent planning methods prior to the study. Perhaps due to the variety of programs currently being required by their administration (a lot of “stuff”) without support to put it all together and plan effectively. There was a lot of emphasis on the product rather than the process, and teachers did not seem to make connections between planning and student needs. Planning was determined by curriculum guides, websites, and standards without consideration of student learning and individual needs. Initially, their planning seemed haphazard and without direction.

Throughout the study, teachers reported that their planning changed. They began making connections between planning and student learning, and placed student needs at the forefront for planning and instructional decisions. Planning was more intentional as they were challenged to think more deeply about planning in regards to student needs. These results are important for schools, as they illustrate the need for more direction and support related to effective planning. Instead of promoting new programs or curriculums, schools need to focus on student needs and provide professional development focused on the relationship between planning, instruction and, student learning. Professional development should encourage teachers to plan intentionally based on the needs of learners.

Schools need more professional learning communities (PLCs). The teacher participants and the coach created an ongoing environment of inquiry and support through the course of the study. Teachers reported that this relationship was vital in changing their literacy planning and instruction, especially in regards to student needs. They felt that without coaching and collaboration they would not have been able to successfully implement the Daily Five™ and would not have experienced planning and instructional changes. Teachers need a supportive community that understands the challenges they face, and PLCs meet that need. Schools must invest time and effort into creating effective PLCs that support teacher learning in order to best meet the needs of students and promote student growth and achievement.

Recommendations for Future Research

The Daily Five™ utilizes anchor charts as visual reminders for students. The charts keep students focused on literacy tasks and independent behaviors. Students benefit from collective creation of the charts as well as the visual reminder of expectations as they engage in independent tasks. The teacher participants were familiar with the concept of anchor charts but had never utilized the charts as they did with Daily Five™. They found charts to be extremely effective as they kept students focused on expectations for learning and behavior. Teachers kept coming back to the effectiveness of the anchor chart concept, and this may be an area for further research.

Self-efficacy is personal belief in the ability to accomplish tasks or goals at hand. Throughout the study, teachers struggled with self-efficacy. They were not confident in their ability to implement the Daily Five™ framework and questioned themselves continually. Even after observed successes with the framework, they continued to doubt their professional abilities and knowledge. Teachers need professional development aimed at supporting and encouraging

positive self-efficacy in order to boost their effectiveness and ultimately impact student achievement. This is an area that needs further research as the teacher participants struggled with this concept.

Increased small-group work time was a specific need articulated by all teacher participants. They shared that even though they held small groups, they were dissatisfied with the quality and quantity of time spent with students. Small-group time was interrupted often by students requiring support with independent tasks, and not enough time was dedicated to small groups. They felt their small-group time did not allow for in-depth learning to take place, and they desired for a change in that area. Throughout the course of the study, all teachers experienced growth in small-group time as their students gained independence through Daily Five™ strategies and tasks. Effective small groups aimed at promoting and supporting student learning is a need for further research as teachers placed great importance on this topic. A deeper understanding of how to help teachers make this change is necessary.

Classroom organization was the main topic of concern for teachers. Teachers continually felt that they could not successfully implement the Daily Five™ because they were not organized. They were obsessed with the idea that their perceived lack of organization equated to ineffectiveness to implement a new framework. This idea was most likely tied to their lack of self-confidence and self-efficacy; therefore, a need to explore these ideas further is necessary in order to help teachers feel prepared to make changes aimed at enhancing planning and instruction.

Planning was another big idea for teacher participants. They struggled with consistency in planning prior to the study. This inconsistency may have been related to the fact that students were not included in the planning process. They were looking for ideas to incorporate into units

of study but were not focusing on how to encourage student growth and development. More research into this topic is necessary to look more deeply into this phenomenon in order to help teachers plan more effectively and intentionally.

