

2020

An Examination of Teachers' Perceptions of the Literacy By 3 Reading Program

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Erin Rochelle Green

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Walden University
2020

Abstract

An Examination of Teachers' Perceptions of the Literacy By 3 Reading Program

by

Erin Rochelle Green

MA, University of Houston, 2008

BS, Dillard University, 2002

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2020

Abstract

Literacy By 3 (LB3) was created by administrators in a Southeastern U.S. school district to address 3rd graders' low reading achievement. Little was understood about experiences, instructional practices, and perceptions of LB3 reading literacy teachers and coaches. The purpose of this basic qualitative study was to explore teachers' and coaches' experiences, instructional practices, and perceptions with LB3. The conceptual framework was based on Cooperrider's and Srivastva's concept of appreciative inquiry that defines organization's progress contingent on development of its successes. Research questions focused on teachers' and coaches' experiences, instructional practices, and perceptions using LB3 to improve reading literacy and what elements of the program linked to improved reading literacy. Purposive sampling was used to select eight reading teachers and four reading coaches, who taught LB3 for at least one year, to participate in semistructured interviews. Emergent coding analysis revealed that participants perceived LB3 to work well, although some program components were not used at times. Teachers and coaches reported that LB3 facilitated improved differentiated instructional practices and reading literacy through phonics, read-alouds, guided and independent reading, and writing instruction. Teachers expressed the need to see LB3 instruction modeled by trainers during professional development sessions. Coaches stated that successful teachers should serve as these models. Findings helped to create a 3-day LB3 district-wide training. Results could contribute to positive social change by guiding teachers' and coaches' efforts to improve reading curricula which could contribute to a better quality of life for students through the increase of reading literacy skills.

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Dedication

First, I would like to give all praises to God, the Father, who has been my guide and protector from start to finish of this doctoral journey (Psalms 71:1-24 King James Version). The work contained in this document is dedicated to my parents, Rev. Dr. Wilfred and Delores Green, Sr. Though Dad is resting in heavenly peace, his words, “Keep going, don’t stop” resonated within me as I toiled through this work. My mother has been extremely supportive, understanding, and patient. Every so often, she would check to make sure I either submitted, was working towards submitting, taking breaks, and progressing through each stage.

Acknowledgements

I would like to acknowledge my chair, Dr. Dannett G. Babb, for being a guide to me through this final phase of my doctoral journey. The assistance of my other committee members, Dr. Jamie D. Jones and Dr. Steve P. Wells, was greatly appreciated as well.

I would also like to acknowledge my professional and academic mentor, Dr. Heidi Lovett, who believed I could not only start this journey long before I actually did, but that I could also finish, even when I didn't think so.

Table of Contents

Section 1: The Problem	1
The Local Problem	1
Rationale	3
Definition Of Terms	4
Significance Of The Study	4
Research Questions	5
Review Of The Literature.....	6
Conceptual Framework	7
Review of the Broader Problem.....	11
Issues in Reading Literacy Achievement and Possible Causes.....	13
Reading Literacy Programs and Intervention Methods During	
Reading Instructional Hours	21
The Relevant Use of Perceptions and Experiences of Teachers in	
Research	28
Implications	31
Summary.....	32
Section 2: The Methodology	33
Research Design and Approach.....	33
Qualitative Research.....	33
Basic Qualitative Design	34
Participants	37

Data Collection.....	39
Data Analysis.....	44
Codifying and Categorizing Data.....	45
Accuracy and Credibility.....	46
Discrepant Cases	47
Data Analysis Results.....	47
Section 3: The Project	61
Rationale.....	62
Review of the Literature.....	63
Adult Learning.....	64
Traditional Teacher Professional Development	64
Teacher Performance with Traditional Professional Development.....	65
Use of Student Data in Traditional Professional Development.....	66
Effects of Nontraditional Teacher Professional Development.....	68
Difficulties of Professional Learning	75
Project Description	76
Implementation.....	76
Project Evaluation Plan	83
Project Implications.....	84
Social Change in Local Community.....	84
Importance of Project in Larger Context.....	85
Section 4: Reflections and Conclusions	87

Project Strengths and Limitations	87
Recommendations for Alternative Approaches.....	88
Scholarship, Project Development, and Leadership and Change.....	89
Reflection on the Importance of the Work	91
Implications, Applications, and Directions for Future Research	92
Conclusion	93
References	95
Appendix A: The Project.....	117
Appendix B: Teacher Interview Protocol.....	128
Appendix C: Reading Coach Interview Protocol	130
Appendix D: Teacher Interview Patterns/Themes.....	132
Appendix E: Reading Coach Interview Patterns/Themes.	143
Appendix F: Excerpt from T3-3 Interview Transcript	151
Appendix G: Excerpt of Interpretive Codes Chart	152
Appendix H: Excerpt of First-Level Coding	153
Appendix I: Excerpt of Second-Level Coding	154

List of Tables

Table 1. Summary of Themes	59
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Section 1: The Problem

The Local Problem

The problem, considering inadequate reading achievement, was that little was understood about the experiences, instructional practices, and perceptions of teachers and literacy coaches who teach Literacy By 3 (LB3). Despite national increases in reading literacy achievement (Healy, 2017), not all schools in an urban school district in southeast Texas have experienced expected improvements using LB3 (Texas Education Agency, 2018). Considering an outdated exploration of teachers' perceptions and experiences (Houston Independent School District Research and Accountability, 2015-2018), a gap in practice exists where district administrators are unaware of the current instructional practices of reading teachers and reading coaches and cannot ensure the teachers are using appropriate practices of LB3. Despite the district's efforts, some schools in HISD have experienced underwhelming and even digressive results in third-grade reading literacy achievement, including unmet proficiencies in identifying facts and details (English Language Arts [ELA] 3.13A), drawing conclusions (ELA3.13B), and determining cause and effect relationships (ELA 3.13C) (Texas Education Agency, 2018). According to a campus literacy specialist, open opportunities for teachers to give input on what is not working in their classrooms with LB3 or if another program should be adopted are not available (personal communication, August 2, 2017). While LB3 is structured to provide a uniform way of teaching reading, one of the research schools' principals claimed that administrative observations had shown instructional practices

using LB3 varied from teacher to teacher (personal communication, October 8, 2017).

The 2015 LB3 Program Report verified that one-third of schools in this district could not honor the required 135 daily instructional minutes for LB3 implementation because of departmentalization (HISD Research and Accountability, 2015-2018).

Researchers have supported the need to generate a deeper understanding of teacher experiences, instructional practices, and perceptions regarding reading literacy programs. Jaeger (2018) analyzed the ideology of reading passage selections in the Reading Wonders Program (McGraw-Hill Education, 2017) and found that some selections in the program's basal reader did not align with shared experiences of the students the program served. The author suggested that future research focus on the instructional practices and interviews of the teachers who implement this reading program to understand how teachers conduct instruction within the limitation of the program's reading passage selections. Though researchers claim that Accelerated Reader (Accelerated Reader, 1984) and Concept-Oriented Reading Instruction (Guthrie et al., 2004) improve reading literacy achievement, Boulhrir (2017) found flaws in the literature's study designs, research ethics, and validity. The author confirmed a need to understand the instructional practices of reading literacy teachers when factoring in the pace of the digital age and rapidly developing reading programs that claim to improve reading achievement. Bippert and Harmon (2017) examined the perceptions of middle school teachers who use computer-assisted reading programs, such as Achieve3000 (Achieve3000, 2019), to aid their struggling readers. The authors suggested that future

research should include stakeholder perceptions to clarify the needs of reading programs on the secondary level. The current study served as a necessary next step to focus on the experiences, instructional practices, and perceptions of reading teachers and coaches regarding the LB3 Reading Program through interviews.

Rationale

The literature supports the need to generate a deeper understanding of reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, are linked to improved reading literacy. A deeper and richer understanding of how educators experienced LB3 provides a new and essential awareness of dynamics relevant to literacy in the research schools' reading literacy instructional practices (Lenski et al., 2016). This awareness informs efforts to improve third-grade reading instruction in the research schools (Gündogmus, 2018). An understanding of educators' experiences with LB3 also gives insight into whether it is suited for specific student groups (Fourie et al., 2018; Powell et al., 2017). Knowing educators' experiences of current LB3 instructional practices influences the choices of instructional materials to use in future district literacy programs through independent adoption policies (Lenski et al., 2016). The purpose of this basic qualitative study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy.

Definition of Terms

The following terms were used in the study:

Best practices: Best practices referred to the instructional routines and methods utilized by teachers and school administrators as those proven by research to help students reach their academic goals (Gough et al., 2017).

Reading coach: Reading coaches are administrators who have had extensive LB3 training and are responsible for overseeing several reading teachers' instructional practices while guiding and suggesting instructional methods for reading success (Jackson-Dean et al., 2016).

Reading Teacher: Reading teachers are teachers of record responsible for reading instruction towards a group of students and assessing of those students' reading skills to gauge progress towards their achievement (Cremin et al., 2018)

Struggling readers: Struggling readers are those students who are academically deficient in reading skills by at least one grade level, based on assessments (Bratsch-Hines et al., 2017).

Significance of the Study

This reading program's district-based developers may benefit from a deeper understanding of LB3 experiences, instructional practices, and perceptions of what works well in the program (Mensah et al., 2017). Findings from this study provide a new and vital awareness of dynamics that are relevant to literacy in the research schools' literacy instructional practices (Lenski et al., 2016). The study also benefits administrators by

providing a deeper understanding of teachers' experiences and the teachers' perceptions on which elements of the program, if any, are linked to improved literacy achievement (Eppley & Dudley-Marling, 2018). The teachers' perceptions of how the program's elements connect to improved literacy achievement inform plans to increase literacy achievement in the district. The study also provides insight on how to improve the experiences of educators, which Maksimović et al. (2018) indicated, improves the experiences of students.

Research Questions

The purpose of this basic qualitative study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy. The reading teachers in this study are teachers of record responsible for reading instruction of a group of students and assessing those students' reading skills to gauge progress towards achievement. The reading coaches in this study are administrators who have had extensive LB3 training and are responsible for overseeing several reading teachers' instructional practices while guiding and suggesting instructional methods for reading success.

The questions that guided this study are as follows:

RQ1 - What are reading teachers' and reading coaches' experiences, instructional practices, and perceptions with using the Literacy By 3 Reading Program to improve reading literacy?

RQ2 – From the perceptions of LB3 reading teachers and coaches, what elements of the program, if any, are linked to improved reading literacy?

Review of the Literature

The purpose of this basic qualitative study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy. I selected teacher participants and reading coaches from three inner-city elementary schools in an urban school district in southeast Texas. The strategy for determining appropriate literature related to this study involved searching for peer-reviewed articles written within the last five years, including information about reading achievement and reading literacy programs in elementary schools. I also referenced primary sources about the qualitative approach chosen for this study. The focus of the search included studies regarding reading literacy programs and elementary teachers' perceptions of and experiences with reading literacy programs. Electronic databases that were used included: Academic Search Premier, SocINDEX, Education Research Complete, Educational Resource Information Center (ERIC), SocINDEX with Full Text, and Teacher Reference Center. Additionally, dissertations located in ProQuest Dissertations were also used.

Terms used for the search of literature included: *gaps in reading literacy achievement, achievement gaps, student achievement, struggling readers, addressing reading literacy gaps, solving reading problems, reading literacy programs, instructional practices of reading teachers, teacher perceptions of reading programs, teacher*

experiences with reading programs, using teacher experiences, valuable teacher perceptions, teacher reading instruction, reading achievement tests, grade level, third grade, programs/interventions, reading program problems, successful reading program, unsuccessful reading program, and PIRLS influence.

This section contains a review of relevant literature connected to addressing reading literacy achievement, beginning with an introduction that clarifies the significance of this study and its importance to the field of education. The literature review is divided into four categories: (a) conceptual framework, (b) issues in reading literacy and possible causes, (c) the use of reading literacy programs and methods, and (d) the appropriate use of teacher perceptions and experiences in research. A review of the literature related to the methodological design of this study is also included.

Conceptual Framework

This study's conceptual framework included Cooperrider's and Srivastva's (1987) concept of appreciative inquiry (AI). AI is described as an approach that centers on the perceived value of what a person or organization does well instead of what is done incorrectly (Sankarasubramanyan & Joshi, 2019). Bunshaft (2018) described AI as radical because it demands a reassessment of problem-centered change processes and focuses on change through what is already working. By promoting change through best work, engagement in moving toward an improved future is encouraged. Since the results of this study may be used to improve instructional and coaching practices of LB3, it is

important to gain a willingness of the participants to accept changes that may develop because of the study.

Appreciative inquiry consists of five principles (Cooperrider & Srivastva, 1987) and five phases (Lewis, 2016). The principles of AI include (a) the principle of simultaneity, which presents inquiry as an intervention that interferes with thinking paths and supports inquiry as a part of the change process, (b) the constructivist principle, which stands on the thought that people create their worlds based on their interpretation and construction, (c) the poetic principle, which emphasizes how people are authors of their own stories and only the parts perceived as attractive are showcased, (d) the anticipatory principle, a concept that the future rises from first creating a vision which also guides how we move toward reaching our future, and (e) the positive principle, which suggests that positive inquiry engages people in a more profound way and for a longer time because it is within human nature to highlight and appreciate strengths. Since AI involves exploring what is perceived to work well within the program, the interview protocols of this study were used to explore reading teachers' and coaches' experiences, instructional practices, and what aspects were perceived to work well within the LB3 Reading Program (See Appendix B and Appendix C).

AI was a useful framework for this study because it provided a five-phase structure for exploring the phenomenon. Lewis (2016) explained that, first, an AI topic or issue must be identified and defined. Since experiences, instructional practices, and perceptions were not fully understood about teachers who teach LB3, this was the defined

topic. Participants reported past and present instructional experiences and provided examples of which instructional practices worked well within the LB3 program. Next, based on best practices from the past and present, participants entered the dream phase. Participants were asked what could happen in the future to move the program or organization forward successfully. Participants of this study were asked about their expectations as a result of implementing LB3. The design phase consisted of participants using their expectations of the future to create a plan that they could use to make the dream a reality (Lewis, 2016). The participants in this study were asked to reflect on how the developed themes from their expectations could be incorporated into their desired future practices and action goals. This reflection would mark the beginning of the destiny phase. For this study, the destiny phase would manifest through teacher training and professional development centered on improved instructional practices (Chapman & Giles, 2009). The discovery, dream, and design phases were integrated into the interview questions of this study, making this framework an appropriate fit for this study. The destiny stage of AI was integrated into the study after data analysis and during the discussion of implications for the creation of professional development materials based on the study's findings, which may influence program changes (Grieten et al., 2018).

Also, AI was appropriate for this study because it provided a five-phase structure that guided the exploration of the instructional practices of teachers who teach LB3. Porakari and Edwards (2017) used AI to focus on novice science teachers' positive instructional practices. The authors found that this application helped the teachers to

identify, own, and commit to developing their instructional strengths, planning skills, and classroom management. The authors concluded that the AI approach is potentially transformative because of its focus on identifying what is working and its requirement of commitment to maintaining effectiveness. While this study involved questioning novice teachers of their instructional practices, my study involved exploring instructional and coaching practices through an AI-framed inquiry of novice and veteran LB3 teachers and reading coaches.

AI also fits this study because it guided the exploration of LB3 teachers' and coaches' experiences and perceptions of the program. Current literature supports AI as a useful approach to reveal best practices and elicit a mindset for future change within organizations (Preston, 2017). Preston conducted a study on factors within the Nunavut school system that made it successful. Using AI as a framework to document the school system's successful features, the author conducted semistructured interviews with eight principals, two vice-principals, and four teachers. The questions used in this study used AI qualities to extract narratives and appreciate the participants' life stories. Themes developed from this inquiry included the use of the Inuktitut language in all schools, elders' presence in the schools, culture camps that reinforce traditional Inuit games, and the provision of a variety of professional development. The author found that the inclusion of the Inuit culture into the curriculum and the overall environment, which included Inuit traditions, promoted the Nunavut school system's success. Based on this study's findings, the guidance of AI assisted the Nunavut school system in creating

future-focused goals to stabilize its positive aspects further. In this study, I also used AI as a framework to guide my interview questions to gain an understanding of LB3 reading teachers' and coaches' experiences and perceptions of the program.

Review of the Broader Problem

The problem, considering inadequate reading achievement, was that little was understood about the experiences, instructional practices, and perceptions of teachers and literacy coaches who teach LB3. While LB3 is structured to provide a uniform way of teaching reading, one of the principals of the research schools claimed that administrative observations had shown instructional practices using LB3 varied from teacher to teacher (personal communication, October 8, 2017). The purpose of this basic qualitative study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy.

School districts across the country continue to troubleshoot intervention strategies to address students with poor reading achievement. In a single-subject case study, Bastug and Demirtas (2016) claimed that when students have difficulty reading, the teacher should individualize the students' intervention plan for optimal success. The authors used pre-test data of a 128-word narrative text to tailor an intervention plan for a student who displayed deficiencies in reading fluency. The pre-test data showed that the student's reading rate was 12.31, and comprehension was 8.3%. However, after receiving individualized intervention specific to the student's needs, posttest data using the same

text showed that the student's reading rate increased to 22.36, and comprehension improved to 91.66%. Increases in reading rate and comprehension also existed for a different text given to the student after the intervention. These findings inform this study by providing a reference of comparison with LB3 program elements that may be perceived to increase student reading literacy.

Researchers have examined tutorial sessions for at-risk students. Jeffes (2016) used a quasi-experimental two-group, baseline/test-controlled study to explore the efficacy of a phonics-based reading program, Toe-By-Toe (Cowling & Cowling, 1997), on secondary students who struggled in reading literacy. The author also used qualitative methods to examine perceptions of hindrances to implementation. In this study, the struggling secondary students showed a more substantial increase in the program's focus areas (decoding and word recognition skills) than reading comprehension. Teacher perceptions of contributions to smooth implementation included a consistent need for the assistance of special educational needs coordinators (SENCOs) and teachers' assistants (TAs), progression of the program, and the required organized record keeping. Teachers also praised the reading improvement scheme, which allowed for built-in professional development. Reservations about the Toe-By-Toe intervention included the one-on-one structure, which was seen as an inconvenience if students were absent or otherwise could not attend a session. Teachers also expressed finding time to deliver Toe-By-Toe training and sustainability of the program's materials as barriers to implementing the intervention program successfully. These findings show the importance of understanding how an

intervention program with academic guidelines similar to LB3 can be useful toward reading literacy achievement even years after the teacher's initial implementation.

Teachers' perceptions of the solutions to poor reading achievement continue to hold value to their districts. Gündogmus (2018) discovered that teacher-perceived solutions included cooperating with and educating parents on reading content, adjusting instruction, considering what is suitable for students' reading level, a change in handwriting instruction, and reconstructing the environment to promote learning. The author suggested more in-depth studies that further explore teachers' perceptions in the scope of reading instruction, highlighting the relevance of this study in the local educational setting.

Issues in reading literacy achievement and possible causes. Global reading literacy trends point toward the need for adjustments in current efforts of addressing reading deficiencies. Mullis et al. (2017) concluded that while the U.S. overall average reading score in 2016 for fourth graders was higher (549) than the U. S. average reading score in 2006 (540), it has also shown a decline of seven points since 2011. The National Assessment of Educational Progress (NAEP) Report Card shows that while the percentage of fourth-grade students who meet proficient reading levels has increased from 25% to 27% within the last decade, NAEP reports a vast majority of the nation's fourth-graders have only reached basic or below achievement levels (National Center for Educational Statistics, 2019).