The online Wikispaces™ forum was utilized in order to promote ongoing coaching and collaboration opportunities for teacher participants. Although teachers had this tool at their disposal, they did not use the discussion component. They reported that the information included on Wikispaces™ was helpful, but they did not engage in discussion with the coach or one another. The researcher reflected on the lack of discussion, and felt that perhaps the forum was too public (even though discussion was only visible to the coach and other teacher participants). Perhaps an option to private message the coach directly would have been more attractive to teachers, and they would have been more likely to engage in discussion with the coach. Their lack of discussion may be linked back to their perceptions on reflection and a lack of self-confidence and self-efficacy. They were not accustomed to reflecting on their practice and therefore may not have found the Wikispaces™ helpful in thinking about what they were doing in their classrooms. They enjoyed the videos, links, and additional resource added to the Wikispaces™ page by the researcher, and found that component helpful as they implemented Daily Five™. Further research is needed to investigate why teachers did not utilize the discussion forum. Also, research examining the need for teacher resources exists as well. Teachers may benefit from online access to research-based activities, rubrics, planning tools, and strategies focused on enhancing planning, instruction, and promoting student differentiation and achievement.

This study was limited to the experiences of the six teacher participants. Although rich data and significant findings were revealed, the need to replicate this study on a larger scale

exists. Due to the nature of the study, generalizability is not possible, but deeper understanding of teachers' perceptions of professional development aimed at changing literacy planning and instruction may be obtained through further investigation on a larger scale. In addition, the study revealed the need to replicate the study for a more significant amount of time. Teachers reported that the professional development components of coaching and collaboration were essential in helping them make planning and instructional changes and desired to continue the PLC after the conclusion of the study. More insight into guiding questions and experiences may be gleaned through more time with teachers.

Limitations

Due to the small sample of participants, outcomes of the study cannot be generalized. The purposeful sampling utilized by the study had specific parameters for participants. Rich data and a deep understanding of participants' experiences in relation to the guiding questions were gathered from the sample of participants, and much can be gleaned about the perceived impact professional development has on literacy planning and instruction.

Another limitation was the amount of time utilized for professional development including coaching and collaboration. This study occurred over the course of one semester and was continuous and ongoing during that time. However, a need for long-term, ongoing professional development exists and would greatly benefit the teacher participant as it would encourage further growth and encouragement.

The researcher provided professional development and coaching to participants and was, therefore, an active participant in the study. This vantage point allowed the researcher a unique perspective into the study but may be considered a limitation. In order to address any potential issues, the researcher used a journal to document reflections, questions, biases and comments

throughout the study (Creswell, 2007). The use of the journal strengthened the validity of the study as the researcher was able to separate personal reflections from participants' experiences.

Concluding Statements

We have many common methods to help teachers improve instruction and assessment. Without question teachers need ongoing professional development, particularly with regard to literacy, as it is a critical yet complex aspect of school. More needs to be known about what teachers think. What are their perceptions regarding preferences for professional development aimed at making effective planning and instructional changes in their practice? More emphasis should be placed on encouraging teachers to trust their professional knowledge and judgment in order to increase self-confidence and self-efficacy. Teachers do not necessarily need more programs or curriculum models for instructional changes aimed at student growth to occur; teachers need opportunities to reflect on their own practice in relation to student needs and achievement. Reflection, collaboration, and inquiry should be valued as essential components of professional development, and teachers should be encouraged to engage in these activities consistently. Professional development aimed at resulting in positive, long-term change must include these components and must encourage teachers to trust their professional knowledge and abilities. Perceptions of professional growth that results in changes in practice may take place when teachers feel like they are valued members of the learning community.

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APPENDICES

Appendix A

Invitation to Principals and Teachers

Dear Principal and Teacher,

My name is Lori Hamilton and I am a Ph.D. candidate in the Early Childhood Education program at East Tennessee State University (ETSU). I am currently conducting research for my dissertation study. My research investigates how intensive Daily Five™ professional development changes early childhood teachers' decision making and planning for literacy instruction. I will focus on the following questions: (a) What professional development components do early childhood teachers perceive as most helpful in using Daily Five for planning and instruction? (b) How do teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning? (c) How do teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction? The committee chairperson for my study is Dr. Kathryn Sharp, Ed.D., Associate Professor of Early Childhood Education at ETSU.

Your school system has agreed to participate in my research study. As a Kindergarten, first, second or third grade regular education teacher, you are invited to participate in my study. Your participation is completely voluntary.

The first step of participant selection is completion of a demographic survey. If you are interested in participating in the study you are invited to complete the demographic survey. After evaluating all teacher responses, six demographically similar teachers will be selected to participate in the study.

Teachers participants will attend a three day Daily Five™ professional development training (each session will be six hours in length). Participants will receive materials necessary to implement the Daily Five™ in their classrooms, including the Daily Five™ book by Gail Boushey and Joan Moser. Participants will also receive certification for 36 hours of in-service participation at the conclusion of the professional development training.

Teachers participants will implement the Daily Five™ framework in their classrooms. All teacher participants will receive additional coaching sessions and collaboration meetings to support them as they implement the Daily Five™ framework in their classrooms. Teacher participants will also participate in interviews with me at the end of the study.

I hope you will consider taking part in this study as the results will impact the body of knowledge regarding teachers' perceptions of professional development elements most effective for changing literacy instruction and planning.

Thank you for your time and consideration of this request. If you have any questions or concerns, please feel free to contact me at hamiltonl@etsu.edu.

Sincerely,

Lori Hamilton

Ph.D. Candidate

Early Childhood Education

East Tennessee State University

Appendix B

Demographic Survey

1. Teacher's Full Name: _____

2. Current Grade Level: _____

3. School: _____

4. Email address: _____

5. What is your gender?

Male _____

Female _____

6. What is your age?

21-29 _____

30-39 _____

40-49 _____

50-59 _____

60 or older

7. What type of Tennessee Teaching License do you currently hold?

Professional _____

Apprentice_____

8. How many years of teaching experience do you have?

1-5 years_____

6-10 years_____

11-20 years_____

21-30 years_____

31+ years_____

9. What degree(s) do you currently hold?

Bachelor's Degree_____

Master's Degree_____

Educational Specialist Degree_____

Doctorate Degree_____

10. Did you specialize in reading during your college coursework (at any level)?

Yes_____

No_____

11. How many reading/literacy courses did you take during your college coursework at the undergraduate level?

0_____

1_____

2-3_____

4-5_____

5 or more_____

12. How many reading/literacy courses did you take during your college coursework at the graduate level?

0_____

1_____

2-3_____

4-5_____

5 or more_____

13. Have you participated in Tennessee Core Literacy Training (at the state level)?

Yes_____

No_____

14. If you answered “yes” to participating in Tennessee Core Literacy Training, how many Tennessee Core Literacy Training events have you attended?

1_____

2_____

3-4_____

5-6_____

15. Have you heard of the Daily Five™ structured literacy framework?

Yes _____

No _____

16. Have you ever attended a Daily Five™ professional development workshop?

Yes _____

No _____

17. If you answered “yes” to attending a Daily Five™ professional development workshop, how many Daily Five™ workshops have you attended?

1 _____

2 _____

3 or more _____

18. Have you ever implemented any elements of the Daily Five™ in your classroom?

Yes _____

No _____

19. If you answered “yes” to implementing elements of the Daily Five™ in your classroom, what elements have you implemented (please provide a short description)?

Appendix C

Informed Consent Form

Teacher Consent Form

PRINCIPAL INVESTIGATOR: Lori A. Hamilton

TITLE: Teachers' Perceptions of Intensive Professional Development on the Daily Five™ in Literacy Instruction: A Multiple Case Study Exploration

TEACHER CONSENT FORM

INFORMATION ABOUT: Teachers' Perceptions of Intensive Professional Development on the Daily Five™ in Literacy Instruction: A Multiple Case Study Exploration

PRINCIPAL INVESTIGATOR: Lori Hamilton, Doctoral Candidate

This informed consent will explain about being a participant in a research study. It is important that you read this material carefully and then decide if you want to be a volunteer.

PURPOSE:

The purpose of the qualitative, multiple case study will be to explore teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction. Six early childhood teachers in a rural, northeast Tennessee school system will engage in intensive Daily Five™ professional development sessions in order to explore professional development components most helpful in using Daily Five™ for planning and instruction, investigate perceived effectiveness of the coaching process in changing literacy instruction and planning, and describe perceived effectiveness of reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction.