Common and uncommon causes. The literature supports the association of low reading achievement with distinct reading difficulties. Akyol and Boyaci-Altinay (2019) described some causes of difficulties in reading comprehension that included inconsistent reading fluency, low motivation due to comparison of self to more advanced peers, the inability to use supportive strategies when faced with reading struggles, lack of phonemic awareness, and inability to recognize essential words. The authors used a holistic single case design to determine if a struggling fourth-grade student, void of any academic disabilities, would improve in reading literacy achievement using one-on-one intervention activities. The authors' findings showed that, with differentiated instruction, the struggling student improved his reading from the anxiety level (student has minimal comprehension and substantial reading errors) to the instructional level (student can read and comprehend with some assistance). Specifically, the differentiated instruction involved the student listening to text before reading, engaging in word repetition techniques and syllable practice, and was provided with decreased text size. The authors confirmed the findings through the comparison of pre- and posttests. The existence of specific reading difficulties makes it necessary to explore how reading teachers address patterns of reading difficulties through their LB3 instructional practices.

Clemens et al. (2017) explained that students often experience low reading achievement when there are certain types of reading difficulties present, specifically deficiencies in the foundational skills of reading fluency and vocabulary knowledge. The authors assessed 233 students who demonstrated reading difficulties in sixth through

eighth grades using the Group Reading Assessment and Diagnostic Evaluation (GRADE; Williams, 2001) and the Gray Oral Reading Test, 5th edition (GORT-5; Wiederholt & Bryant, 2012) during a three-week period. From these assessments, four subgroups developed. The largest group of struggling readers consisted of students who scored below average on both fluency and vocabulary. The second largest group contained students who demonstrated below-average skills in fluency but average vocabulary, followed by students with average fluency but below-average vocabulary. The smallest group of struggling readers who developed were students who demonstrated average or above-average skills in fluency and vocabulary. The authors found that 96% of the students with reading difficulties showed deficiencies in reading fluency, vocabulary, or both. Considering the largest group of struggling readers in sixth through eighth grades had reading fluency and vocabulary deficiencies, it is necessary to explore and understand how LB3 reading coaches guide reading teachers in addressing reading fluency and vocabulary deficiencies in third through fifth grades.

One of the most significant components of LB3 is implementing efficient, differentiated instruction. The participants in this study were interviewed about their perceptions of how their instructional strategies and components of LB3, if any, influence improvement in students' reading achievement. Investigation of differentiated instruction inquiry in this study is modeled after a study conducted by Walpole et al. (2017), which explained how upper elementary students are often exposed to word recognition intervention to remedy reading difficulties when they struggled with reading

comprehension, fluency, and vocabulary instead. In light of this information, the authors designed Bookworms, a reading program aimed at comprehensive school reform (CSR) through shared reading, read-aloud lessons, writing, and differentiated instruction. The study was conducted in a school district where only 23% of third graders, 10% of fourth-graders, and 30% of fifth-graders began the year at or above grade-level expectations in reading comprehension. Bookworms CSR required teachers to allot daily 45-minute blocks each for shared reading, interactive read-aloud lessons or process writing, and small-group differentiated instruction. The control group of students used the district's former reading program. This study showed that the students who used Bookworms CSR grew substantially more in reading fluency than the control group in third- and fifth-grades and showed significant gains in reading comprehension in all three grade levels.

Other studies also support differentiated instruction as one that delivers favorable results for reading programs. Prescott et al. (2018) examined the implementation of a blended learning program that included face-to-face and online instruction to a Title I elementary campus. The online component of this program was used to help teachers differentiate face-to-face instruction. The authors found that a blended learning program was beneficial to this campus and helped students show considerable growth on a standardized reading assessment. The blended learning program also showed favorable results when controlled for ELLs, grade levels, and initial reading levels. Similar to this blended learning program, LB3 implementation requires teachers to use district-adopted

online reading assessments to identify students' deficiencies in literacy and plan instruction according to this data.

When implementing LB3, teachers use IStation (Luo et al., 2017) and Renaissance 360 (January et al., 2016), two online assessment tools, to track students' progress and to inform teachers' instruction. Current knowledge of the use of differentiated instruction in reading programs shows that when combined with a progress-tracking assessment, differentiated instruction can be a successful component. Forster et al. (2018) investigated whether differentiated instruction based on learning progress assessment data could be implemented in whole classrooms and documented its short- and long-term effects. To assist teachers in differentiating their reading instruction, the authors created Reading Sportsman, a training program that guided teachers in using the learning progress assessment data as a framework for their instruction. Through the use of Reading Sportsman and differentiated instruction, teachers were required to change their teaching strategy from informal observations of students to utilizing formative assessments in their instruction. The study revealed that when differentiated reading instruction was combined with knowledge of student progress, long-term effects were favorable toward reading fluency. Contrastingly, the effect on reading comprehension was not as significant for short- or long-term effects.

Research has provided evidence that students may struggle with reading skills even with the absence of common reading deficiencies. Spencer and Wagner (2018) used a meta-analysis to examine the comprehension of students who demonstrate specific

reading comprehension deficits (SCD) and difficulty in reading comprehension despite having mastered decoding measures. The authors found that students with SCD have extensive comprehension deficiencies that are more severe for reading than for oral language. Older children with SCD showed no difference in oral language than younger students without SCD. This information indicated that the oral language component of reading is a developmental delay issue for students with SCD and not necessarily a developmental abnormality. The existence of this developmental delay makes it necessary to understand LB3 reading teachers' instructional practices.

No matter a student's competence in reading, the level of positive and consistent engagement during reading instruction is a sound predictor of his or her reading performance level. Marchand and Furrer (2014) explored the relationship between formative curriculum-based measures of reading (CBM-R), student engagement, and summative assessment performance with third- through fifth-grade students. The authors found that student engagement was more of a predictor of summative assessment scores than formative assessment performance. While students with lower reading competence benefitted more from classroom engagement, it had little effect on higher competence readers. The study suggested a need for reading instruction to include strategic planning focused on whole-child engagement instead of a central focus on popularized indicators of student success.

Sociocultural causes. Many sociocultural variables contribute to a child's reading difficulties. Patterns of reading complications are highly evident in students who

experience poverty or those students who are English language learners (ELLs) (Clemens et al., 2016). In an examination of Peer-Assisted Learning Strategies (PALS), Jones et al. (2017) substantiated the idea that children in poverty are less likely to be exposed to early literacy opportunities, resulting in a revolving struggle with reading literacy, despite intense reading interventions. The authors found that though the student participants showed improved reading fluency with the PALS system, students who experience poverty and challenges in learning English as a second language still did not progress at the same rate as their peers who do not experience these sociocultural difficulties.

Reid and Heck (2018) examined gaps in reading achievement between ELLs and non-ELLs and concluded that between the schools sampled, there were significant gaps in reading achievement where there were a higher number of ELLs. The study showed that extended learning time, family literacy services, translators for parent conferences, and outreach workers could pose possible challenges that sustain this gap.

Other researchers have found that reading difficulties may stem from serious family problems. Kayabasi (2017) used semistructured interviews to understand teacher perceptions of students with reading difficulties. Teachers expressed that reading difficulties stemmed from family difficulties, mental issues, and psychological issues. The teachers in this study believed that parents of students with reading difficulties are the main factor in whether or not the student will experience reading literacy success.

Contrastingly, Palacios (2017) found that a teacher's competence in teaching reading content is the main factor in student literacy success. The authors conducted an

observation of upper-elementary literacy classrooms, focusing on the level of student participation. The authors concluded that teachers' instructional practices are deciding factors in whether students ask for help to complete strategies, tasks, or performances. If students are not guided efficiently as a part of instruction, it could affect reading performance in later years.

Poor control of negative discipline could be another factor that hinders students' reading literacy success. Boulhrir (2017) suggested using a universal screener approach to detect student academic and behavioral risks to provide identified students needed support in these areas. The author used latent class analysis and found that third grade students who did not have behavioral control were more likely to display academic deficiencies. This study also suggested that a universal screener approach would prove useful in planning for academic support in preparation for statewide assessments.

Students who experience high mobilization rates score approximately 10% of a standard deviation lower in reading achievement than non-mobile students (LeBoeuf & Fantuzzo, 2018). The authors suggested this is because sociocultural theories state that the promotion of early reading achievement is found in a consistent process of student relationships with teachers, their peers, and familiar instructional routines. Readapting to new routines and relationships was found to cause students to experience short-term reading achievement loss.

Reading literacy programs and intervention methods during reading

instructional hours. Finding or developing effective reading interventions for upper elementary is a challenge for school leaders (National Center for Educational Statistics, 2019). Bulut (2017) investigated the impact of the Survey, Question, Read, Recite, Review (SQ3R) reading comprehension strategy on struggling comprehension levels of seven 4th grade students using teachers' diaries, a reading comprehension test, student interviews, and observation forms. Following the administration of a pre-posttest procedure, the author concluded that the SQ3R reading comprehension strategy positively impacted the comprehension levels of the fourth-graders. The use of multiple strategies through data-driven planning was found to be an essential factor in student achievement.

Interventions that include multi-components of reading literacy have shown to improve students' reading achievement. Using a mixed-methods research design, Wanzek et al., (2017) examined the effectiveness of the Passport to Literacy, a semi-scripted intervention program. After conducting an initial causal study of the intervention program on a small population of students and finding that it did not affect reading comprehension achievement of low achieving students, the authors examined the program's effectiveness on a larger sample. It was concluded that reading interventions that include multiple components that emphasized reading comprehension helped students move closer to their reading comprehension achievement goal. Solis et al. (2017) analyzed the effectiveness of a text-based reading and vocabulary intervention on 50

fourth-grade students with low reading comprehension. The authors found that combining vocabulary instruction, text-based reading, and self-regulatory supports increased the comprehension of fourth graders who struggled in this area.

Blended learning programs that integrate face-to-face and digital learning opportunities in the early grades have shown to improve student reading achievement (Prescott et al., 2018). The authors examined the implementation of Lexia Reading Core5's digital and offline resources in kindergarten through fifth-grade teachers' reading instruction. Students were assessed using the Group Reading Assessment and Diagnostic Evaluation (GRADE). It was found that blended learning that included differentiated instruction helped to provide gains in reading achievement, more so in the lower elementary grades.

Various motivational methods have shown to positively affect reading achievement, especially for lower elementary. Bates et al. (2016) used a quasi-experimental design to investigate how motivation affects reading achievement through the program Reading Recovery. Using the Me and My Reading Profile (MMRP; Marinak et al., 2015) and the Observation Survey of Early Literacy Achievement (OSELA; Clay, 2013) pre-test data showed Reading Recovery students had a lower motivation average (motivation = 2.37; achievement = 371) than the comparison student group (motivation = 2.42; achievement = 392). At posttest, however, the Reading Recovery group showed a more increased motivation and achievement average (motivation = 2.61, achievement = 488) than the comparison group (motivation = 2.52; achievement = 485).

Individualizing intervention to fit a struggling student's academic needs may also aid in increasing student reading achievement. Akyol and Kayabasi (2018) conducted action research to improve a struggling third- grader's reading skill by individualizing the student's intervention based on pre-test data. Pre-test data showed that out of a 94-word passage, the student misread 42 words and had a comprehension rate of 16%. After individualizing the student's reading intervention phonics instruction, word recognition exercises games, and oral reading passages, posttest data showed that out of a 149-word passage, the student misread five words and achieved a comprehension rate of 83%. The authors found that individualizing the intervention for the student's specific needs and providing instructor assistance helped the student improve to desired levels.

For reading interventions to be successful for struggling readers, the interventions must align with reading theory and evidence supported by research (Spalari, 2017). Research supports the progress monitoring of struggling students during an intervention. January et al. (2018) investigated the use of a learning progress assessment (LPA) approach on students assigned to an LPA-only group, an LPA group with teacher training on student achievement, and a standardized achievement test group. It was found that when teachers of both LPA groups were updated about their students' progress, the teachers adjusted instructional decisions based on this data. Students from both LPA groups showed more gains in reading comprehension than those in the standardized achievement test group, with teacher training not affecting student reading achievement. Jenkins et al.' s (2017) study, however, showed that the rate at which progress monitoring

is conducted on special education students should be reduced to an intermittent rate to allow for a more meaningful balance of instruction and assessment. It was found that the accuracy of teachers' instructional decisions did not decrease when students' reading progress was monitored at four- and six-week monitoring intervals instead of the regular one-week interval.

Research also supports the creation of reading interventions that involve writing tasks to encourage reading motivation and achievement. Swanson et al. (2017) described how literacy notebooks aided students' improved engagement in close reading activities. Collins et al. (2017) conducted a study in low-performing, urban elementary schools using the socio-cognitive and constructivist theory of pairing reading instruction with assisted writing tasks, resulting in the development of the curricular intervention Writing Intensive Reading Comprehension (WIRC). This study involved analyzing the pre – and posttest data of 1,062 fourth and fifth-grade students in a two-year process that resulted in the development of the curricular intervention Writing Intensive Reading Comprehension (WIRC). The authors found that WIRC increased students' reading comprehension beyond that of traditional reading instruction. Drasek (2018) described a library's summer reading program where children are allowed to write about the book they read. This program was based upon observation of a second-grade classroom where reading scores improved because writing opportunities were integrated with reading instruction. Before struggling readers even slip into a small group or one-on-one reading intervention status, teachers need support and adequate feedback about their whole group instruction,

specifically how frequently they allow students to respond to their reading, verbally or in written form (Cuticelli et al. 2016).

By exploring reading teachers' and reading coaches' experiences, instructional practices, and perceptions of LB3, an opportunity was created to express whether or not they have had needed support and adequate feedback about their whole group reading instruction and the integration of a writing component. While LB3 reading teachers also implement multiple components and strategies, the reading achievement for the research schools in this study does not align with the successful findings, supporting the need to explore reading teachers' and reading coaches' experiences, instructional practices, and perceptions of which program elements, if any, are linked to improved reading literacy. These findings inform this study because it provides insight into combining integral components of reading instruction to increase comprehension.

School districts adopt new initiatives to address low levels of reading achievement, but the initiatives either fail or lose their impact and rigor over time (Rodgers, 2016). Boulhrir (2017) examined several reading programs designed to address reading difficulties through extrinsic and intrinsic motivation triggers but fell short in reaching reading objectives. It was found that some of the programs prioritized the new wave of using technological advances to attract students rather than focus on helping students realize objectives as proposed. For instance, the findings for Accelerated Reader (AR) program showed that students were reading books below their reading level to gain enough points and rewards to score higher than their classmates, defeating the purpose of

students accelerating their reading by choosing more challenging books. This program also had limited support for special education needs and gifted readers, a critical area in the struggle to attain and maintain reading achievement. Chapman and Tunmer (2016) criticized a study by May et al. (2015) that depicted the i3 Scale-Up of the Reading Recovery program (RR) as one that was effective. However, the researchers found that the evidence May et al. (2015) provided was unsubstantial, in that, the study eliminated some struggling readers, the control group did not receive similar experiences during the intervention, and that gains achieved by students were not sustained between two and four years.

Direct Instruction (DI) is a series of widely used literacy programs that use scripted reading instruction focused on phonics and phonemic awareness to teach early reading literacy. Despite the literature supporting DI's successes, Eppley and Dudley-Marling's (2018) assessment of this program highlights deficiencies in addressing lower-level reading skills and limited access to advanced reading opportunities for struggling readers. While literature supports DI's success in student word-level skills, the authors claim that the research at the essence of these successes may be methodologically flawed and that heavy emphasis is placed on letter-sound recognition as the indicator that a student has become proficient in reading.

The Collaborative Strategic Reading (CSR) method showed an increase in achievement for 4 of 6 students than the widely used close reading intervention method (Boudreaux-Johnson et al., 2017). These findings inform this study by presenting the

possibility that while some instructional practices in reading literacy are popular among reading teachers, it can also be ineffective..

Reading intervention after reading instructional hours. School districts implement reading intervention programs during the summer months to maintain consistent exposure to reading instruction and to prevent struggling readers from losing a vast amount of reading skills during the multi-month break from regular reading instruction. By assessing students' reading achievement nine months after a summer reading intervention, Kim et al. (2016) suggested students' reading comprehension and home-based summer reading activities increased. Another study emphasized the increase in reading achievement when summer reading programs were added to the summer break schedule of first-graders entering second-grade versus reading achievement with in-school reading programs (Reed et al., 2019). The authors described how, during the last four months of first-grade reading instruction, students showed an increase in reading achievement, but during the first six-week summer break, scores remained stagnant. Reading scores then increased once summer school instruction had begun but decreased during the second summer break and increased again during the start of second grade reading instruction.

Utilizing human resources beyond the classroom has also become a way districts combat summer learning loss. The Texas Reading Club, initiated in 1958, was an annual summer reading program sponsored by the Texas State Library and Archives Commission to help students retain knowledge from the school year (Texas Summer

Reading Programs, n.d.). In 2011, The Wallace Foundation launched a national summer learning project to provide learning opportunities to low-income families to bridge summer learning loss (Our Work, n.d.). Knapp (2016) reported on the use of the Reading Apprenticeship program that allowed parents to become a part of their child's reading experience as an active reading partner during the three summer months. Parents reported an increase of two to five months in their child's reading levels over the three months. Based on 2013 data from the National Endowment for the Arts (NEA), the amount, choice of genres, and boys' reading frequency fall below that of girls. This data prompted community librarians and other facilitators to design a summer program specifically for the advancement of boys' attitudes toward reading (Dillon et al., 2017). It was concluded that boys' frequency of reading increased after involvement with this summer program. Parents' participation during the off time from school can have a positive impact on summer learning loss. Bowers and Schwarz (2018) indicated a faith-based community summer literacy program taught by college interns and graduate students could make positive contributions to closing the summer learning gap for struggling readers. Based on pre- and post-assessment data, students showed increases in oral and written narratives and showed no loss of reading fluency or comprehension

The relevant use of perceptions and experiences of teachers in research. The perceptions and experiences of teachers inform district curriculum developers, administrators, researchers, and other teachers in understanding why and how best practices are successful (Ghaith, 2018; Gough et al., 2017; Petty, 2016) or provide

alternative aspects of the impact of curricular changes (Sulaiman et al., 2017), understanding programs, and adjusting student interventions (Allen, 2017).

When Hong-Nam and Szabo (2017) determined if self-contained classrooms met the needs of gifted students through interviews of students and parents, the authors decided to use the teachers' perceptions as an additional point of reference. To understand and plan how the integration of a school-based pilot physical activity program into elementary classroom routines would be successful, Webster et al. (2017) examined teachers' perceptions to plan for its implementation and supports. The authors believed that understanding teachers' resistance to integrating physical activity into their classroom routines allows for better planning of program training and support for those teachers.

Powell et al. (2017) used teachers' experiences to describe the use of a scripted reading program. In the study, the teachers express negative insights, despite the program providing some benefit. It was revealed that teachers felt there were governing systems that decided which components of the program were to be purchased and how the program was implemented. Implementation was heavily guarded by administrators, causing the teachers to feel incompetent. However, some teachers in this study quietly supplemented parts of the program with what they felt necessary to meet their students' needs. This gave administrators a false sense that the reading program worked. Likewise, through a phenomenological study, Fourie et al. (2018) confirmed accounts of perceptions of teachers who implemented reading programs known as Foundations for

Learning (FFL), Annual National Assessments (ANA), and Gauteng Province Literacy and Mathematics Strategy (GPLMS). It was found that teachers felt these reading programs were ineffective in their reliability to assess their students' reading achievement and in the ability to address individual student needs.

Teachers are required to seek other instructional approaches for their struggling readers before considering testing for special education services. Alahmari (2019) used teachers' perceptions to explore the implementation of Response to Intervention (RtI), a process where teachers try other means of instruction in smaller groups for their struggling students to experience success in reading. It was found that teachers shy away from starting or completing RtI because of the time-consuming, cumbersome paperwork that accompanies this process. School and district administrators can use this valuable information to understand the needs of teachers better as they try to meet students' needs.

What teachers teach is determined by the curriculum (Holder et al., 2017; Lee & Wu, 2017). Bippert (2019) explored how teachers perceived the effect of the curriculum on their instruction. Teachers either adapted to the curriculum, only using it as a guide for their instruction or they adopted the curriculum, thinking of it as a matter of obligation that they strictly stick to the guidelines. Similarly, Maniates (2017) found that teachers experienced success in their reading program through transforming instructional methods and using the program as a guide in providing their students social scaffolds, respecting their students' knowledge base and ability to construct new knowledge, and using authentic experiences as vehicles for reading instruction.

Implications

The purpose of this basic qualitative study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy. By gaining a deeper understanding of the experiences, instructional practices, and perceptions of reading teachers and coaches, this project could inform LB3's developers of needed adjustments to the LB3 Reading Program. Findings from this study could guide the development of future reading programs for the district.

The teachers' perceptions of how the elements of the program may connect to improved literacy achievement could inform plans to increase literacy achievement in the district. Implications for possible project directions based on the anticipated findings of this study may include professional development and materials. In alignment with the components of AI (Lane, 2018), study participants will reveal their best practices within the LB3 Reading Program. Professional development can serve as a platform for teacher collaboration to maintain and build on aspects of LB3 perceived to work well (Baird & Clark, 2018). Materials for these sessions were designed within the appreciative inquiry 5D model so that best practices are first Defined, appreciated during Discovery, built upon, and envisioned during the Dream phase, co-constructed and documented during the Design phase, and sustained through adjustments during the Destiny phase.

Summary

This study will contribute to the knowledge of the perceptions of reading teachers and coaches who implement LB3 in three urban elementary schools in southeast Texas. The perceptions and practices of elementary reading teachers and coaches who implement LB3 in three schools were investigated in this study. The two research questions focused on teachers' and coaches' experiences, perceptions, and practices or coaching methods while implementing LB3. A qualitative research design that included interviews was used to confirm perceptions and practices.

The purpose of this basic qualitative study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy. Limitations include the possible inability to represent the majority and participants' bias, limited experience, and knowledge. Relevant terms and their definitions are also included in this chapter.

Section 2 describes the findings of relevant literature, including how teachers' perceptions and experiences as a helpful resource for researchers and school administrators are supported. The methodology for this study is further described in Section 2.

Section 2: The Methodology

Qualitative Research Design and Approach

The purpose of this study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy. I conducted semistructured interviews with eight reading teachers and four reading coaches, each of whom had at least one year of experience teaching LB3 in the third, fourth, or fifth grades. Emergent coding was used to analyze and transcribe teacher interviews. Credibility and trustworthiness were indicated through the corroboration of data, thick descriptions, the withholding of my personal opinions, and member checking. Teachers were informed of the option to withdraw from the study at any time and that all participation was voluntary.

Qualitative Research

The qualitative research design was chosen to support the problem, purpose, and research questions of this study. Inductive reasoning is the focus of qualitative researchers, leading them to expose various contexts in their research (Lodico et al., 2010). Since little was known about the experiences and perceptions of teachers who taught the LB3 Reading Program, a qualitative approach was the most fitting approach in obtaining this information (Patton, 2014). Using a qualitative research approach allows the researcher to uncover the meaning of a particular part of an individual's world (Creswell, 2016; Merriam & Tisdell, 2016). The need to gain a deeper understanding and

explore the meaning of the teachers' realities regarding LB3 developed into the research questions that guided this study (Preston, 2017).

Qualitative methods bring the researcher and participants in close connection (Lodico et al., 2010). Qualitative research involves organizing the collected data, reading through the database, organizing, and coding the themes that emerge, accurately representing the data, and correctly interpreting the data (Creswell, 2016). Other qualitative methods were considered but did not fit the purpose of this study.

The Basic Qualitative Design

Saldaña (2011) explained that some qualitative studies might only apply one method of data collection, such as interviewing, when the participants' experiences and perspectives best answer the research questions. This study is considered a basic qualitative design and highlights the perceptions and experiences of the participants. Also, since observations could no longer be conducted amid the COVID-19 pandemic (Basilaia & Kvavadze, 2020), I resolved to use a basic qualitative research method that relied on the data from interviews only. Research designs should align with researcher interest in knowing more about practice, improving it, and lead to researchable questions (Merriam & Tisdell, 2016). A basic qualitative design is appropriate for a study when the researcher is interested in the meaning of participant experiences (Merriam & Tisdell, 2016). I employed a basic qualitative design to explore the experiences and perspectives of reading teachers and literacy coaches with the LB3 program through interviews. While I chose this design to explore educators' experiences with the LB3

program, this study was not bound to a specific case of teachers' experiences. Other researchers have also used basic qualitative design with interview data collection to explore educators' experiences with reading literacy programs (Holder et al., 2017; Richter, 2017; West, 2017).

Other qualitative designs were considered but not used.

Grounded theory. Researchers primarily use grounded theory to compare the data from multiple interviews, documents, and field notes to develop a theory following data analysis (Creswell, 2016; Lodico et al., 2010). Systematic, emerging, and constructivist designs create the pillars of grounded theory design (Creswell, 2016). Grounded theory was considered as a possible option for this study because of its allowance for interview data. Since this method's goal is to determine a theory, it did not align with this study's purpose. For this reason, I decided against a grounded theory study.

Phenomenology. Phenomenology is the study of daily life experiences and their associated meanings (Lodico et al., 2010). Qualitative research requires the researcher to consider personal biases and experiences for the sake of reporting results accurately. This study's participants were each involved in a one-time interview. However, the phenomenology approach is structured to collect large amounts of data over time (Lodico et al., 2010). Researchers who use phenomenology focus on retelling lived experiences (Creswell, 2016). This approach would not be efficient toward this study's purpose

because phenomenologists report their assumptions rather than participants' exact responses (Lodico et al., 2010).

Ethnography. When adopting the ethnography approach, researchers study specific groups and how their lives are shaped by individual experiences (Lodico et al., 2010). Within this method, researchers will occasionally rely on one individual's experience to capture the essence of a culture (Lodico et al., 2010). Though a very valuable approach to qualitative research, ethnography would be an inappropriate selection for this study because it requires researchers to spend a great deal of time with participants to establish and strengthen a relationship. Also, the focus and purpose of this study were not fixed on a group's culture. For these reasons, I decided against using ethnography.

Case study. Case studies are among the most common among qualitative methods (Lodico et al., 2010). This qualitative approach focuses on the experiences of individuals or groups within a specific setting. Researchers conducting case studies focus primarily on analyzing and chronicling the participants' experiences in the study rather than generalizing the findings to other groups (Lodico et al., 2010). To conduct a case study, researchers use interviews, observations, documents, and artifacts to collect data (Merriam & Tisdell, 2016). Initially, this study was an exploratory case study and would have involved both interviews and observations. However, due to restrictions and school closings during the COVID-19 pandemic, observations could not be conducted. This situation resulted in transforming the study from a case study to a basic qualitative study

that focused on conducting interviews only. This study no longer qualified as a case study because the focus was on the experiences and perceptions of both teachers and literacy coaches across three different grade levels. The findings can also be generalized to inform the stakeholders, district administrators, and curriculum developers of other districts about the realities of implementing a reading program through the perspectives of reading teachers and literacy coaches. The findings of a case study are generally not intended to be generalized.

Participants

Homogeneous sampling is the act of intentionally selecting participants based on membership in a subgroup with similar characteristics (Creswell, 2016). Patton (2014) suggested determining a minimum number of participants since the goal of purposeful sampling is to reach redundant saturation and the researcher may be required to increase the number of the sample to reach this goal. Though qualitative theorists have not agreed on ideal sample sizes (Beitin, 2012), Creswell (2016) suggested a minimum of 5 participants. Eight reading teachers and four literacy coaches were intentionally selected based on having at least one year of experience teaching or coaching teachers who teach LB3 in the third-, fourth-, or fifth-grades. I determined that redundant saturation had been reached when the 12th interview did not present any new or surprising information (VanderStoep et al., 2009). Information provided on consent forms verified if the eight reading teachers and four reading coaches met the selection criteria.

All of the data gathered for this study was obtained through participant interviews. Harvey (2017) stated that while establishing a researcher-participant relationship during qualitative research is complex and may present challenges that call for adjustments of the relationship throughout the study, the connection between researcher and participant is essential to providing a platform for participants to give truthful accounts of their world regarding specific phenomena. I am employed by this school district in the role of instructional coordinator for my school's magnet program. To initiate conditions of trust, I presented myself as professional, knowledgeable, and credible (Guillemin et al., 2018). Some participants were familiar with my role in the district and already had a trusting relationship with me. Maintaining this working relationship during this study required me to demonstrate active listening, understanding, genuineness, and acceptance towards my participants (Karagiozis, 2018) while assuring them I would follow ethics regulations (Guillemin et al., 2018).

In the invitation email, I explained the process of establishing strict confidentiality of their responses. (Lodico et al., 2010). Demographic data of any form that might have identified their school was deleted. Participants were reminded of their right to withdraw from this study at any time (Lodico et al., 2010). The quality of participant information given for a study is primarily determined upon the relationship the researcher establishes with the participant (Creswell, 2016). Upon reporting the data, teachers' and coaches' names were removed, and codes were given in their places (e.g., T4-1) for the rest of the study.

Data Collection

The interview questions of this study derived from a previously used interview protocol (Pill, 2015) and align with the research questions of this study. For approximately 45 minutes, 19 open-ended, semistructured questions were asked of reading teachers, while 17 questions were asked of reading coaches. This inquiry included probing questions for both groups of participants. Recordings of the interviews were played back within 24 hours.

The interview setting took place on either Microsoft Teams or the telephone for both reading teachers and reading coaches. Due to the COVID-19 pandemic restrictions and the participants' requests, face-to-face interviews did not occur. Participants could choose which platform and times were most suitable for them to participate in the interview session.

Interviews

Justification and appropriateness. Semistructured interviews are used when the researcher knows enough about the subject to construct questions but not enough to answer them (Mayan, 2016). Interviews were suitable for this basic qualitative study because it aligned with the purpose of exploring the experiences, instructional practices, and perceptions of reading teachers and reading coaches. Reasonable conversations were developed using the interview questions, while probing questions provided further comprehensibility of the information (Lodico et al., 2010). Participants had the opportunity to articulate a detailed response during their interview session. The

interviews supported this study's purpose because they permitted exploration of the experiences, instructional practices, and perceptions of reading teachers and reading coaches who implemented LB3.

Source of interview questions. The research questions of the study set the foundation for developing the interview questions (See Appendix B and Appendix C). Semistructured interview questions were recreated from a previously used interview protocol (Pill, 2015) used in a previous research study investigating the experiences of Australian football coaches' experiences with game sense coaching. I acquired permission to use and adjust the questions from the protocol by the creator. The questions were adjusted to examine teachers' and coaches' perceptions and experiences of the research-based strategies that make up the LB3 Reading Program. The questions also allowed an understanding of participants' explanations of which components contributed to reading literacy achievement. The semistructured interviews in this study were guided by a list of questions, were flexible, and requested specific data (Merriam & Tisdell, 2016). By carefully listening to participants during their interview sessions, I gained an understanding of experiences and perceptions that other qualitative means would not have captured (Creswell, 2016). The use of my reflective notes highlighted the relevancy of participants' responses.

Generating and gathering data. A reasonable strategy must be established to collect and gather research data (Lodico et al., 2010). To reduce researcher bias, I utilized the "interviewing the investigator" technique to assess potential bias in initial and

potential probing questions (Chenail, 2011). This technique involved the recording of a mock interview between a colleague and me. In this interview, I assumed the role of the interviewee and answered the questions in my interview protocol along with any probing questions my colleague felt were necessary to obtain the desired information. I listened to the recording to identify any questions that may have revealed any personal feelings or assumptions. There were no adjustments to make. I also aimed to identify probing questions that were necessary in order to make adjustments to questions to be more specific. There were no adjustments to make. I maintained the use of the data as it was presented, developed, and established.

Creswell (2016) explained that participant interviews should occur with just the person who consented to interview to evade privacy violations that could affect research results. During each interview session, participants assured me they were the only ones in the room or elected to relocate to their vehicle for privacy. My password-protected laptop, equipped with recording software, was used to record each participant's interview while giving responses from their home or vehicle. Audio-recording the interviews is the most common way to preserve the participants' direct responses for analysis (Merriam & Tisdell, 2016).

Collecting and recording data. Permissions were granted from the district's research and accountability department and school principals before I contacted reading teachers and reading coaches. An invitation email was sent to selected participants after receiving IRB approval from Walden University's Institutional Review Board (Approval

No. 03-02-20-0380659). IRB members examined my application and documents to make sure all ethical considerations for my participants were addressed. Data collection did not take place before receiving IRB approval. Initial virtual and telephone meetings with participants explained the study in-depth and reiterated the participants' right to withdraw their voluntary participation. These meetings were designed to assure participants of my transparency (Lodico et al., 2010) and outline risks and protections. Participants were made aware that all interviews would be audio recorded, and I would take notes during the interview as well. Participants were allowed to request the recordings and transcripts of their particular interview at any time. Reading teachers and reading coaches were given a full week to decide upon participation and sign their consent forms. I collected all signed consent forms through email with electronic signatures.

System for tracking data. Electronic means and note-taking were used to record interview data. Microsoft word was used to manage my notes electronically. Summaries of responses and transcripts contained labels, codes, and notes (Creswell, 2016). Themes that emerged, along with developed concepts and ideas were highlighted with specific colors using the tables feature in Microsoft Word. As repeating themes appeared, I highlighted the text with a specific color. The themes that emerged were five in total. Creswell (2016) suggests five to seven themes as enough to explain the study's findings.

Gaining access. Before interviews began, permission was granted from the district's research and accountability department, north area superintendent, school principals, and participants. After gaining approval from Walden University's

Institutional Review Board, invitations to participate in this study were emailed to participants (Taylor et al., 2016). In the email, I explained the study and its purpose, selection criteria, objectives of the research, confidentiality measures, and participants' expectations. Reading teachers and reading coaches who agreed to participate were asked to sign consent forms to be study participants.

Additional efforts were taken to clarify this research, recognizing risks, continued confidentiality, and informed consent. Participants in this study faced minimal anticipated risks. Any demographic data obtained through data collection was removed and replaced with pseudonyms. Reading teachers and reading coaches of this study were informed that the nature of their participation was voluntary and that they could choose to remove their participation at any time. Participants were assured that all data obtained from this study would be stored on a password-protected computer in a secure location in my home office. Students were not permitted to participate in this study at any time. Confidentiality was maintained toward participants' identities.

Role of the researcher

I am an instructional coordinator for fine arts magnet classes with 16 years of experience teaching first through fourth grades. I have never taught nor performed any duties on the campuses of Elementary Schools 1, 2, or 3. Only employees from these schools were involved in the study. The participants were allowed to make corrections to any of their statements or clarify any thoughts before analysis. If requested, participants would receive the audio recording of their particular interview through email. Delivering

all relevant information to the participants developed credibility and trustworthiness for this study. I served as the only investigator in this study and was responsible for all aspects of this study, including the collection and analysis of all data. To initiate conditions of trust, I presented myself as professional, knowledgeable, and credible (Guillemin et al., 2018).

Data Analysis

Data were gathered and analyzed. I reviewed the interview transcripts thoroughly to identify emerging themes. The qualitative research process requires researchers to identify, record, and analyze themes according to the research questions (Creswell, 2016). Four participants, who wanted to avoid giving extensive details about their implementation of LB3, declined some interview questions. These participants explained that they were not comfortable providing details about some of their experiences because they felt that they failed to meet the principal's expectations of implementing LB3 as it was designed for every lesson. Participants were aware their responses would be confidential and that they are anonymous participants to anyone outside of the study, however, these participants felt that since their responses were being recorded, not responding or requesting to answer the next question would be best. For instance, when participant T4-1 was posed with questions about providing differentiated instruction, the source of instructional strategies, specific experiences, or naming the components of LB3, this participant requested the next question in the interview. Since the nature of their refusal to answer questions was based on similar perceptions of their improper

implementation of LB3, their nonresponses were categorized into the supplemental use theme of interview responses.

Codifying and Categorizing Data

Saldaña (2011) asserted that codifying involves a systematic arrangement to include data as part of a system to categorize and stabilize the associated meanings. In this study, interview information was analyzed through emergent coding to allow codes to develop as information was gathered (Celoria & Roberson, 2015). Also, as recommended by Saldaña, I coded data manually due to this being doctoral-level work. I first examined the textual evidence in the transcription document by reviewing my notes in the margins and identifying specific words, phrases, and patterns by circling, underlining, or highlighting them. I then identified emergent and specific descriptive codes that were related to the research questions. With this study's purpose in mind, interpretive codes were identified, cumulated, and categorized to examine relationships between the categories. The analysis was divided into first-level and second-level coding. First-level coding was used to classify teachers' and reading coaches' interview statements, while second-level coding revealed categories that developed during transcription (Celoria & Roberson, 2015). Transcripts of the teachers' and reading coaches' interviews were primarily analyzed to reveal categories associated with the perceptions and practices while implementing LB3. Themes arising from this analysis were used to support the answers to the research questions by detailing individual perceptions and practices of the teachers and literacy coaches. I used a Microsoft Word

table to organize and represent the data (See Appendix F, Appendix G, Appendix H, and Appendix I).

Accuracy and Credibility

The focus of this project study was to examine the experiences, instructional practices, and perceptions of reading teachers and reading coaches. The primary source of the data developed from semistructured interviews. Qualitative research is credible, or connects with the real world, when the researcher involves common strategies, such as member checking, to seek feedback about interview data from interviewed participants (Merriam & Tisdell, 2016). The questions in this study developed from the purpose of the AI conceptual framework and the problem. The interview data's information is directly related to the research questions and parallels with the purpose of exploring reading teachers' and reading coaches' experiences, instructional practices, and perceptions of LB3.

I applied member checking to allow participants to review themes for accuracy and trustworthiness (Birt et al., 2016). Following Harvey's (2015) example of member checking, participants were given common, synthesized themes that developed from each interview. A paragraph containing each theme included an introduction of the theme's meaning and my interpretation of some data from each teacher and reading coach. By doing this, the participants were able to recognize their particular experiences and perceptions while also being exposed to others' experiences and perceptions. I only used general experiences and did not include specific identifiers so that confidentiality was

maintained. This method of member checking provided participants the opportunity to reflect and possibly expand on their own experiences (Harvey, 2015). Personal opinions during the study were withheld, and probes were only used as it related to participants' responses.