DURATION

Your participation in this project will take place over the course of three to four months. During the spring 2016 semester, you will participate in 3, 6-hour professional development sessions focusing on the Daily Five™ structured literacy framework. Then during the 2016 spring semester, you will implement the Daily Five™ in your classroom. You will also meet with the primary investigator twice each month (between February and May) for one hour coaching sessions. Once a month (between February and May) you will also meet for collaboration meetings with other treatment group members. At the conclusion of the study, in mid-May, you will be interviewed by the primary investigator.

PROCEDURES

Participants are kindergarten through third grade teachers. Teachers must hold an active, professional Tennessee teaching license. Ideal teacher participants will have at least ten years of teaching experience, will not have specialized in reading during college coursework, will have taken no more than three literacy courses during college coursework (undergraduate and

PRINCIPAL INVESTIGATOR: Lori A. Hamilton

TITLE: Teachers' Perceptions of Intensive Professional Development on the Daily Five™ in Literacy Instruction: A Multiple Case Study Exploration

TEACHER CONSENT FORM

graduate coursework combined) and will not have participated in Tennessee Core Literacy Training (at the state level). Desirable participants may have heard of the Daily Five™ structured

literacy framework, have attended no more than one Daily Five™ professional development workshop, and have implemented no more than two elements of the Daily Five™ in their classrooms. Interested teachers will complete an online demographic survey, then six demographically teachers will be selected and invited to participate in the study.

Teacher participants will participate in 3, 6-hour Daily Five™ professional development workshops during the spring 2016 semester. A needs assessment will be given to participants before and the study to determine specific literacy instruction needs of participants in order to begin planning specific instruction. All teachers will implement the Daily Five™ in their classrooms during the 2016 spring semester of the 2015-2016 school year. All teachers will engage in the following: keep a journal documenting their experiences (guided questions will be provided by the primary investigator), participate in twice monthly 1-hour coaching sessions with the primary investigator during February through May, participate in 3 collaboration meetings with one another throughout the months of February through May, have a Wikispaces™ online discussion forum at their disposal for further discussion (optional), and participate in a post-study interview with the primary investigator in mid-May.

ALTERNATIVE PROCEDURES

There are no alternative procedures.

POSSIBLE RISKS/DISCOMFORTS

There are no anticipated risks resulting from your participation.

POSSIBLE BENEFITS

There are tremendous benefits to be gained from a study exploring teachers' perceptions of intensive professional development on the Daily Five™ in literacy instruction. Your participation will add to the body of knowledge regarding professional development practices. Your responses regarding your experiences throughout the study will also be beneficial for teachers desiring to implement Daily Five™ in their classrooms.

FINANCIAL COSTS

There will be no cost for you to participate.

PRINCIPAL INVESTIGATOR: Lori A. Hamilton

TITLE: Teachers' Perceptions of Intensive Professional Development on the Daily Five™ in Literacy Instruction: A Multiple Case Study Exploration

TEACHER CONSENT FORM

COMPENSATION IN THE FORM OF PAYMENT TO RESEARCH PARTICIPANTS

There will be no payments for participation. However, you will receive a certificate for 36 hours of professional development credit at the end of the 3-day professional development sessions and a copy of *The Daily Five™: Fostering Literacy Independence in the Elementary Grades* by Gail Boushey and Joan Moser. You will also receive handouts that will help you implement the Daily Five™.

VOLUNTARY PARTICIPATION

Participation in this research is voluntary. You may **refuse** to participate. You can quit at any time. If you quit or refuse to participate, the benefits or treatment to which you are otherwise entitled will not be affected. You may quit by calling Lori Hamilton, whose phone number is (423) 943-3529. You will be told immediately if any of the results of the study should reasonably be expected to make you change your mind about staying in the study.