Discrepant Cases

Merriam and Tisdell (2016) suggested that for researchers to understand participants' perspectives of a phenomenon as thoroughly as possible, they should purposefully search for information that challenges their expectations during data collection. Discrepant data is important to identify and address because it may impact the findings of the study (Flick, 2014) or lead to new research questions (Suter, 2012). To identify any discrepant cases in this study, I carefully examined each interview transcript for information that contradicted themes as they emerged (Merriam & Tisdell, 2016). No information in this study qualified as discrepant data. However, in the event there are discrepant cases in a study, researchers should report the data and any evidence of contradiction of the study's themes (Creswell, 2016). By including information that supports and challenges the study's themes, researchers extend the validity of their research (Rose & Johnson, 2020).

Data Analysis Results

Twelve reading teachers and reading coaches participated in this study. All participants met the 1-year of teaching or coaching LB3 requirement. The invitation email sent to potential participants included a synopsis of the study and an invitation to

participate. Consent forms contained a detailed description of the study and anticipated risks and benefits of participation. The forms were sent to those teachers and coaches who agreed to participate. The interview protocol for LB3 reading teachers included 18 open-ended and probing questions while the reading coaches' interview protocol contained 17 open-ended and probing questions (See Appendix B and Appendix C). Responses to these interview questions were recorded via the Simple Recorder application on my laptop and transcribed using Microsoft Word. A table was created in Microsoft Word to organize summaries of the participants' responses before the coding process. Emerging themes from the transcripts were highlighted with specific colors.

Patterns, Relationships, and Themes

A total of 12 participants, eight reading teachers and four reading coaches, participated in the interviews. The data represented distinct responses concerning experiences, instructional practices, and perceptions of LB3 reading instruction and any components perceived to improve reading literacy (See Appendix D and Appendix E). A description of the patterns, relationships, and themes related to the two guiding research questions is included. The questions that guided this study are as follows:

1. What are reading teachers' and reading coaches' experiences and instructional practices with using the Literacy By 3 Reading Program to improve reading literacy?
2. From the perceptions of LB3 reading teachers and coaches, what elements of the program, if any, are linked to improved reading literacy?

Experiences with Using Literacy By 3

Positive program experiences. Most of the participants reported positive LB3 experiences that improved reading literacy for their students. Six of the eight teacher participants routinely implemented all six of LB3's components as intended for instruction: phonics/word work, read-alouds, guided and independent reading, writing instruction, and data-driven instruction. Teacher T4-2 communicated, "The Literacy By 3 Program, in my opinion, is a very helpful and an in-depth dive into reading and literacy." Teacher T5-1 reported, "It is highly effective when it comes to building our students' basic reading skills."

Supplemental experiences with LB3. Some participants faced implementation issues with the program that affected their instructional practices or coaching methods and have resorted to supplemental use of LB3. One teacher expressed limited use of the program due to her unstable schedule. Also, a reading coach articulated that some components of the program did not interest third- through fifth-grade students. Reading coach C3 suggested, "Literacy By 3 works better with PreK-2nd graders. The upper grades feel like this is baby work and don't want to be read to." Also, large class size and discipline issues sometimes do not allow the implementation of LB3 instruction as designed. Teacher T3-2 stated, "Literacy By 3 could be a great program within the right classroom environment, with normal classroom sizes of students, and not overloaded with too many students that need constant discipline." To advocate for LB3's implementation, reading coach C1 chooses multiple ways to develop teachers'

understanding of the LB3 program, including having struggling teachers observe a successful LB3 teacher's instructional practices.

Experiencing the instructional impact of LB3. Though one teacher expressed how planning for LB3 instruction is overwhelming, she also expressed that it is impactful. Reading coach C2 feels his instructional planning experience with LB3 is the main contributor to improved reading literacy. He states:

Literacy By 3 requires sufficient planning and for the instructor to be prepared for each lesson daily. The built-in time allotment for each portion of the lesson encourages the teacher to plan probing questions, checks for understanding, and clarifying moments.

Teachers' planning for reading instruction should be purposeful instead of activity-driven (Shanahan, 2020). Several teachers and one reading coach claimed experiences with improved planning through LB3 implementation. Teacher T3-2 exclaimed, "Struggling students developed from intense phonics instruction to independently reading with strength and a love for reading through strategically planning for the use of every component in LB3." Strategic and purposeful planning strategies affect students' motivation to tackle more challenging texts (Strong et al., 2018). Participants expressed that LB3's independent reading and read-aloud components promoted student exploration of a variety of cross-curricular reading selections. The requirement for effective instruction demanded intense planning strategies that led to cross-curricular integration of Social Studies skills for Teacher T3-3.

Another valuable experience that participants expressed was of the impact LB3 had on their reading instruction. One aspect of the program, First 25 Days of Reading and Writing, is a teacher-facilitated workshop for students designed to set the instructional and environmental tone for the academic school year (“First 25 Days of Reading Workshop,” 2020). Teacher T5-2 explained, “I value this component because it provides me with detailed, scripted, daily lessons to prepare my students for independent reading. Teachers have come to observe my reading block and have seen how the program is successful if done well.” Reading coaches expressed that their instructional expectations of future LB3 use included a significant improvement in students’ reading accuracy, meaningful teacher self-reflection on how to maximize instructional time, and better communication of content to students of all subgroups.

Student-related experiences. Participants expressed that engaging in LB3 activities has given their students positive experiences that, in turn, affect their own experiences with the program. Teachers T4-1, T4-3, and T5-1 have watched their students’ academic responsibility and purpose for reading improve. Teacher 5-1 expressed, “It gives students the opportunity to develop a sense of accountability for their learning. They take a sense of ownership. They start asking for books that pique their interest, as well as books that challenge them.” For one reading coach, the LB3 guided reading time served as a resource for students to experience some success in reading literacy. According to reading coach C1, “LB3 guided reading allows teachers to meet

students where they are in their reading development. It gives students the needed tools and strategies to improve their reading.”

Literacy By 3 Instructional Practices

The role of differentiated instruction. While participants expressed that all components of LB3 work together to improve reading literacy, teachers described differentiated instruction as a significant instructional practice that required detailed planning and supported specific learning styles of students to improve reading literacy. Teacher T3-1 stated, “I feel that differentiated instruction plays a major role in the success of students. Classrooms, where teachers take a great deal of time planning and implementing lessons based on individual student needs, have better academic results.” Researchers suggested that differentiated reading instruction is the most effective way to get students to learn and validates instructional decisions, such as choosing “just right” books during small group instruction (Martinez & Plevyak, 2020), one of the activities of LB3’s guided reading. Teachers used small group instruction and real-world scenarios to challenge students and build their confidence in reading. One teacher articulated:

Differentiated instruction helps to improve academic performance because the learning needs of a student are the focus. Differentiated instruction allows the teacher to teach in a small group setting. Teaching the class is not needed because every student is different in their learning. The goal of differentiated instruction is to have student growth with individual success.

Teachers T3-2, T3-3, and T4-2 explained that their differentiated instruction is a way to motivate students during their small reading groups and clear student misunderstandings.

Perceptions of LB3 Elements Linked to Improved Reading Literacy

Phonics and word work instruction. While multiple participants felt that all components of LB3 worked together to improve reading literacy, some participants perceived one specific component or a combination of certain components as having a more reliable connection to reading literacy improvement than others. Some participants believed phonics and word work instruction to be a strong link to improved reading literacy achievement. Reading Coach C2 stated:

An emphasis on phonics and phonemic awareness leads to high utilization of vocabulary and high-frequency words. I've had experience with seeing students, specifically those that are ELLs and low performing, reach a point of progress where they meet requirements on state assessments and often exceed progress goals of achievement.

McKeown (2019) maintained that effective instruction on how words work has firm ties to comprehension development. Teachers T3-2, T3-3, and T4-2 felt that word work instruction even improved students' reading literacy achievement by one grade level.

Read alouds. The LB3 program includes read-alouds as a part of daily reading instruction ("Literacy By 3/Overview," 2020). Some teacher participants identified read-alouds as an essential factor in reading instruction that improved reading literacy with students. Teacher T5-3 felt that read-alouds improved data with students and growth in

comprehension skills, fluency, and critical thinking. Teacher T4-1 explained, “I believe that students obtain fluency as they listen to read-alouds while reading along silently. It’s especially beneficial to ELLs who need to learn how to pronounce words as well as understand the meaning.” Though one reading coach felt the read-aloud component did not interest upper elementary students, another reading coach witnessed reading teachers incorporating the read-aloud strategy into their upper elementary reading instruction. Coach C4 stated, “During the read aloud, the teacher makes connections to the text by asking students questions, before reading, during reading, and after reading.”

Guided and independent reading. Two of the eight teacher participants suggested that guided and independent reading worked concurrently to improve their students’ reading literacy. The LB3 structure promotes the creation of guided reading groups based on data that indicates specific student reading levels. Once the levels are established, the student then engages in independent reading with “just right” books within their particular reading level (“Literacy By 3/Overview,” 2020). Reading coach C4 expressed, “The component I have seen students show the most growth in is the guided reading leveled text. In my experience, I have seen tremendous growth in this area. Teachers are able to help students directly by teaching them decoding strategies.”

Writing instruction. Reading coaches praised well-delivered writing instruction as an integral and leading factor in improved reading literacy. One reading coach explained how the reading and writing instruction must be balanced to work well. Reading coach C1 expressed, “Some campuses that implemented with fidelity were able

to see improvement in students' reading and writing abilities." Another reading coach felt that the writing component exposed students to a variety of writing styles and, in the process, helped students develop the skills good authors should have.

Conclusion

The purpose of this basic qualitative study was to explore reading teachers' and reading coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, are linked to improved reading literacy. Twelve participants, including eight reading teachers and four reading coaches, were interviewed to understand their views and practices with LB3 implementation. Themes that developed are in alignment with the two research questions.

RQ1: Reading Teachers' and Reading Coaches' Experiences and Instructional Practices with Using the Literacy By 3 Reading Program to Improve Reading Literacy

LB3 implementation typically consists of 135 minutes of reading literacy instruction, which includes phonics/word work, guided reading, independent reading, read-alouds, writing instruction, and data-driven instruction. The data showed that nine of the 12 participants reported LB3 as a program that works well for their students when components are implemented as designed. Teachers T4-2, T4-3, and T5-1 said that they implemented LB3's components as designed and reported favorable student outcomes as a result, while Reading Coach C1 reported significant improvement in running records assessment. Teacher T4-1 credited LB3's small group instruction as the reason for

improvement with her struggling students. However, Teacher T5-2 credited the First 25 Days workshop activities as the element of LB3 that gave her the most satisfying experience with the program. Participants also expressed how the use of LB3 improved their planning skills for reading instruction. Reading Coaches C2 and C4 conveyed that the instructional planning involved in LB3 implementation pushed teachers to plan for instructional components such as probing questions and checks for understanding and design for more effective workstations during the guided reading time. Teacher T3-3 stated that the intense planning led to cross-curricular integration of Social Studies skills within her reading instruction.

Reading coaches and reading teachers expressed that improvement in instructional strategies and witnessing positive student experiences held the most value when implementing LB3. Reading coaches described a change in the way teachers implemented differentiated instruction, used data to drive their instruction, and made real-world connections. Reading coach C4 recounted improvement in teachers' instructional delivery, which exposed students to various genres. Teacher T3-3 felt her instruction improved to a point where students became more engaged in her reading lessons. Participants stated that LB3 supported student accountability toward their own learning. Teachers T4-3 and T5-1 shared that their students began to request more challenging books and realized that they should read with a purpose.

While most teachers and coaches implemented LB3 as it was designed, some participants described using LB3 as a supplemental resource or omitted some

components from their instruction for various reasons. Reading Coach C3 reported experiences where students were not interested in the read-aloud because they found it insulting that someone would read to them. Teacher T3-1 expressed difficulty with implementing the full program at times due to the unstable schedule of teaching multiple subjects as the need arose on her campus. Finally, Teacher T3-2 expressed she felt she could not implement LB3 as it was designed due to overcrowding of the classroom and multiple students with discipline issues.

RQ2: Perceptions of Elements of the Program, if any, that are Linked to Improved Reading Literacy

Most participants shared that all LB3 components linked to improved reading literacy achievement in some way; however, participants perceived that phonics/word work, read-alouds, guided and independent reading, and writing instruction were the strongest links to this improvement, either in combination or in individual implementation. Participants felt these elements improved reading literacy for their students because of student achievement and understanding during their lessons. Specifically, the thematic patterns that arose across the research questions were that student engagement and success, the effect on instruction and learning, and the overall academic need of students influenced teachers' perceptions of which elements of the LB3 program were most valued.

Enthusiasm toward future LB3 implementation was fundamentally contingent upon various met needs, teacher input in professional development training, and endless,

timely refreshing of LB3 resources. Reading coaches highlighted the need for administrative buy-in, administrative support of well-implemented LB3 instruction, teacher reception of teaching each component with fidelity, and better effort toward allowing successful teachers to model best practices during professional development training.

Reading teachers expressed their eagerness to implement LB3 would occur with instructional flexibility during implementation, unlimited access to resources, and exemplar observations of LB3 implementation. The findings of this study align with the appreciative inquiry framework where a central focus is placed on the perceived value of what a person or organization does well instead of what is being done incorrectly, as compiled in Table 1 (Sankarasubramanyan & Joshi, 2019)

Table 1

Summary of Themes

Theme	Description
1	Participants perceive LB3 to be a program that works well.
2	Participants use LB3 as a supplement to their instruction, at times.
3	Participants mostly valued improved differentiated and real-world instructional practices and student experiences when implementing LB3.
4	Participants reported that all components of LB3 work together to improve reading literacy, though specific combinations were perceived stronger than others.
5	Teacher input and modeling during professional development trainings will sustain teachers' enthusiasm about the program.

Effective instruction is crucial to student improvement in reading literacy (Boulhrir, 2017). Implementation of a successful reading program in upper elementary must include purposeful, consistent, and even personalized training of teachers to establish and maintain improvement in reading literacy instructional practices (Clark et al., 2018). Since adult learners prefer to have a role in their learning (Baird & Clark, 2018; Chawla, 2019), my three-day professional development project will provide a platform for teacher collaboration in order to maintain and build on aspects of LB3 reading literacy instruction that are perceived to work well. Participants will also have an

opportunity for successful LB3 teachers to model best practices for their colleagues (Smith, 2017). In Section 3, I describe the rationale, timeline, and goals of the project.

Section 3: The Project

Introduction

This project is arranged according to the needs of reading teachers and reading coaches, this study's data, and recent literature. Five themes developed from the data gathered from reading teachers and reading coaches who implement the LB3 program. With the findings of this study, I created a professional learning project in support of a platform for teacher collaboration and instructional modeling to maintain and build on parts of LB3 reading literacy instruction perceived to work well (see Appendix A). The professional learning project includes three days of LB3 instructional practices and reading teacher-centered modeling.

This project is based on careful content analysis of data from participants that yielded an understanding of experiences, instructional practices, and perceptions of LB3. In Section 3, details of the project's rationale and studies in support of this project are specified. The literature review centers on suggested forms of teacher training, content-focused professional development, and advised deliverables for expected results. Section 3 also provides the project's description, goals, a plan of evaluation of the training, and implications.

The main goal of this project is to supply a platform for teacher collaboration, provide instructional modeling, and to build and maintain on the parts of LB3 reading literacy instruction that are perceived to work well. Some participants described continued enthusiasm could be improved with teacher input and modeling for colleagues,

so it is important that these perceptions are highlighted in this project. Finally, participants gave information about the best instructional practices they felt contributed to improved reading literacy, so, for this reason, best practices with LB3 will be identified throughout the project. At the end of this training, participants should be able to align their instructional practices to the teacher input, teacher-focused modeling, and best practices presented.

Rationale

Professional development trainings are learning opportunities that address specific topics for individuals to improve performance or transform thinking (Martin et al., 2019). Institutions of education have used professional development to improve curriculum, update instructional practices, or address assessment issues (Ke et al., 2019). Participants of this study have expressed that continued enthusiasm toward LB3 implementation is contingent upon teacher input for and during professional development, timely refreshing of program resources, continued advocacy for the LB3 program, and consistent trainings. The purpose of this professional learning project is to provide a platform for teacher collaboration in order to maintain and build on aspects of LB3 reading literacy instruction that are perceived to work well. Martin et al. (2019) believed that teachers' input in professional development is necessary. A 3-day, teacher-centered professional learning opportunity would provide a platform for teacher collaboration to maintain reading literacy instruction that is perceived to work well.

Review of the Literature

The purpose of professional development trainings in the education setting is to introduce a new curriculum, improve instructional practices, or adjust established routines (van Kuijk et al., 2016). Also, Nolan and Molla (2018) state that there must be an understanding of the participants to understand professional learning. So, based on the semistructured participant interviews of this study, this project is designed to provide a platform for teacher collaboration and instructional modeling to maintain and build on aspects of LB3 reading literacy instruction that are perceived to work well. Participants expressed the need for consistent LB3 trainings and opportunities for teachers to model successful LB3 teaching practices during professional development to sustain their enthusiasm for LB3 implementation. To support the need for professional development, I conducted searches of Walden University's database using Academic Search Premier, SocINDEX, Education Research Complete, Educational Resource Information Center (ERIC), SocINDEX with Full Text, and Teacher Reference Center. The search provided multiple results based on the following search terms: *professional development, effective professional development for teachers, professional learning, adult learning, continuous professional development, professional development models, professional learning communities, and teacher collaboration.*

Adult Learning

The need to understand how adults learn is essential in designing effective professional development for teachers (Smith, 2017). There are three types of adult learning: institutional, phenomenal, and transformative (Federighi, 2019). Institutional learning is a process of gaining knowledge that is influenced by government entities or organizational policies and systems. Phenomenal learning is described as the process by which the learner is educated through his/her environment. Lastly, transformative learning is the type of learning that focuses on social change and educational action. Also, Smith (2017) suggested that when designing professional learning for adults, there must be a learner-focused needs assessment conducted to only target necessary learning. Secondly, a decision on the most beneficial delivery method of the material must be made. The author advises facilitators to include site-specific visuals for clarity of expectations. Lastly, assessment of retained content and a feedback loop, including a performance task, is necessary to steadily improve on professional learning delivery and receive input from attendees on the effectiveness of the learning.

Traditional Teacher Professional Development

The need for educators to consistently develop their professional skills can be addressed through professional, engaged learning, whether collaboratively (Page & Margolis, 2017), through individualized training (Clark et al., 2018), or a balance between the two (Hamilton, 2018). During traditional professional development, administrators feel that teachers rely on them to verify the sources of the information

from the training and make sure teachers are updated on essential changes in education (Karacabey, 2020). Though there are many approaches to professional learning, the teachers must integrate theory with their instructional practice to be effective (Baird & Clark, 2018).

Teacher performance with traditional professional development. Researchers have pointed to instances when traditional professional development improved different aspects of teachers' performances. By interviewing three English Language teachers, Tantawy (2020) found that professional development improved how these teachers managed their classroom, thought of themselves as teachers, their knowledge of specific content, and their overall inspiration to teach. The teachers also expressed a need for differentiated professional development for novice and experienced teachers just as teachers differentiate instruction for students. By increasing teachers' subject knowledge through professional development, students' subject knowledge improved, impacting their academic performance. The participants felt that professional development impacted their career progression because it showed how committed they were to their occupation.

Contrary to the success professional development has had on the teachers in Tantawy's (2020) study, Liang et al. (2020) found that teachers still had difficulty implementing learned material in a statewide professional development. Teachers were observed during a two-year study on instructional changes after a statewide professional development. The authors concluded that there was an increase in the knowledge of formative instructional practices, yet the implementation of the practices caused difficulty

among the teachers. The authors used a zero to six classroom observation rubric that included the use of explicit learning targets for students, whether teachers collected and documented evidence that students were learning, teachers giving students useful feedback, how students took ownership of their learning, and general student engagement. Observation scores from the rubric showed an increase in instructional changes from the beginning to the end of the study due to the professional development; however, observations from middle to end of the study showed smaller scores than any other point of observation. This information informs the professional development project's design by providing an understanding of the difference between disseminating LB3 information to teachers and assessing LB3 best practices implementation. This information also brings to the forefront the importance of LB3 teacher modeling for feedback.

Use of student data in traditional professional development. The use of student data regarding student perceptions or understanding could play an essential role in the design, implementation, and effectiveness of teacher professional development (Didion et al., 2020). Dam et al. (2018) conducted professional development focused on instructional approaches in context-based education and student data use. Using the PDCA (Plan-Do-Check-Act) cycle frames, the authors were able to collect both student and teacher data through a series of questionnaires to prompt inspiration toward instructional change. Teachers were asked to compare their expectations of student learning with the actual student outcomes after a lesson plan was submitted and executed.

Students received two questionnaires to assess their learning to compare to teachers' expectations (SQ1) and to assess their perceptions of the learning process (SQ2). The focus on student data regarding their perception of the learning process impacted how the teachers delivered the next lesson, even when facing implementation difficulties. The authors concluded that the teachers continued to show instructional change progress by holding a desire to try different instructional practices to reach students.

When teachers are involved in effective reading literacy professional development, there is a significant difference in students' reading comprehension. Van Kuijk et al. (2016) used quasi-experimental pretest-posttest methods to explore professional development that targeted student performance goals, data use, and instructional practices. In this study, teachers set performance goals for their students concerning students' abilities and assessment items. During this procedure, the authors included teacher discussion about past data analysis to ensure appropriate goals were set for each student. The authors noted that for students to show improvement, it is imperative that teachers not only analyze student performance data but also adjust their instructional decisions and practices according to what the data showed them. After analysis of the data, teachers assessed their knowledge of effective instructional practices for reading comprehension and found that they relied on the skills based on the students' textbooks to guide them in their instructional practices and not practices that were backed by research. The researchers encouraged collaboration between the teachers to figure out how to address the textbooks' instructional deficiencies. As a part of this professional

development, teachers were observed during their reading instruction implementation to receive feedback on the research-based instructional practices. Teachers also modeled their instruction to secure correct instructional practices. With multilevel regression analyses, the authors concluded that post-test performances of students with teachers who attended this type of targeted professional development were significantly higher than post-test performances of students in the control group. This information informs my professional development project by exhibiting the importance of designing professional learning for LB3 reading teachers that target the setting of student learning goals before LB3 implementation, using assessment data to plan for effective LB3 instruction, and having teachers model their LB3 instructional practices for corrective feedback.

Effects of Nontraditional Teacher Professional Development

To comprehend professional development learning, one must understand the participants of the professional development training (Nolan & Molla, 2018). The designer of any meaningful teacher professional development must think of the participants as individuals that need freedom of choice, are self-educating, and are in charge of their own development during change (Greshilova et al., 2020). However, Sztajnet al. (2020) felt that effective professional development design required an understanding of the sequences of learning activities within the training. The literature concerning professional development explores the various types of nontraditional designs of professional learning, which focus on personalized and learner-focused aspects of effective delivery.

Clark et al. (2018) used a mixed-method research design for one year to focus on the needs of upper elementary school reading teachers when examining the effects of personalized professional development on teacher knowledge. One-on-one professional development supports differentiated facilitation for teachers based on their learning needs, levels, and specific classroom demographics (Clark et al., 2018). In this study, teachers were given an assessment before the professional development to determine their instructional needs. Semistructured interviews were conducted to gain a deeper understanding of the teachers' instructional needs that the assessment could not provide. Observations were then recorded, including details such as the materials used, and time spent on reading lessons. Teachers' lesson planning sessions were recorded and transcribed as well. One-on-one professional development included information about research-based best practices in reading, materials, observational feedback, assistance with interpretation of student data, and specific, personalized instruction for each teacher. While the authors' analysis of post-assessment data showed that this type of professional development had no significant changes to teacher knowledge, it did, however, have an observable influence in the improvement of teachers' instructional practices. The authors noticed improvement in the areas of explicit instruction, combining vocabulary and comprehension instruction, and aligning their instructional practices with research-based practices. It was also found that teachers were not aware of their specific instructional needs probably because professional development is normally assigned to teachers with a focus on campus needs, not necessarily the specific needs of the teachers. Teachers

appreciated the one-on-one time during this professional development because they felt safer when asking questions about their instruction. This informs the development of my professional development project by placing a focus on why an awareness of teachers' instructional needs should be a major consideration in designing the LB3 professional development training.

Some researchers support the idea that a collaborative approach to facilitating adult learning is the most impactful. Svendsen (2020) advanced the idea that professional learning communities must discuss similar values and vision, share responsibility of the group, professionally reflect, collaborate, and consider various viewpoints. Canaran and Mirici (2020) suggested that professional learning sessions should involve the consideration of teachers' needs, contain opportunities for teacher collaboration, take place in a positive, academic learning environment, and provide practical application of learned skills. Acar and Yildez (2016) explored influences of online collaboration on teachers' professional development, Learner-Teachers (LT). LT is a project aimed at fostering collaboration between novice teachers about instructional and classroom management issues. Teachers uploaded a video of their instruction for other teachers can comment on their instructional practices to provide feedback. Through semistructured interviews and teachers' online entries, the authors were able to discover that teachers felt fulfilled with the online professional development platform, found online collaboration essential to their professional growth, and saw improvements both in their instructional practices and classroom management. This informs the development of my professional

development project by highlighting the importance of a collaboration and feedback component between LB3 teachers. It also shows the possibility of extending the training beyond the typical face-to-face or school-restricted training to a virtual setting while still maintaining desired results.

Hamilton (2018) explored teaching portfolios that included a combination of collaborative and one-on-one professional development as a way to effectively authenticate and continuously document the development of teachers' learning. For this qualitative case study, the author included the use of collaboration and personal reflection between teachers from different sectors and contexts. During the cross-sectoral collaboration, inexperienced teachers found solutions to relevant dilemmas and support from veterans within the group. The author not only felt this informal collaboration was valued as authentic professional development, but it also cultivated a level of trust needed in a teacher group where self-study and communities of practice would occur. During this study, teachers were also provided with opportunities to self-reflect to complete a portfolio. Hamilton concluded that the self-reflection aspect of the professional development held a particular value for the teachers, in that it made them realize, not only that they were in control of their own learning, but they were developing knowledge of themselves as the learner. Though writing and rewriting in their portfolios was viewed as a nuisance, the teachers expressed that their professional development experience was improved with the teacher-led approach of collaboration and self-reflection. This study informs the development of my professional learning project by showing LB3 trainings

can be effective when collaboration between teachers of various experiences and individualized professional learning are combined.

Baird and Clark (2018) used observations, teacher surveys, and student data to describe a model of professional development that was structured around the effective use of curriculum and instructional practices. The model specifically merged adult learning theory and elements of best practices for involving teachers in their trainings. The 'look-ahead' sessions involved a review of content or strategies from the previous session, instruction or discussion on student discourse and reasoning strategies, a critical look into the materials needed to provide effective instruction, and inquiry periods for further clarification. Most sessions ended with grade-level members planning how the new strategies could be implemented in the classroom. Teachers also provided input on their unmet needs to be addressed in the next session. Observation data showed that the use of student discourse and reasoning strategies increased in use among teachers each year. Survey data indicated an increase in student engagement, independence, and academic risk-taking. These increases were not reflected in standardized assessment scores, however. This study informs my project study by presenting how professional development focused on planning ahead through the incorporation of adult learning theory and best practices could increase the use of LB3 best practices over time.

Though team teaching is not a new concept, using this concept as a form of continuous professional development (CPD) is the focus of a new model as described in Canaran and Mirici's (2020) study. The authors used a holistic single-case study

framework with semistructured interviews and archival records to understand three EFL teachers' experiences with this new professional development model. As a part of the model, five phases were integrated with CPD strategies that focus on learner needs, research by the learner, learner reflection and collaboration, and displayed impact on student achievement. First, the preparation phase comprised of allowing teachers to become familiar with team teaching through discussions and 45-minute video observations of themselves and then with others. At the conclusion of this phase, teachers wrote a professional development plan for themselves based on their observed strengths, weaknesses, and professional goals. Next, the teachers were involved in the research phase where they chose a learning goal for their students and created plans based on their lesson study and action research of the goal. Afterwards, the teachers would be involved in planning and implementation of the actual lessons. Two teachers would agree upon their available times to deliver instruction, share the responsibility of planning activities, and choose three students for a third teacher to closely observe during the lesson. Next, teachers would evaluate lesson successes, failures, and discuss feedback from the three observed students. At the end of this phase, teachers were expected to submit a report of the lesson and what adjustments to the lessons were needed. Lastly, teachers entered the dissemination phase, through the CPD practice of lesson study, where they presented their documented work to colleagues. The findings of this study showed themes of teachers reflecting on their learning, their thinking, and their feelings toward team teaching. The authors found that the teachers' instructional practices and self-confidence

improved while students also showed progress. This study informs my project study by highlighting the positive effects of structuring the LB3 professional development sessions to focus on teachers' needs, having teachers to participate in active research, allowing teachers to self-reflect on their strengths and weaknesses, and encouraging teacher collaboration.

The study of educational theory during teachers' professional development has improved their instructional practices. Rodriguez, Condom-Bosch, Ruiz, and Oliver (2020) explored the effects of a professional development centered on the use of teacher debate and discussion on educational theory. Teachers would read scientific articles on educational theory, select one paragraph to discuss, and then meet with other educators once a month to debate and discuss their thoughts. The teachers also divided into groups and discussed evidence-based strategies that were working in their classrooms. Through the use of questionnaires, the authors found that participating in this type of professional development showed the teachers' instructional practices improved, teachers used the scientific evidence to inform their instructional practices, networks of teachers were created to discuss lesson planning and evidence-based practices, and students' learning improved. This exploration informs my project study by showing that having LB3 teachers involved in discussions of educational theory during their professional development might lead to improvements in instructional practices, student achievement, and the possibility of building on aspects of LB3 reading literacy instruction.

Difficulties of Professional Learning

Through the use of an observational case study, Apriliyanti (2020) discovered difficulties teachers may face during professional development, as well as some benefits. The author conducted semistructured interviews of five English teachers of secondary schools and found that the teachers had difficulty choosing the most appropriate method to deliver high-interest instruction, deciding on material that met the students' needs, motivating students, knowing and teaching the correct way to pronounce words, steps to increase students' vocabulary, publishing required scientific papers, and the cost of training. Despite these obstacles, teachers were aware of a need to continue to develop professionally beyond a professional development program. This information informs this study by emphasizing the possibility that although the participants of my LB3 professional development will be trained on appropriate instructional strategies, participants may still face difficulties in motivating students to participate in lessons, pronouncing words correctly due to unfamiliarity or cultural accents, and choosing materials that meet students' needs.

During professional development, there may be contradictions that arise when setting and obtaining expectations of teachers. Goodnough (2018) conducted a qualitative case study to examine contradictions involved with instructional practices and teacher-directed, STEM professional development focused on collaborative action research (CAR). Participants were involved in interviews focused on session activities, reflective portraits involving documentation of any transformations in their understanding,

submission of various planning documents and classroom artifacts, the creation of multimedia presentations, and classroom observations. While teacher teams sought to focus on various research questions of this study, the common goal of the teams was to improve their inquiry-based instruction. However, it was found that there were contradictions. Teachers had difficulty with releasing control of the lesson during instruction and being uncomfortable in designing the lessons for lack of knowledge about inquiry instruction. Teachers felt the curriculum was overwhelming and that the instructional schedule did not adequately allow for the STEM instruction. It was also found that some teachers had difficulty adapting to the school's culture and their particular way of addressing instructional situations. Teachers expressed a feeling of isolation during instruction and that the collaboration connected to the professional development assisted with eliminating that feeling. This study informs my professional development project by featuring underlying contradictions that may arise during LB3 professional development.

Project Description

Implementation

A 3-day professional learning session has been created to provide a platform for teacher collaboration and to build on aspects of LB3 reading literacy instruction perceived to work well. Participants of this study expressed the need for consistent LB3 training and opportunities for teachers to model successful LB3 teaching practices during professional development to sustain their enthusiasm for LB3 implementation. This

professional development will be most beneficial to those participants that only use LB3 as a supplemental resource for reading literacy instruction and feel all components cannot be included in their reading instruction as designed. For successful learning sessions to occur, the following items are required: internet access, laptops or computers equipped with cameras and with the Microsoft Teams application downloaded, a space to conduct instructional modeling, a document camera, projector, Smart Board, copies of agendas, sign-in/out sheets, prior student assessment data, and a timer. Participants in the professional learning sessions will be sent a virtual link to formative learning evaluations after each session. A variety of team-building activities will be employed during the start of each session to secure teacher buy-in.

Objectives of the professional learning sessions include an explanation of the appreciative inquiry framework to provide purpose for training sessions and identification of instructional best practices for LB3. The professional learning sessions will also be a safe space for teachers to give input, contribute to their learning by modeling instructional strategies, and provide critical feedback on modeled LB3 instruction.

Day 1: Appreciative inquiry and definitions. Day 1 starts with online Reading Literacy Instruction Jeopardy, tailored to specifics about research-based reading literacy instruction. Next, participants will view a PowerPoint presentation outlining the purpose of using the appreciative inquiry framework to design this particular professional learning experience. The facilitator will inform participants of the objectives and focus of each day's session. Day 1 will have focus on the AI theme of Defining. LB3 coaches and

administrators will give an overview of the LB3 Reading Program and explain district expectations of LB3 instruction. This overview will include definitions of expected LB3 best practices and data of similar schools that have implemented LB3 and have experienced the expected reading literacy achievement. Participants will then have a chance to provide their experiences about any best practice that they perceive to contribute to reading literacy achievement for their students. Lastly, there will be an overview of the next session and how Day 2's appreciative inquiry focus connects to Day 1's focus.

Day 2: Best practice modeling and teacher input. The first half of Day 2 will include the AI theme of Discovery. Participants can appreciate best practices of LB3 as modeled by successful LB3 teachers in the session. The modeled lessons will occur through a prerecorded video or a live model at the training session. Participants will have the opportunity to comment on or question implementation methods and strategies for clarification. Also, an opportunity for teachers to practice the modeled methods and strategies will be provided during this session. The second half of Day 2 focuses on the Dream phase of AI, where participants will envision the steps required in attaining and maintaining success with LB3 and building on best practices. Participants are expected to self-reflect on their instructional strategies for LB3 implementation and align them with the modeled best practices to create personal, instructional steps to guide their students in reading literacy achievement. Afterward, participants will have an opportunity to brainstorm, collaborate, and provide input on ways to build on the best practices

presented during the session. This activity will prepare them for their group project for the next session.

Day 3: Group products and modeling videos. During the first half of the final learning session, participants will be expected to create a step-by-step document that details how to execute best practices for their assigned component of LB3. Each of the five components of LB3 will be assigned to each group, including solid phonics instruction, guided reading with leveled text, independent reading with “just right” text, read-aloud strategies, and writing a response to reading. The participant-created documents are allowed to be paper-based or digital and can be as creative as each group prefers it to be, as long as there are step-by-step directions on how to implement instructional practices effectively for the assigned component. At the culmination of the session, participants will share copies or links to their document in order for every participant to possess a collection of best practices for LB3 to refer to when implementing the program’s components in their classrooms. The second half of Day 3 learning will involve each participant creating a video of lesson modeling based on the best practices from the newly-created, LB3 best practices document. Unlike the last activity, this activity will not contain opportunities for teacher collaboration. Participants will record themselves modeling each LB3 component to submit into the Microsoft Teams application for participant and facilitator feedback. Day three ends with a review of LB3 expectations from reading coaches and administrators.

Potential Professional Development Limitations and Solutions

Budgetary restraints may cause a decrease in the availability of resources for the professional learning sessions. Schools would need to budget for snacks, online fees for access to team building activities, and needed session materials for three days. If additional reading literacy support is needed from out-of-district individuals, this cost would need to be included in the budget. However, if the schools would have me facilitate additional support during the professional learning sessions, it would allow more flexibility with the budget. Another resolution to budget limitations is to ask each team to sponsor the snacks for an assigned session, which could encourage consistent attendance in the professional learning sessions.

All reading teachers and reading coaches at the three schools for this study will be required to attend the LB3 professional learning sessions. Some participants expressed their perception of LB3 as a supplemental resource; however, teacher buy-in of attending LB3 professional development may be limited. Only eight reading teachers and four reading coaches volunteered to participate in the semistructured interviews between the three schools. Other reading teachers and reading coaches may feel the professional learning sessions are unnecessary. As a solution, school administrators will be encouraged to advocate for consistent professional development in reading literacy to build purpose for session attendance. Some other methods to boost reading teacher and reading coach attendance in the sessions could be team competitions, attendance awards,

LB3 success testimonials, the provision of preferred snacks, or the creation of a team accountability system.

Project Timetable for Proposed Implementation

The proposed timetable for this project implementation is September 30 – October 2, 2020. The professional learning will begin at 9:00 a.m. and end at 3:00 p.m. In this district, teacher service days begin on August 10, 2020. Students are not scheduled to start school until October 19, 2020. This proposed timetable may support teacher buy-in because it allows teachers ample time to plan and practice LB3 best practices before students arrive for the first day of school.

Roles and Responsibilities

The researcher. Following authorization from Walden University, the findings of this study may be presented to support the purpose of the professional learning sessions in this project. Participants can view the results of the study through an email request, as stated in this study's consent forms. School administrators will also have the authority to present the results of this study to teachers. As the researcher, my role is to create a professional development project for the three schools highlighted in this study.

The project facilitator. The facilitator's role is to support participants of this LB3 professional learning experience in executing best instructional practices. If school administrators feel it is necessary, I will act as the professional development facilitator. I will communicate with the appropriate school administrators to secure the needed materials for the facilitation of the professional learning sessions. I will create a checklist

for items needed and their purposes during the learning sessions. For successful learning sessions to occur, the following items are required: internet access, laptops or computers equipped with cameras and with the Microsoft Teams application downloaded, a space to conduct instructional modeling, a document camera projector, Smart Board, copies of agendas, sign-in/out sheets, and a timer. I would also need to secure September 30 - October 2, 2020, from 9:00 a.m. to 3:00 p.m. as the dates and times for the training.

Reading teachers. Reading teachers of the three research schools will be held accountable for their attendance in the LB3 professional development. The following minimum standards will be expected of teachers during the learning sessions: on-time arrival, silenced electronic devices, fostering and promoting a culture of respect, and full engagement in lesson activities. Teachers will also be expected to provide information both with assigned groups and the general group of participants. Log-in information for access to the Microsoft Teams application needs to be known prior to the training. Links to feedback forms will be provided to teachers after each training (Appendix A).

Reading coaches and administrators. Reading coaches and administrators associated with reading literacy achievement are expected to attend the LB3 professional development. The attendance of the reading coaches and administrators will assist in ensuring teachers' expectations are met during LB3 implementation. Administrators will authorize proposed dates and times of the learning sessions, communicate with the facilitator, and assist in securing and providing access to needed materials for the training sessions.