Subject Initials _____

CONTACT FOR QUESTIONS

If you have any questions, problems or research-related problems at any time, you may call Dr. Kathryn Sharp at (423)439-7608 or Lori Hamilton at (423)943-3529. You may call the chairman of the Institutional Review Board at (423)439-6054 for any questions you may have about your rights as a research subject. If you have any questions or concerns about the research, and want to talk to someone independent of the research team, or you cannot reach the study staff, you may call the IRB Coordinator at (423)439-6055 or (423)439-6002.

CONFIDENTIALITY

Confidentiality will be kept in a number of ways. Your name will be removed from all data, and will be replaced with an alphanumeric code only identifiable by the primary investigator. Information gained from the observations and developmental scales will be kept in a locked file cabinet and password protected computer in the primary investigator's office for a period of one year from the ending date of the study. At that time, all data will be shredded. All computer files will be deleted.

Every attempt will be made to see that the study results are kept confidential.

Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the East Tennessee State University Institutional Review Board, and the ETSU Department of Teaching and Learning have access to the study records. All records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

Subject Initials _____

PRINCIPAL INVESTIGATOR: Lori A. Hamilton

TITLE: Teachers' Perceptions of Intensive Professional Development on the Daily Five™ in Literacy Instruction: A Multiple Case Study Exploration

TEACHER CONSENT FORM

By signing below, you confirm that you have read or have had this document read to you. You will be given a signed copy of this informed consent document. You have been given the chance to ask questions and discuss your participation with the researcher. You freely and voluntarily choose to be in this research project.

SIGNATURE OF TEACHER

DATE

PRINTED NAME OF TEACHER

DATE

SIGNATURE OF PRINCIPAL INVESTIGATOR

DATE

Appendix D

Daily Five™ Day One Professional Development Outline

- I. Sign informed consent
- II. Complete needs assessment
- III. Introductions
- IV: What do you know about Daily Five™
- V: What is Daily Five™
- VI: Features of Daily Five™
- VII. Evolution of the literacy block over time
- VIII. Daily Five™ is...
- IX. Daily Five™ is not...
- X. What does the framework look like?
- XI. Overview of essential foundations of Daily Five™

Appendix E

Daily Five™ Day Two Professional Development Outline

I: Today focuses specifically on the research base of each Daily Five™ task.

II. Read to self

- a. research base
- b. connecting research to practice
- c. looking at the task in action

III. Read to someone

- a. research base
- b. connecting research to practice
- c. looking at the task in action

III. Work on writing

- a. research base
- b. connecting research to practice
- c. looking at the task in action

IV. Listen to reading

- a. research base
- b. connecting research to practice
- c. looking at the task in action

V. Word work

- a. research base
- b. connecting research to practice
- c. looking at the task in action

Appendix F

Daily Five™ Day Three Professional Development Outline

Daily Five™ essentials broken down

I. Trust

II. Choice

III. Nurturing community

IV. Creating urgency

V. Building stamina

VI. Independence

VII. The gathering place

VIII. Good fit books

IX. Teaching students how to choose appropriate books

X. The book box

XI. Anchor charts

XII. Short intervals of repeated practice

XIII. Correct/Incorrect modeling

XIV. Signals and check-ins

Appendix G

Needs Assessment

1. What are your strengths in teaching literacy?
2. What are your challenges in teaching literacy?
3. How do you plan for literacy?
4. Describe your current literacy block.
5. What would you like to do differently during your literacy block?

Appendix H

Guided Journal Questions

1. Describe specific challenges you are experiencing as you implement the Daily Five™ structured literacy framework.
2. Describe successes you are experiencing as you implement the Daily Five™ framework.
3. Have you experienced changes in (a) thinking, (b) planning, (c) use of instructional strategies, (d) assessment? If so, please describe.
4. How have the coaching sessions, collaboration meetings, and reflecting journaling affected your decision making and planning for literacy instruction?
4. Describe how your students are responding to the Daily Five™ framework.
6. How are you using Daily Five™ with Common Core?

Appendix I

The Daily Five™ Observational Checklist

Daily Five™ Elements	Observed	Not Observed
Classroom Environment (in-classroom snapshot observation) Directions: Place a checkmark (√) in the OBSERVED column if the item is visibly present in the classroom. Place a checkmark (√) in the NOT OBSERVED column if the item is not visibly present in the classroom.		
An established gathering place for whole group instruction		
Individual student book boxes (containers with books inside)		
Anchor chart (Read to Self)		
Anchor chart (Read to Someone)		
Anchor chart (Work on Writing)		
Anchor chart (Listen to Reading)		
Anchor chart (Word Work/Spelling)		
Anchor chart (3 Ways to Read Books)		
Anchor chart (Picking Good-Fit Books)		
Materials are available and easily accessible to students		
Students are engaged in independent literacy tasks		
Teacher Behaviors Directions: Place a checkmark (√) in the OBSERVED column if the teacher behavior item is present during the Daily Five™ session. Place a checkmark (√) in the NOT OBSERVED column if the teacher behavior item is not present during the Daily Five™ session.		
Provides students short intervals of repeated practice		
Identifies what is to be taught		
Identifies and sets a sense of urgency for students		
Brainstorms desired independent literacy behaviors with students using I-charts (anchor charts)		
Allows students to model correct independent literacy behaviors		
Allows students to model incorrect independent literacy behaviors		
Identifies the term ‘stamina’ for students		

Clearly practices stamina with students		
Allows student to build independent literacy behaviors without constantly intervening		
Uses a quiet signal to bring students back to the gathering place		
Uses the check-in technique		
Checks for student understanding		

Appendix J

Interview Questions

1. Describe the challenges you faced as you implemented the Daily Five™ structured literacy framework during this school year.
2. What (if anything) would have been helpful for you as you implemented this framework?
3. Did you feel prepared to implement the Daily Five™ framework after attending the 3-day professional development sessions? Please elaborate.
4. What professional development components you perceive as the most helpful as you used Daily Five™ for planning and instruction? Why?
5. What are your thoughts about coaching? In your opinion, was coaching effective or ineffective in changing your literacy instruction and planning? Why?
6. What are your thoughts on collaborating with colleagues? In your opinion, was collaboration effective or ineffective in changing your literacy instruction and planning? Why?
7. Reflect on and describe your thoughts on using journaling as an aspect of professional development in decision making and planning for literacy instruction.
8. How do you perceive Daily Five™ meshing with Common Core?
9. Please describe your overall impression of your participation in this study.

Appendix K

Letter to Director of Schools

Ms. Lori Hamilton

161 Mountain View Dr.

Johnson City, TN 37601

Dear Director of Schools,

I am a Ph.D. candidate in the Early Childhood Education program at East Tennessee State University and I am currently in the dissertation phase of my program. My research investigates how intensive Daily Five™ professional development changes early childhood teachers' decision making and planning for literacy instruction. I will focus on the following questions: (a) What professional development components do early childhood teachers perceive as most helpful in using Daily Five for planning and instruction? (b) How do teachers perceive the effectiveness of the coaching process in changing literacy instruction and planning? (c) How do teachers perceive reflective practice through journaling as an aspect of their professional development in their decision making and planning for literacy instruction?

I am requesting permission to locate interested K-3 teacher participants in your school system and conduct my dissertation research study with teacher participants in your school system. Teacher participation will be voluntary. The first step of participant selection is completion of a demographic survey. All K-3 regular education teachers interested in participating in the study are invited to complete the demographic survey. A link to the demographic survey will be emailed to all K-3 teachers in your system. Attached is a copy of the demographic survey. After evaluating all teacher responses, six demographically similar teachers will be selected to participate in the study.

Teachers participants will attend professional development training and teacher participants will implement the Daily Five™ framework in their classrooms. Teachers will receive additional coaching sessions, and participate in collaboration meetings to support them as they implement the Daily Five™ framework in their classrooms. Teachers will keep journals documenting their experiences throughout the course of the study. At the end of the study, all teacher participants will participate in interviews with me.

Please respond by email at your convenience.

Sincerely,

Ms. Lori Hamilton

Instructor, Early Childhood Education

East Tennessee State University

East Tennessee State University Ph.D. Student

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- Doctoral Fellow, East Tennessee State University
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- Early Childhood Teacher, Carter County School System
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