Project Evaluation Plan

Formative evaluations will be used to discover if this professional development project is successfully guiding teachers in improving their LB3 instructional practices. Formative evaluations are designed to rigorously identify areas of a project that need improvement for more effective implementation (Elwy et al., 2020). Usually, this type of evaluation is iterative and is used to document progress as learning of a skill occurs. In the event of intervention failure, formative assessments are instrumental in understanding whether the design of the project or poor implementation is the cause (Elwy et al., 2020). Formative evaluations designed to promote continuous self-assessment of LB3 instructional practices will be included in a Microsoft Teams folder for this study's participants (see Appendix A). After each learning session, teachers will fill out an online document that includes their perception of the overall session, the level of engagement of the sessions, a space to communicate about any activity that was too difficult to complete, and an opportunity to request further clarification. Teachers will email the document to their facilitator. The data collected from these evaluations will support efforts to adjust future learning sessions for maximum application of best practices in reading literacy.

Participants expressed a need for LB3 trainings to be consistent and include teachers' input as part of the modeling process. It is expected that this professional learning experience is conducted according to campus needs. Each time the training is conducted, reading teachers can discuss their progress, provide input about the training, and continue to model LB3 instruction to receive feedback from reading coaches and

administrators (Scarparolo & Hammond, 2018). Teachers should also fill out progress forms that will assess their progress with implementation. Statements to be completed on the form include: “I have observed the following improvements to my LB3 instruction:...” and “My students have improved in reading literacy in the following ways:...” Administrators will have access to the data from these forms to make data-based decisions about whether their reading teachers need additional LB3 support or training. The answers to these forms would also serve as a self-reflection tool for teachers.

After the 2020-2021 school year, teachers will have access to an instructional practice summative form through Microsoft Teams to assess significant changes in their LB3 instructional practices (Appendix A). Teachers will be asked to rate their instructional practices with each component of LB3 and share their students’ progress from the first reading assessment to the last. The form will also include an opportunity to describe students’ progress that scores cannot capture. The data from this form will inform the facilitator and administrators about whether the professional development impacted LB3 instructional practices as expected.

Project Implications

Social Change in Local Community

After this LB3 professional development, participants will be equipped with a thorough understanding of LB3’s best practices and implement all of the program’s components with accuracy. Some participants perceived LB3 as a supplemental resource.

During this professional development, they will observe how other reading teachers successfully implemented all of the components during reading instruction, model the best practices they observed, and discuss ways to adjust the best practices to fit their particular schedule and students' needs. Consequently, teachers who complete this LB3 professional development will be better equipped to produce students who excel in reading literacy and develop reading skills that last beyond elementary school.

Administrators are expected to support reading teachers and reading coaches as they implement LB3. They can address any adjustments this project needs to meet the needs of their teachers. The expectations presented on Day 1 of this professional development detailed the district's expectations regarding LB3 instruction.

Administrators are charged to hold teachers to these expectations to secure proper LB3 implementation. They bear the responsibility of assessing teachers' level of competence in proper LB3 instruction and close analysis of student assessment data to determine reading literacy improvement.

Importance of Project in Larger Context

For reading programs to be adequately implemented by teachers, high-quality professional learning is required (Jaeger, 2018). The findings of this project study can be disseminated to other schools in the district who struggle with proper LB3 implementation or who feel they lack consistent, skill-specific professional development opportunities associated with the LB3 program. This collaboration could probably lead to a more extensive network of reading teachers, reading coaches, and administrators who

can model proper instruction and provide feedback to one another for improvement. Overall, the improvement of reading literacy instruction will positively impact student reading literacy achievement beyond elementary school.

Conclusion

The purpose of this professional development project is to provide a platform for teacher collaboration in order to maintain and build on parts of LB3 reading literacy instruction that are perceived to work well. This project addresses the contexts of the two research questions that guided the study: reading teachers' and reading coaches' experiences and instructional practices with using the Literacy By 3 Reading Program to improve reading literacy and the perceptions of LB3 reading teachers and coaches on what elements of the program, if any, are linked to improved reading literacy. This project addresses supplemental use of LB3 and incorporates teacher input and modeling during professional development trainings to sustain enthusiasm about the program.

Section 4: Reflections and Conclusions

Introduction

The purpose of this basic qualitative study was to explore reading teachers' and coaches' experiences and instructional practices with LB3, as well as their perceptions of which program elements, if any, were linked to improved reading literacy. The results of the study showed that reading teachers and reading coaches perceived LB3 to be a program that works well, sometimes LB3 was supplemental, instructional and student experiences are most valued, specific combinations of LB3 components were perceived stronger than others, teacher input and modeling during professional development trainings would sustain enthusiasm about the program. With the findings of this study, I created a professional learning project in support of a platform for teacher collaboration, instructional modeling, and to build on aspects of LB3 reading literacy instruction that are perceived to work well. Section 4 details the project's strengths and limitations, recommendations, details on the importance of the work, reflections on developing the project, being a scholar and leader, considerations of project implications, applications, and directions for future research.

Project Strengths and Limitations

This professional development project holds two specific points of strength. First, the project can address the specific desires of reading teachers and coaches regarding more consistent LB3 training and opportunities for teachers to model and have input in their learning. The problem of the study is that little was understood about the

experiences, instructional practices, and perceptions of teachers and literacy coaches who taught LB3. An understanding of teachers' experiences is essential in determining which instructional practices are perceived to work well in addressing student achievement (Jaeger, 2018). Another strength this project possesses is the provision of a platform for teacher collaboration with successful LB3 teachers. Professional learning should consider teachers' needs and include opportunities for teachers to collaborate (Canaran & Mirici, 2020). In the professional development I designed, teachers will observe instructional models by their colleagues and practice what they have learned. Teachers will even be able to view their instructional practices through a personal recording of their modeling. Formative and summative evaluations will help teachers record observed improvements to their instructional practices and student achievement.

Recommendations for Alternative Approaches

An alternative approach to this project would be an online version of the professional development sessions. Due to the impact of COVID-19, many school districts have already transitioned their professional development trainings to an online platform (Hartshorne et al., 2020) To transform this professional development to online training, a Microsoft Teams group would be created. Participants would have access to the materials and videos by logging in with their district emails. Teacher collaboration would take place in another space on Microsoft Teams according to specified groups. The availability of online training also makes it possible for teachers to update their

pedagogical knowledge at their own pace, improve their technological knowledge, and participate in peer feedback and reflection (Seraji & Khodaveisi, 2019).

Scholarship, Project Development, and Leadership and Change

Growth of Self as Scholar

With the aid of current literature on identifying codes and themes in qualitative studies, I was able to determine themes from this study's interview data. Though there were some difficulties in this process, I was able to pinpoint the areas causing the difficulty and either redo or realign my thinking or procedures with the current literature. The participants provided some similar responses to the interview questions, which resulted in the five themes presented. During the content analysis of the data and keeping the purpose of this study in mind, teachers' experiences and perceptions led me to develop professional learning sessions that allowed for teacher input and instructional modeling for their peers.

Reading literacy achievement and the instructional practices of reading teachers hold a prime interest for me. Initially, my interest focused on the effectiveness of the LB3 Reading Program. However, in the early stages of deciding on the research questions, I realized I was more interested in how teachers felt about the LB3 Reading Program or what their instructional practices were. From that moment, I began to listen to comments about the program and mentally drafted questions I would ask the commenters. I learned about the appreciative inquiry approach to successfully finding out what worked in an organization and decided that was the path I wanted to take with this study. In

researching this approach, I learned that, too often, the focus is on what does not work, and time is wasted on irrelevant issues. The appreciative inquiry approach frames the problem within what is already working and directs participants to build on that success.

The courses and assignments from Walden have taught me to justify solutions to inquiries in my field with current literature. The courses that required me to read and classify various research methods made me aware of how appropriate a qualitative method would be for this project. Learning to navigate Walden's library and other databases for the most updated, peer-reviewed literature has made me an improved scholar and researcher.

Growth of Self as Practitioner

Educators, including administrators, should stay in an environment of constant learning to be aware of updates in best practices. As an administrator, I am expected to be a resource for teachers regarding their instructional development. The literature supports the fact that students still struggle to read (Mullis et al., 2017). How I guide teachers impacts the instruction that affects student achievement. Understanding how teachers feel about a reading program that has been adopted by the district assists in adjusting professional development to correct misconceptions and provide instructional models for struggling or novice teachers. Through this study, I have been made aware of teachers' experiences regarding what drives their instructional practices and issues that may cause them to supplement LB3 and not use it as it was designed.

Growth of Self as Project Developer

The professional development project was constructed from this study's semistructured interview data. The goal of the study was to understand reading teachers' and reading coaches' experiences, instructional practices, and perceptions of LB3. During professional development, participants are expected to gain knowledge of best practices that contribute to the program's success. As the developer, I made sure consideration was given to various types of teacher-learners that may participate. I included a variety of activities, including video modeling, question and answer sessions, reflective activities, and use of other technology to reflect this consideration. Teacher collaboration is encouraged through team activities. The administrators, literacy coaches, and LB3 teachers who have had success with the program are expected to support the other participants. The participants are expected to complete a professional development evaluation after each session.

Reflection on the Importance of the Work

This professional development project was an opportunity to build on the aspects of LB3 perceived to work well by improving teachers' instructional practices. As teachers differentiate their instruction for students, professional development facilitators should differentiate trainings for teachers. This project was designed to address teachers' expressed need to be involved more frequently in trainings that guide them within the LB3 structure and to be a part of other teachers' professional development through instructional modeling. School administrators should realize the importance of their participation and support of teacher professional development. Successful LB3 teachers

know that implementation of the program and a positive impact on student reading literacy achievement require consistent best instructional practices.

Implications, Applications, and Directions for Future Research

The problem, considering inadequate reading achievement, was that little was understood about the experiences, instructional practices, and perceptions of teachers and literacy coaches who taught Literacy By 3. The study involved an examination of this problem through semistructured interviews. The study's findings prompted the creation of the professional development project to incorporate teacher input and instructional modeling during professional trainings to sustain enthusiasm about the program. When teachers are involved in professional learning that focuses on the improvement of instructional strategies, the most effective way to deliver the information is through workshop-style training and instructional modeling (Scarparolo & Hammond, 2018). This professional learning opportunity was designed for the improvement of teachers' LB3 instructional strategies. It is expected that improvement in this area will also improve students' reading literacy achievement.

Additional research in the field of education is a continuous need. A recommendation to further this study is to focus on the reading literacy progress of the students whose teachers participated in the LB3 professional development project. The same participants would take part in a study where their instructional practices would be observed and their students' scores recorded and compared to the scores of a control

group. The researcher could even conduct interviews of the students to understand their experiences and perceptions of the LB3 program.

Impact on Social Change

Understanding teachers' experiences, instructional practices, and perceptions is essential in effective program implementation (Ghaith, 2018). The professional development project was created to address teachers' and coaches' desires to participate in more frequent LB3 trainings and for successful teachers to model instruction for struggling colleagues. The project's expected result is to contribute to improved LB3 instructional practices that lead to improved student reading literacy achievement. This project could also impact instructional decisions by the school district and specific departments associated with reading literacy achievement. This project's contents could be adjusted for other campuses and districts according to the availability of their resources and needs in instructional practices training. The district could serve as a model district for systems focused on improving best practices in reading literacy, positively impacting students' reading literacy achievement. Reading achievement could improve the ability to understand local and global issues to adopt, defend, and advocate specific ideas and beliefs toward a more progressive society.

Conclusion

Section 4 contained the professional development training designed for this project. The data from the 12 semistructured interviews of reading teachers and literacy coaches were used to create the project. This project study could add to teachers' and

coaches' knowledge of implementing best practices during LB3 instruction. Further, it could positively impact student reading literacy achievement.

One strength of the project included addressing the specific desires of reading teachers and literacy coaches regarding more frequent LB3 training and the opportunity for teachers to model and have input in their learning. Another strength was the provision of a platform for teacher collaboration with successful LB3 teachers. Budgetary restraints may cause a decrease in the availability of resources for the professional learning sessions. Having me facilitate the sessions and asking each team to sponsor the snacks for an assigned session could allow for more flexibility with the budget. In this project, I detailed personal reflections on becoming a researcher. Implications, applications, and directions for future research were also provided. It is important to mention the useful data that this project could provide to other schools in the district regarding best practices of LB3. It is expected that teachers will use the instructional models and best practices strategies to improve instructional practices and student reading literacy achievement. This project is also expected to help eliminate the need to use LB3 as a supplemental resource for reading literacy instruction.

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Appendix A

The Project

Participants of this study expressed the need for consistent LB3 trainings and opportunities for teachers to model successful LB3 teaching practices during professional development to sustain their enthusiasm for LB3 implementation. Objectives of the professional learning sessions include an explanation of the appreciative inquiry framework to provide purpose for training sessions and identification of instructional best practices for LB3. The sessions will also be a safe space for teachers to give input, contribute to their learning by modeling instructional strategies, and provide critical feedback on modeled LB3 instruction.

Proposed Activities

Day 1 – Appreciative Inquiry and Definitions

Day 1 starts with online Reading Literacy Instruction Jeopardy, tailored to specifics about research-based reading literacy instruction. Next, a PowerPoint presentation outlining the purpose of using the appreciative inquiry framework to design this particular professional learning experience will be given. Participants will then be informed of the objectives and focus of each day's session. Day 1's theme will be the AI theme of Defining. LB3 coaches and administrators will overview the LB3 Reading Program and explain district expectations of LB3 instruction. This overview will include definitions of expected LB3 best practices and data of similar schools that have implemented LB3 and have experienced the expected reading literacy achievement.

Participants will then have a chance to provide their experiences about any best practice they perceive to contribute to reading literacy achievement. Lastly, all participants will overview the next session, access directions to session evaluations, and learn how Day 2's appreciative inquiry focus connects to Day 1's focus.

Day 2 Discovery and Dream – Best Practice Modeling and Teacher Input

The first half of Day 2 will include the AI theme of Discovery. Participants can appreciate best practices of LB3 as modeled by successful LB3 teachers in the session. The modeled lessons will occur through a prerecorded video or a live model at the training session. Participants will have the opportunity to comment on or question implementation methods and strategies for clarification. An opportunity for teachers to practice the methods and strategies that were modeled will be provided during this session. The second half of Day 2 focuses on the Dream phase of AI, where participants will envision the steps required to attain and maintain success with LB3 and build on best practices. Participants will be expected to self-reflect on their instructional strategies for LB3 implementation and align them with the modeled best practices to create personal, instructional steps to guide their students in reading literacy achievement. Afterward, participants will have an opportunity to brainstorm, collaborate, and provide input on ways to build on the best practices presented during the session. This activity will prepare them for their group project for the next session.

Day 3 – Design and Destiny: Group Products and Modeling Videos

During the first half of the final learning session, participants will be expected to create a step-by-step document that details how to execute best practices for their assigned component of LB3. Each of the five components of LB3 will be assigned to each group, including solid phonics instruction, guided reading with leveled text, independent reading with “just right” text, read-aloud strategies, and writing a response to reading. The participant-created documents are allowed to be paper-based or digital and can be as creative as each group prefers it to be, as long as there are step-by-step directions on how to implement instructional practices effectively for the assigned component. At the culmination of the session, participants will share copies or links to their document in order for every participant to possess a collection of best practices for LB3 to refer to when implementing the program’s components in their classrooms. The second half of Day 3 learning will involve each participant creating a video of instructional practices based on the best practices from the newly created LB3 best practices document. Unlike the last activity, this activity will not contain opportunities for teacher collaboration. However, this session will include an opportunity for teachers to create student learning goals based on prior student assessment data. Participants will record themselves modeling each LB3 component to submit into the Microsoft Teams application for participant and facilitator feedback. Day three ends with a review of LB3 expectations from reading coaches and administrators.

Training Format and Activities

Literacy By 3 Learning Experience

3-Days Of Exploring Best Instructional Practices



Norms:

- ◆ On-time arrival of all participants,
- ◆ Silenced electronic devices,
- ◆ Fostered and promoted culture of respect, and
- ◆ Full engagement in lesson activities.

PROFESSIONAL LEARNING OBJECTIVES

- Explain the Appreciative Inquiry Framework to provide purpose
- Identify best practices of Literacy By 3
- Provide a safe space for teacher input and instructional modeling
- Train teachers on research-based, LB3 reading instruction
- Provide critical feedback on modeled LB3 instruction



OVERVIEW

- ◆ Day 1
 - ◆ **THE DEFINITION:** Defining LB3 Best Practices
- ◆ Day 2
 - ◆ **THE DISCOVERY:** Appreciating LB3 Best practices
 - ◆ **THE DREAM:** Envisioning and Building on LB3 Best Practices
- ◆ Day 3
 - ◆ **THE DESIGN:** Co-constructing and Documenting LB3 Best Practices
 - ◆ **THE DESTINY:** Sustaining LB3 Best Practices

DAY 1 – DEFINE : Defining LB3 Best Practices

Aug. 19, 2020	ACTIVITIES
9:00 – 9:30	<ul style="list-style-type: none"> • Team Building Activity <ul style="list-style-type: none"> • Jeopardy (Reading Literacy Instruction)
9:30 – 10:30	<ul style="list-style-type: none"> • Appreciative Inquiry Presentation <ul style="list-style-type: none"> • Outlining the purpose of using the appreciative inquiry framework to design this professional learning experience
10:30 – 11:30	<ul style="list-style-type: none"> • Reading Coaches' and Administrators' Presentation on District Expectations <ul style="list-style-type: none"> • LB3 coaches and administrators will give an overview of the LB3 Reading Program and explain district expectations of LB3 instruction.
11:30 – 12:00	<ul style="list-style-type: none"> • Discussion of Best Practices Experiences with Teachers <ul style="list-style-type: none"> • Participants will have a chance to provide their experiences about any best practice that they perceive to contribute to reading literacy achievement for their students.
1:00 – 2:00	<ul style="list-style-type: none"> • Data of successful schools that implement LB3 <ul style="list-style-type: none"> • The presentation of data of similar schools who have implemented LB3 and have experienced reading literacy achievement
2:00 – 2:30	<ul style="list-style-type: none"> • Question and Answer Period
2:30 – 3:00	<ul style="list-style-type: none"> • Next Session Connection: Discovery and Dream <ul style="list-style-type: none"> • An overview of the next session and how Day 2's appreciative inquiry focus connects to Day 1's focus

DAY 2- DISCOVERY & DREAM: Appreciating, Envisioning, and Building on LB3 Best Practices

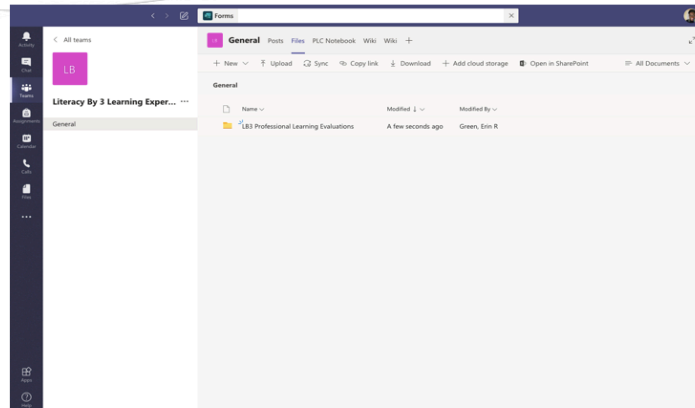
Aug. 20, 2020	ACTIVITIES
9:00 – 9:15	<ul style="list-style-type: none"> • Team Building Activity <ul style="list-style-type: none"> • Teachers create cards and describe one particular child that stood out, either negatively or positively, in their reading class. Do not use real students' names. • Teachers switch cards with members in their group. • These cards will be used during teacher modeling and teachers should act according to their cards.
9:15 – 10:15 DISCOVERY	<ul style="list-style-type: none"> • Teacher Modeling of Successful LB3 Instructional Practices <ul style="list-style-type: none"> • The modeled lessons of each LB3 component will either occur through a prerecorded video or during a live model at the training session.
10:15 – 12:15	<ul style="list-style-type: none"> • Teacher Practice and Feedback Session <ul style="list-style-type: none"> • Participants will have the opportunity to comment on or question implementation methods and strategies for clarification
1:15 – 2:15 DREAM	<ul style="list-style-type: none"> • Self-Reflection Session <ul style="list-style-type: none"> • Participants will be expected to self-reflect on their instructional strategies for LB3 implementation and align them to the modeled best practices in order to create personal, instructional steps to guide their students to reading literacy achievement • Building on Best Practices Discussion <ul style="list-style-type: none"> • Participants will have an opportunity to brainstorm, collaborate, and provide input on ways to build on the best practices presented during the session
2:15 – 3:00	<ul style="list-style-type: none"> • Next Session Connection: Design & Destiny <ul style="list-style-type: none"> • An overview of the next session and how Day 3's appreciative inquiry focus connects to Day 2's focus

DAY 3- DESIGN & DESTINY: Co-constructing, Documenting, & Sustaining LB3 Best Practices

Aug. 21, 2020	ACTIVITIES
9:00 – 9:15	<ul style="list-style-type: none"> • Team Building Activity <ul style="list-style-type: none"> • LB3 Escape Room
9:15 – 11:15 DESIGN	<ul style="list-style-type: none"> • Co-construct LB3 Best Practices Document <ul style="list-style-type: none"> • Participants will be expected to collaborate and create a step-by-step document that details how to execute best practices for their assigned component of LB3.
11:15 – 12:15 DESTINY	<ul style="list-style-type: none"> • Participants' Modeled Lesson Videos <ul style="list-style-type: none"> • Participants will record themselves modeling each LB3 component to submit into the Microsoft Teams application for participant and facilitator feedback
1:15 – 2:15 DESTINY (cont.)	<ul style="list-style-type: none"> • Participants' Modeled Lesson Videos (cont.) <ul style="list-style-type: none"> • Participants will record themselves modeling each LB3 component to submit into the Microsoft Teams application for participant and facilitator feedback
2:15 – 3:00	<ul style="list-style-type: none"> • Review of LB3 Expectations <ul style="list-style-type: none"> • LB3 coaches and administrators will give a review of the district's expectations of LB3 instruction. • Question and Answer Period

PROFESSIONAL LEARNING EVALUATION

- Please complete the daily professional learning evaluation in the specified folder in the Microsoft Teams application.
- Email your responses to your facilitator.
- The results of this evaluation will be used to adjust professional learning for effectiveness.





L.B3 Professional Development Evaluation Form

Today's Date: _____
Session Title: _____
Facilitator: _____
Location: _____

I am a (Highlight One): Reading Teacher Reading Coach Building Administrator

My perception of the overall session (Highlight One):

Very Effective Effective Not Sure Ineffective Very Ineffective

How engaging were the session activities? (Place an X on one):

____ **Very Engaging:** The learning activities piqued my interest most of the time. The learning activities matched the way I learn. I valued the learning activities.

____ **Basically Engaging:** The learning activities were basic and typical. The learning activities engaged me for the time allocated for this training. I attended because I was expected to.

____ **Not Engaging Enough:** I attended the session, but the learning activities were not engaging enough to involve me significantly.

Which task(s)/activity(ies) was/were too difficult for you to complete? Why? Please type your response below.

I there any information you need clarification on? Please type your response below.

LB3 Professional Development Evaluation Form (Formative)

Today's Date: _____

Session Title: _____

Facilitator: _____

Location: _____

I am a (Highlight One): Reading Teacher Reading Coach Building Administrator

My perception of the overall session (Highlight One):

Very Ineffective Ineffective Not Sure Effective Very Effective

How engaging were the session activities? (Place an **X** on one):

_____ **Very Engaging:** The learning activities piqued my interest most of the time. The learning activities matched the way I learn. I valued the learning activities.

_____ **Basically Engaging:** The learning activities were basic and typical. The learning activities engaged me for the time allocated for this training. I attended because I was expected to.

_____ **Not Engaging Enough:** I attended the session, but the learning activities were not engaging enough to involve me significantly.

Which task(s)/activity(ies) was/were too difficult for you to complete? Why? Please type your response below.

Is there any information you need clarification on? Please type your response below.

LB3 Instructional Practice Progress Form (Formative)

Teacher's Name: _____

Grade Level: _____ Today's Date _____

I have observed the following improvements to my LB3 instruction:**My students have improved in reading literacy in the following ways:**

LB3 Instructional Practice Progress Form (Summative)

Teacher's Name: _____

Grade Level: _____ Today's Date _____

Please use a 1-10 (1= Novice; 10=Expert) scale to rate your LB3 instructional practices for the 2020-2021 school year:

1. Phonics Instruction _____
2. Read-Aloud Instruction _____
3. Guided Reading Instruction _____
4. Independent Reading Management _____
5. Writing Instruction _____

Please give the average of your students' BOY reading assessment scores and an average of their EOY reading assessment scores to determine progress:

BOY Reading Assessment Score: _____

EOY Reading Assessment Score: _____

My students have improved in reading literacy in the following ways:

--

Appendix B

Teacher Interview Protocol

Teacher Interview Questions based on the Appreciative Inquiry Framework

1. Discover

- a. How do you perceive the Literacy By 3 Reading Program (LB3)?
- b. Please explain a time, if any, when teaching reading through Literacy By 3 improved your reading instruction.

i. **PROBING QUESTIONS:**

1. What instructional strategies/methods, in particular, have contributed to improved academic performance?
2. How does differentiated instruction play a role in this improved academic performance?
3. What was the source of these strategies/methods?

2. Dream

- a. What do you value most about LB3?

i. **PROBING QUESTIONS:**

1. Why do you value this component?
2. What experience have you had that aligns with this value?

- b. What are your expectations arising from the use of LB3?

i. **PROBING QUESTION:**

1. What is the main inspiration of these expectations?

2. What experience have you had that aligns with these expectations?

3. Design

- a. What do you see as being some of the LB3 components that are linked to improved reading achievement?

- i. **PROBING QUESTION:**

1. What are the components to LB3?
2. What experience have you had with these LB3 components that showed you improved reading achievement had been reached?
3. (If there are no perceived components) What additional components do you think should be included in LB3 to improve reading achievement?

4. Destiny

- a. What must happen to keep your excitement high about teaching LB3?

- i. **PROBING QUESTION:**

1. How can you be instrumental in your excitement about teaching LB3?
2. What resources would you need to keep your excitement high about teaching LB3?

Appendix C

Reading Coach Interview Protocol

Reading Coach Interview Questions based on the Appreciative Inquiry Framework

1. Discover

- a. How do you perceive the Literacy By 3 Reading Program (LB3)?
- b. Can you explain a time, if any, when your Literacy By 3 coaching improved academic performance?

i. **PROBING QUESTIONS:**

1. What coaching strategies/methods, in particular, have contributed to this improved academic performance?
2. What was the source of these strategies/methods?

2. Dream

- a. What do you value most about LB3?

i. **PROBING QUESTIONS:**

1. Why do you value this component?
2. What experience have you had that aligns with this value?

- b. What are your expectations arising from the use of LB3?

i. **PROBING QUESTION:**

1. What is the main inspiration of these expectations?
2. What experience have you had that aligns with these expectations?

- c. What are your expectations arising from coaching teachers who use LB3?

3. Design

- a. What do you see as being some of the LB3 components that are linked to improved reading achievement?

- i. **PROBING QUESTION:**

- 1. What are the components to LB3?
 - 2. What experience have you had with these LB3 components that showed you improved reading achievement had been reached?

4. Destiny

- a. What must happen to keep your excitement high about coaching teachers to implement LB3?

- i. **PROBING QUESTION:**

- 1. How can you be instrumental in your excitement about coaching teachers to implement LB3?
 - 2. What resources would you need to keep your excitement high about coaching teachers to implement LB3?

Appendix D

Teacher Interview Patterns/Themes

1. How do you perceive the LB3 Reading Program?

Teacher DISCOVER Responses Summary

- T3-1 ◆ It's a good program, if implemented correctly
- T3-2 ◆ Potential to be a great program
- T3-3 ◆ Impactful program
- ◆ Planning is overwhelming at times due to scheduling
- T4-1 ◆ Could be very effective with strong implementation in lower elementary
- T4-2 ◆ Very helpful and in-depth dive into reading and literacy
- ◆ A bit lengthy
- ◆ May be a lack of either proper implementation or additional factors that make LB3 unsuccessful in PK-3rd
- T4-3 ◆ Effective way to build the student's reading level, fluency, and writing
- T5-1 ◆ Highly effective when it comes to building our students' basic reading skills
- T5-2 ◆ A great way to prepare young readers to read at level by the time they reach third grade, if teachers use the program consistently and with fidelity
- ◆ Provides teachers with many resources

2. Can you explain a time, if any, when your LB3 teaching improved your reading instruction?

Teacher DISCOVER Responses Summary

- T3-1 ◆ LB3 was not used as often as required.
- ◆ My instruction stayed the same
- T3-2 ◆ Struggling students developed from intense phonics instruction to independently reading with strength and a love for reading through strategically planning for the use of every component in LB3

- T3-3 ♦ Book, Head, Heart component developed into activity that integrated Social Studies skills
- T4-1 ♦ Students reading below grade-level improved through required daily LB3 small group instruction Students reading below grade-level improved through required daily LB3 small group instruction
- T4-2 ♦ Cannot recall a time when teaching with LB3 improved reading instruction
- T4-3 ♦ Spent more time with students, spending additional time in smaller setting
- T5-1 ♦ Within the first 30 days taps the love of reading by using the read-alouds;
- T5-2 ♦ Makes instruction more engaging and enjoyable for students
- T5-2 ♦ The First 25 days of Reading and Writing in LB3 curriculum was very helpful in improving reading instruction and provided systematic strategies
- T5-2 ♦ Students grew as readers and advanced to the next level quicker with the program

3. What coaching/teaching strategies/methods, in particular, have contributed to this improved instruction?

Teacher DISCOVER Responses Summary

- T3-1 ♦ Cooperative grouping and real-world connections
- T3-2 ♦ Identifying students' needs, well-planned instruction, student focus on purpose of reading,
- T3-3 ♦ Modeling, think-pair-share, turn and talk, visualization, retelling, visualization, student-created alternate endings, facilitated discussions, and retelling
- T4-1 ♦ Could not recall a particular LB3 strategy/method that improved instruction
- T4-2 ♦ Very strict on the use of time; utilizing small group instruction; grouping students by ability and areas of improvement
- T4-3 ♦ Read aloud and independent reading
- T5-1 ♦ Guided reading
- T5-2 ♦ The First 25 Days of reading workshop

4. How does differentiated instruction play a role in improved academic performance?

Teacher Responses Summary

- | | |
|------|--|
| T3-1 | ◆ A great deal of time planning and implementing lessons based on individual student needs |
| T3-2 | ◆ Targeted the need of the student,
◆ Clears misunderstanding,
◆ Students advanced with this support |
| T3-3 | ◆ Motivates students to try,
◆ Adds layers of learning while supporting the student at different levels. |
| T4-1 | ◆ Participant did not wish to provide response. |
| T4-2 | ◆ Can zoom in on what students need to help them feel confident and in turn get better results;
◆ A variety of media helps to engage students in workstations |
| T4-3 | ◆ It allows students to be challenged and learn at their level
◆ Students with learning disabilities expressed this type of instruction is preferred instead of whole group instruction |
| T5-1 | ◆ Their comprehension skills improve even more than their independent reading levels
◆ Understand concepts better |
| T5-2 | ◆ Learning needs of a student is the focus teacher to teach in a small group setting
◆ Student growth with individual success |

5. What was the source of these strategies/methods?

Teacher Responses Summary

- | | |
|------|--|
| T3-1 | ◆ Undergraduate instruction focused on effective instruction
◆ Student teaching experiences |
| T3-2 | ◆ Instructional planning, short reads, small group with emphasis on word study |
| T3-3 | ◆ Community Training Assistance Program
◆ Trial and error |
| T4-1 | ◆ Participant did not wish to provide a response. |
| T4-2 | ◆ My own learning style |

- T4-3 ◆ Phonics instruction, guided reading, independent reading, and writing instruction
- T5-1 ◆ Jan Richardson's toolkit
- T5-2 ◆ The First 25 Days of Reading scripted lessons

6. What do you value most about LB3?

Teacher DREAM Responses Summary

- T3-1 ◆ Participant did not wish to provide a response.
- T3-2 ◆ Word study
- ◆ Phonics
- T3-3 ◆ The connection to writing
- ◆ Teachers are allowed to teach to the students' strengths while building on their weaknesses
- T4-1 ◆ Independent reading
- ◆ Students get to select on-level books
- T4-2 ◆ It dives deep into the experience of reading
- ◆ Every skill needed to be a successful reader
- T4-3 ◆ Read-alouds
- T5-1 ◆ It gives students the opportunity to develop a sense of accountability for their learning
- T5-2 ◆ The First 25 days of Reading and Writing

7. Why do you value this component?

Teacher Responses Summary

- T3-1 ◆ Participant did not wish to provide a response.
- T3-2 ◆ Allows student to build decoding skills and oral vocabulary
- ◆ Self-assessment capabilities
- T3-3 ◆ It facilitates discussion, promotes retention, and allows the instructor opportunities to check for understanding without interrupting thought processes
- T4-1 ◆ Students get to select an on-level book
- T4-2 ◆ Allows me to focus on my students' reading in small groups, listen and provide feedback for continuous growth
- T4-3 ◆ It allows me to give an example to the students the greatness of finding just the right book;

- ◆ Reading with a purpose
- ◆ Teaches them how to think while reading
- T5-1 ◆ Start identifying where they are academically;
- ◆ They take a sense of ownership;
- ◆ They start asking for books that pique their interest as well as books that challenge them.
- T5-2 ◆ Detailed scripted daily lessons to prepare my students for independent reading

8. What experience have you had that aligns with this value?

Teacher Responses Summary

- T3-1 ◆ Participant did not wish to provide experiences.
- T3-2 ◆ Participant did not wish to provide experiences.
- T3-3 ◆ When a student wants to respond to a question, I may change strategies and have them write and share or collaborate.
- T4-1 ◆ Participant did not wish to provide experiences.
- T4-2 ◆ Student was reading on level F and moved up to a level J
- T4-3 ◆ Allowing students to think-pair-share;
- ◆ Lets the students have ownership of their thoughts
- T5-1 ◆ My own students ask me for books that are above their levels
- T5-2 ◆ Success in implementing the 25 days of reading and writing;
- ◆ Administrators used me as a model classroom;

9. What are your expectations arising from the use of LB3?

Teacher Responses Summary

- T3-1 ◆ Participant did not provide any expectations.
- T3-2 ◆ To produce and develop strong, lifelong learners who use reading skills at any level of reading, in any position of life.
- T3-3 ◆ Teachers be allowed to teach to the students' strengths while building on their weaknesses
- ◆ No two students learn the same and its difficult that programs are becoming increasingly digital-based when the access in the classroom doesn't match.

- T4-1
 - ◆ LB3 should be used district-wide by all elementary ELAR teachers,
 - ◆ Low numbers of students not reading on grade-level,
 - ◆ Increase students' willingness to read in every subject.
- T4-2
 - ◆ Create students who perform at proficient or advanced on state assessments
- T4-3
 - ◆ Educators are continued to be supported;
 - ◆ Program is easily accessible
- T5-1
 - ◆ Students will begin to grow at least 2 grade levels in any given year if they are two or more grade levels behind and 1 grade level if they are at or above their current grade level.
- T5-2
 - ◆ All principals use the program in their schools with fidelity
 - ◆ By the time students reach third grade, they will be at reading level

10. What is the main inspiration of these expectations?

Teacher Responses Summary

- T3-1
 - ◆ Participant did not provide specific inspiration.
- T3-2
 - ◆ Gratification,
 - ◆ Lifelong learners
- T3-3
 - ◆ Student willingness;
 - ◆ When students become intrigued,
 - ◆ I am motivated to dig deeper to keep them engaged while maximizing instructional time
- T4-1
 - ◆ Participant did not provide specific inspiration.
- T4-2
 - ◆ The need for the expectation to occur;
 - ◆ Gap is not filled;
 - ◆ Lose that student to things such as misbehaviors, dropouts, etc.
- T4-3
 - ◆ Utilizing this resource in both a STAAR and non-STAAR testing grade level
- T5-1
 - ◆ Seeing student growth;
 - ◆ When parents hear their students reading, there is an overwhelming feeling of achievement
- T5-2
 - ◆ Seeing students become strong academic readers and read on level

11. What **experience** have you had that aligns with these expectations?**Teacher Responses Summary**

- T3-1 ◆ Participant did not provide specific experience.
- T3-2 ◆ Tracking students years afterward and seeing their success,
 ◆ Former students (as adults) stopping by to say thank you
- T3-3 ◆ I had to switch instructional gears and pose hypotheticals to get more of my students engaged.
- T4-1 ◆ Participant did not provide specific experience.
- T4-2 ◆ Challenging students; they tend to act out only when it was time to perform academically
- T4-3 ◆ Utilizing the program to its full potential begins to lessen once the student reaches a STAAR testing grade level; the gap between students' reading at their grade level increases; additional time to prepare for the exam is also needed once they reach the third-grade
- T5-1 ◆ Students who claimed to hate reading excelled in my class and on their reading assessments; they began reading outside of the classroom setting on a weekly basis
- T5-2 ◆ Successful at the next grade level; success at STAAR is high because of the proper use of the LB3 program

12. What do you see as being some of the LB3 **components** that are **linked to improved reading achievement**?**Teacher DESIGN Responses Summary**

- T3-1 ◆ All the components of LB3 contribute to improved reading achievement
- T3-2 ◆ Word study, phonics, oral language instruction, reading workshop, interactive read-aloud, independent reading, guided reading/workstation, writing, whole group warm-up, mini-lesson/shared writing, independent writing;
- T3-3 ◆ Word study, read aloud and mini-lessons, guided reading, workstations, independent practice, writing, quick write, and exit tickets
- T4-1 ◆ Read-alouds assist with fluency and ELLs' pronunciation of words

- T4-2 ◆ Guided reading, word study, read aloud
- T4-3 ◆ Phonics instruction, read aloud, guided reading, and independent reading
- T5-1 ◆ All of the components
- T5-2 ◆ The First 25 Days of reading and writing, phonics, read aloud, guided reading, and independent reading

13. What are the **components** to LB3?

Teacher Responses Summary

- T3-1 ◆ Phonics, word works, guided reading, independent reading, read aloud, and written instruction
- T3-2 ◆ Reading Workshop: word study/phonics, interactive read-aloud, independent reading, guided reading/workstation
◆ Writing: whole group warm-up, mini-lesson/shared writing, independent writing
- T3-3 ◆ Word study, read aloud and mini-lesson, guided reading, workstations, indep. Practice, writing, quick write, and exit tickets.
- T4-1 ◆ Participant did not provide specific components.
- T4-2 ◆ Participant did not provide specific components.
- T4-3 ◆ Phonics instruction, guided reading independent reading, read alouds
- T5-1 ◆ Phonics, read alouds with mini-lessons, independent reading, and guided reading
- T5-2 ◆ Phonics, read aloud, guided reading, independent reading, and read Houston read

14. What **experience** have you had with these LB3 components that showed you improved reading achievement had been reached?

Teacher Responses Summary

- T3-1 ◆ Participant did not provide a specific experience.
- T3-2 ◆ Word Study/Phonics Instruction

- T3-3 ♦ Students who were on a kinder reading level had shown improvement an entire grade level
- T4-1 ♦ Participant did not provide a specific experience.
- T4-2 ♦ Participant did not provide a specific experience.
- T4-3 ♦ Seeing improvements in data with students;
♦ Growth in comprehension skills, fluency, and critical thinking;
♦ Consideration of the students who are in a STAAR testing grade level
- T5-1 ♦ Independent reading conferences;
♦ Students who transitioned from Spanish to English reading at a 5th grade level in English
- T5-2 ♦ I used the LB3 components to teach reading, and at the end of the year we tested and the scores were 89% and 85% passing

15. **What must happen** to keep your excitement high about coaching teachers to implement/teaching LB3?

Teacher Responses Summary

- T3-1 ♦ Making sure my students are excited about my daily reading instruction,
♦ Room and authority to make my lessons fun and student-centered.
- T3-2 ♦ Administrative support
- T3-3 ♦ Flexibility with time
- T4-1 ♦ Having access to technology (i.e. tablets) so that students have access to digital books to read independently
- T4-2 ♦ My excitement comes from within
- T4-3 ♦ Communicating suggestions of improvement and ensuring that the campus has 100% of the resources needed for each classroom
- T5-1 ♦ It is important to add an online component to LB3;
♦ online pre-recorded read alouds with the authentic text, as well as guiding questions
- T5-2 ♦ Model classrooms need to be observed; visiting classrooms that are successful using LB3

16. How can **you be instrumental** in your excitement about teaching LB3?**Teacher Responses Summary**

- | | |
|------|--|
| T3-1 | ◆ Make sure I am effectively teaching each component of the program as it was designed. |
| T3-2 | ◆ Creating consistency in routine, having expectations for students |
| T3-3 | ◆ I would like to assist with trainings;
◆ I'm willing to share what works for me |
| T4-1 | ◆ Participant did not provide specifics |
| T4-2 | ◆ Being knowledgeable about the program;
◆ Making learning fun;
◆ View LB3 more as a helpful tool for the students and not a punishment |
| T4-3 | ◆ Continuing to trust the process;
◆ Promote use of LB3 to colleagues;
◆ Communicate improvements that can be made to the program |
| T5-1 | ◆ Helping other educators understand why LB3 is effective;
◆ Showing other teachers the best resources to use when planning effective lessons |
| T5-2 | ◆ Share my success stories from my students;
◆ model the components for the teachers |

17. What **resources** would you need to keep your excitement high about coaching teachers to implement LB3?**Teacher Responses Summary**

- | | |
|------|---|
| T3-1 | ◆ Teachers should make their own personal spin on LB3 to get the best results |
| T3-2 | ◆ Resources that are not just based on levels, but also the students' interests,
◆ Adequate engaging activities
◆ Support |
| T3-3 | ◆ Modeled lessons and demonstrations on how to best implement components |
| T4-1 | ◆ No resources needed |
| T4-2 | ◆ Ready-made workstations
◆ Link to workstations and/or activities that can be used |

- universally per grade level in the district
- T4-3 ♦ Classroom libraries are replenished; class sets
 - T5-1 ♦ The leveled library
 - T5-2 ♦ A strong bilingual library

Appendix E

Reading Coach Interviews Patterns/Themes

1. How do you perceive the LB3 Reading Program?

Coach DISCOVER Responses Summary

- | | |
|-----|--|
| C-1 | <ul style="list-style-type: none"> ◆ [District's] approach to implement balanced literacy ◆ Professional development focused on running record interpretation, running record implementation, modeling |
| C-2 | <ul style="list-style-type: none"> ◆ Opportunity to expand learning ◆ Built-in time allotment ◆ Significant improvement in students' reading accuracy, comprehension, and independence |
| C-3 | <ul style="list-style-type: none"> ◆ Works better with PK-2nd grades; ◆ Upper grades feel like it's baby work and don't want to be read to. |
| C-4 | <ul style="list-style-type: none"> ◆ Great for elementary ◆ Helps to build on key, foundational skills ◆ Needs effective implementation for students to read at or above reading level |

2. Can you explain a time, if any, when your LB3 coaching improved academic performance?

Coach DISCOVER Responses Summary

- | | |
|-----|---|
| C-1 | <ul style="list-style-type: none"> ◆ Significant improvement on running records assessment |
| C-2 | <ul style="list-style-type: none"> ◆ Gradual increase in vocabulary, ability to infer, making reasonable predictions, and creating authentic responses |
| C-3 | <ul style="list-style-type: none"> ◆ Teachers were able to identify struggling readers to differentiate instruction |
| C-4 | <ul style="list-style-type: none"> ◆ Students became engaged in questions during read aloud ◆ Students used story maps and graphic organizers |

3. What coaching strategies/methods, in particular, have contributed to this improved instruction?

Coach DISCOVER Responses Summary

- C-1
- ◆ How to use students' running records data
 - ◆ Professional development focused on running records
 - ◆ Modeling,
 - ◆ Having teachers observe other teachers who are implementing correctly,
 - ◆ Assisting with the set-up of daily schedules for small group instruction,
- C-2
- ◆ Assistance with systems to support workstations
 - ◆ Ensuring effective planning and pacing with new teachers,
 - ◆ Strategizing ways to maximize instructional time,
 - ◆ Modeling communicating concepts and content,
 - ◆ Suggesting strategies to higher order thinking skills
- C-3
- ◆ Coaching focused on small group instruction
- C-4
- ◆ Forming a relationship with teachers
 - ◆ Understanding resistance
 - ◆ Allowing teachers to explain past instructional experiences
 - ◆ Asking questions to encourage dialogue
 - ◆ Building trust with teachers

4. What was the source of these strategies/methods?

Coach DISCOVER Responses Summary

- C-1
- ◆ Jan Richardson's Next Steps to Guided Reading,
 - ◆ Scholastic guided reading libraries,
 - ◆ Jim Knight's Instructional Coaching model,
 - ◆ Fountas and Pinnel's Guided Reading book,
 - ◆ Who's Doing the Work
- C-2
- ◆ Built-in time allotment

C-3 ◆ LB3 professional development

C-4 ◆ Years of experience

5. What do you value most about LB3?

Coach DREAM Responses Summary

C-1 ◆ Guided reading time;
 ◆ This instructional approach has been used successfully across
 the country, state, and district;

C-2 ◆ Requires sufficient planning
 ◆ Students are allowed to immediately use what they learn
 within the lesson

C-3 ◆ Instructors are able to gauge where students are
 ◆ Read to a child or have the child read to someone;
 ◆ The ability to do small group instruction

C-4 ◆ Read-alouds

6. Why do you value this component?

Coach DREAM Responses Summary

C-1 ◆ Allows teachers to meet student where they are academically

C-2 ◆ Ensures teachers come prepared everyday
 ◆ Builds needed routines

C-3 ◆ Helps with differentiated instruction

C-4 ◆ Connections to text
 ◆ Introductions to various genres
 ◆ Students build reading literacy skills

7. What experience have you had that aligns with this value?

Coach DREAM Responses Summary

C-1 ◆ Taught balanced literacy in classroom and reading lab

- C-2 ◆ Various administrative duties
- C-3 ◆ Incorporation of LB3 into reading routines
- C-4 ◆ Working with various grade levels

8. What are your expectations arising from the use of LB3?

Coach DREAM Responses Summary

- C-1 ◆ Significant improvement in student reading accuracy, comprehension, and independence
- C-2 ◆ Self-reflection of teachers
- C-3 ◆ Grade-level, academic success for students
- C-4 ◆ Students build a strong reading literacy foundation
 - ◆ All students reading at or above grade-level
 - ◆ Grade 3 students become proficient readers

9. What is the main inspiration of these expectations?

Coach DREAM Responses Summary

- C-1 ◆ The approach has been successful locally and nationally
- C-2 ◆ A desire for students to exceed goals
- C-3 ◆ School-wide academic success
- C-4 ◆ A desire for students to become life-long learners

10. What experience have you had that aligns with these expectations?

Coach DREAM Responses Summary

- C-1 ◆ Successful implementation
- ◆ Coached teachers until reaching success
- C-2 ◆ Seeing students obtain progress
- C-3 ◆ Professional development
- C-4 ◆ My years of experience

11. What are your **expectations** arising from coaching teachers who use LB3?

Coach DREAM Responses Summary

- C-1 ◆ Improved reading instruction
- ◆ Student improvement in reading and writing performance
- C-2 ◆ Teacher self-reflection
- ◆ Maximization of instructional time
- ◆ Better communication of content to student subgroups
- C-3 ◆ Incorporation of LB3 into the classroom
- ◆ Use of strategies
- ◆ Student growth
- C-4 ◆ Novice teachers' effective use of time to plan
- ◆ Analysis of data
- ◆ Creation of guided reading groups

12. What do you see as being some of the LB3 components that are linked to improved reading achievement?

Coach DESIGN Responses Summary

- C-1 ◆ Balanced literacy that includes differentiation
- ◆ Word study, read-aloud, focus on comprehension, small group guided reading, independent reading, and workstations, and writing workshop
- C-2 ◆ High utilization of vocabulary and high-frequency words,
- ◆ Phonics and word study, guided reading, independent reading, read-aloud, and writing component
- C-3 ◆ Improving students' ability to read to someone

- C-4 ◆ The writing components helps with organization of thoughts

13. What are the components to LB3?

Coach DESIGN Responses Summary

(PH=Phonics, WS= Word Study, RA= Read Aloud, GR= Guided Reading, IR= Independent Reading, WKST = Workstation, WRI = Writing)

- C-1 ◆ WS, RA, GR, IR, WKST, WRI
 C-2 ◆ PH, WS, GR, IR, RA, WRI
 C-3 ◆ RA, GR, WS, WRI, IR
 C-4 ◆ PH, WS, GR, IR, RA, WRI

14. What experience have you had with these LB3 components that showed you improved reading achievement had been reached?

Coach DESIGN Responses Summary

- C-1 ◆ Some campuses improved in reading and writing
 C-2 ◆ Witnessing students reach a progress point
 ◆ Watching non-readers gain confidence and read fluently
 C-3 ◆ Students enjoy choosing books and reading to someone
 C-4 ◆ Guided reading component helped students to grow

15. What must happen to keep your excitement high about coaching teachers to implement LB3?

Coach DESTINY Responses Summary

- C-1
 - ◆ Principals' support of effective implementation
 - ◆ Convince principals of the effectiveness of the instructional approach
- C-2
 - ◆ Replenishing of resources already at the school
 - ◆ Teachers should give feedback on their experiences
 - ◆ Troubleshoot areas to promote higher levels of learning
 - ◆ Collaboration between teachers who have been successful
 - ◆ Administrator and teacher refresher trainings
- C-3
 - ◆ The teachers are receptive to teaching the components
- C-4
 - ◆ Give teachers an opportunity to share best practices

16. How can you be instrumental in your excitement about coaching teachers to implement LB3?

Coach DESTINY Responses Summary

- C-1
 - ◆ Convince administration of LB3's effectiveness
- C-2
 - ◆ On-time feedback and follow-up
 - ◆ Recommend professional development
- C-3
 - ◆ Model
- C-4
 - ◆ Understand teachers' needs and wants through survey
 - ◆ Based on results, adjust coaching for effective implementation
 - ◆ Create professional development (one-on-one or model)
 - ◆ Co-plan for lessons with teachers
 - ◆ Create a plan for each teacher's needs

17. What **resources** would you need to keep your excitement high about coaching teachers to implement LB3?

Coach DESTINY Responses Summary

- C-1 ♦ Continued replenishing of LB3 materials
- C-2 ♦ Sufficient time for teacher feedback sessions
- ♦ At-bats
- ♦ Consistent teacher and administrator LB3 trainings
- C-3 ♦ Materials and books that are grade-level appropriate
- C-4 ♦ Webinars
- ♦ Teachers helping other teachers

Appendix F

Excerpt from T3-3 Interview Transcript

Researcher: Explain how your differentiated instruction plays a role in your students' improved academic performance.

[1] DI Role:
-motivates
-layers lesson
-supports

T3-3: *"Well, I think my differentiated instruction motivates students to try the skill I'm teaching... where they were at first overwhelmed (gestures right hand as if carrying a weight), they find relief when I present the same information in different forms... making it into a song or rap, using students to act it out when appropriate, and so forth... adding layers to the lesson (placing one hand over the other) while supporting students at different levels of learning at the same time."*

[2] Examples of
differentiated
instruction
methods

Researcher: Ok and what was the source of your strategies/methods?

T3-3: (pause) *The source of the strategies?...like professional development or like experiences?*

[3] Source of
strategies:
-CTAC
(organization
focused on
teacher
effectiveness)
-trial and error

Researcher: Well, where do you place credit for learning how to differentiate your instruction?

T3-3: *"I guess CTAC and trial and error (laughs). I've always been on the look out for compiled resources and research into how students learn diversely. (shrugs shoulders) Some strategies have worked and some have not."*

[4] Personal
professional
development

Appendix G

Excerpt of Interpretive Codes Chart

PARTICIPANT	INTERVIEW QUESTIONS	SPECIFIC DESCRIPTIVE CODES	INTERPRETIVE CODES
	PROBING– (2) How does differentiated instruction play a role in improved academic performance?		
T3-1		A great deal of time planning and implementing lessons based on individual student needs have better academic results	PLANNING IS ESSENTIAL
T3-2		Targeted the need of the student, clears misunderstanding, students advanced with this support	ASSESSING STUDENT NEEDS MINIMIZES MISUNDERSTANDINGS
T3-3		Motivates students to try, adds layers of learning while supporting the student at different levels.	“MOTIVATES” “LAYERS THE LEARNING” “SUPPORTS LEARNING”
T4-1		Declined response	NO RESPONSE
T4-2		Student grouping based on skills and implementing structured small group support, zoom in on what students need to help them feel confident, get better results, helps to engage students, workstations	SKILLS-BASED GROUPING ASSESSING STUDENT NEEDS HIGH STUDENT ENGAGEMENT

Appendix H

Excerpt of First-Level Coding

How does differentiated instruction play a role in improved academic performance?			
MAKES PLANNING MORE DETAILED	NECESSITATES FREQUENT ASSESSMENT	SUPPORTS SPECIFIC LEARNING STYLES	DECLINED RESPONSE
PLANNING IS ESSENTIAL	ASSESSING STUDENT NEEDS MINIMIZES MISUNDERSTANDINGS	MOTIVATES LAYERS THE LEARNING SUPPORTS LEARNING	NO RESPONSE
SKILLS- BASED GROUPING	ASSESSING STUDENT NEEDS	HIGH STUDENT ENGAGEMENT	
	ASSESSING STUDENT NEEDS	CHALLENGES STUDENTS SPECIFICALLY- PACED LEARNING PREFERRED WAY OF LEARNING	
		IMPROVES COMPREHENSION OF CONCEPTS	

Appendix I

Excerpt of Second-Level Coding

RESEARCH QUESTION	APPRECIATIVE INQUIRY COMPONENT	QUESTION	Categories from descriptive codes (Teachers):	THEMES
<p>RQ1: What are reading teachers' and reading coaches' experiences, instructional practices, and perceptions with using the LB3 program to improve reading literacy?</p>	DISCOVER	How do you perceive the LB3 Reading Program?	<p>Categories and Codes w/ Patterns:</p> <ul style="list-style-type: none"> PERCEPTIONS OF LB3: EFFECTIVE PROGRAM and SUPPLEMENTAL (P) IMPROVED READING INSTRUCTION: IMPROVED DIFFERENTIATED INSTRUCTION, PLANNING, and WHOLE GROUP READING INSTRUCTION. Also, NO IMPROVED INSTRUCTION. (IP)(E) TEACHING METHODS/STRATEGIES THAT IMPROVED INSTRUCTION: MODELING STRATEGY, GROUPING METHOD, and ASSESSMENT STRATEGY. Also, UNSURE. (IP) (E) SOURCES OF STRATEGIES/METHODS: PROFESSIONAL RESOURCES and COLLEGIATE OR OTHER EDUCATION (IP) ROLE OF DIFFERENTIATED INSTRUCTION: MAKES PLANNING MORE DETAILED, NECESSITATES FREQUENT ASSESSMENT, and SUPPORTS SPECIFIC LEARNING STYLES (IP) 	
	DREAM	What do you value most about LB3?	<p>Categories and Codes w/ Patterns:</p> <ul style="list-style-type: none"> MOST VALUED ABOUT LB3: INSTRUCTIONAL STRATEGIES and STUDENT EXPERIENCE (P) REASONS FOR VALUES: AFFECT ON INSTRUCTION and POSITIVE AFFECT ON LEARNING (P) EXPERIENCE WITH VALUES: INSTRUCTIONAL and OBSERVED STUDENT ACCOUNTABILITY (E) EXPECTATIONS OF LB3 USE: Implementation EXPECTATIONS, expectations of students, administrative expectations (P) INSPIRATIONS OF EXPECTATIONS: SATISFACTION OF STUDENT SUCCESS, STUDENT ENGAGEMENT, and ACADEMIC NEED (E) EXPERIENCE WITH EXPECTATIONS: STUDENTS EXPERIENCE SUCCESS and INSTRUCTIONAL EXPERIENCE (E) 	
	DESIGN	What do you see as being some of the LB3 components that are linked to improved reading achievement ?	<p>Categories and Codes w/ Patterns:</p> <ul style="list-style-type: none"> COMPONENTS LINKED TO IMPROVED READING ACHIEVEMENT: ALL COMPONENTS, PHONICS INSTRUCTION, WORD WORK, READ-ALOUD, GUIDED READING (IP) COMPONENTS OF LB3: WORD STUDY, PHONICS, READ-ALOUD, GUIDED READING, INDP. READING, WORKSTATIONS, WRITING, DON'T KNOW ALL COMPONENTS (IP) EXPERIENCE WITH COMPONENTS: STUDENT EXPERIENCE AND INSTRUCTIONAL SUCCESS EXPERIENCE (E) 	
<p>RQ2: From the perceptions of LB3 reading teachers and coaches, what elements of the program, if any, are linked to improved reading literacy?</p>	DESTINY	What must happen to keep your excitement high about coaching teachers to implement/teaching LB3?	<p>Categories and Codes w/ Patterns:</p> <ul style="list-style-type: none"> CAUSES FOR CONSISTENT EXCITEMENT ABOUT LB3: RESOURCE NEEDS MET, NEEDS FROM ADMIN., NEEDS FROM COLLEAGUES, NEEDS FROM STUDENTS (E) (P) BEING INSTRUMENTAL: INSTRUCTIONAL ACTS, ADVOCATION, PROVIDING FEEDBACK, ASSISTING PD, SELF ACTS (E)(P) RESOURCES: MATERIAL, TRAINING, LIBRARIES, ACTIVITIES, NOTHING IN PARTICULAR (E) 	

Experiences, (E)
 Instructional Practices, (IP)
 and Perceptions (P)