EDUCATOR MOTIVATION FOR ACQUIRING EXPERTISE TO SUPPORT STUDENTS

WITH DYSLEXIA: A PHENOMENOLOGICAL STUDY

by

Maria T. Casale

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2024

EDUCATOR MOTIVATION FOR ACQUIRING EXPERTISE TO SUPPORT STUDENTS

WITH DYSLEXIA: A PHENOMENOLOGICAL STUDY

by

Maria T. Casale

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2024

APPROVED BY:

Heather Strafaccia, EdD, Committee Chair

Ellen Ziegler, EdD, Committee Member

Abstract

The purpose of this phenomenological study was to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern state. Teachers employed at Oakdale-Mission Charter School are uniquely positioned to receive in-service teacher training support regarding teaching those with dyslexia. The lack of Orton Gillingham-certified teachers to provide for those with dyslexia prevents these students from adequately receiving access and equity in a school district in a large metropolitan city in a northeastern state. Therefore, Oakdale-Mission Charter School was explored as a unique and innovative solution for those with dyslexia using an in-service teacher training model. The central question of this study was: What are the lived experiences of elementary charter school teachers with invested motivation for acquiring expertise to support students with dyslexia? The theory that supported this central question and guided this study was Knowles' adult learning theory and the concept of andragogy, predicated on the notion that teacher investment is a critical component in adopting effective instructional practices. The hermeneutical phenomenological design of this study offered an analysis of the various factors associated with teacher motivation. The data collection process included interviews, a focus group, and a journal prompt. This study included 12 participants who experienced professional development training using the Orton Gillingham methodologies. The research uncovered invested motivation associated with supporting those with dyslexia. Future research should explore further options for developing teacher expertise using other teacher support training models through a qualitative study method.

Keywords: dyslexia, Orton Gillingham, professional development, access and equity, andragogy

Copyright Page

Dedication

I dedicate this study to all those with dyslexia, as well as the dedicated educators, professionals, and amazing students I have come to know and shape along the way.

To my husband, George, who has been a pillar of support and strength for me throughout this entire process, for his belief in me has made this possible.

Most importantly, my beautiful children, Angelina, Christina, and Sabrina, have been so loving, patient and understanding of their mother's dedication to helping others.

To my professional community, especially, my Orton Gillingham mentors, as well as the members of the Orton Gillingham Academy of Practitioners and Educators, AOGPE, who continue to provide resources, new ideas, and innovative solutions for those with dyslexia.

To my friends, colleagues, dedicated parents, and community members of our entire team who joined together to establish the first and only charter school on the northeast for those with dyslexia.

To my dear friend, Ms. Daniella, who reminds me of the importance of mentorship, and professional achievements.

To my instructional team of tutors who commit themselves heart and soul to the marginalized students they serve.

To my niece Gianna who will one day see this work to a whole new level.

To my mom, who loves me eternally!

Most importantly to God, for whom all things in my life are possible, for it is through my faith and devotion I can help to serve others in my lifetime.

Acknowledgments

I sincerely thank my committee chair, Dr. Heather Strafaccia, whom I have been so inspired and blessed to have guided me on this journey. Through her wisdom, guidance, and unending warmth and encouragement, I can add to the body of knowledge regarding the importance of teacher development. Thank you for always being there for me!

I graciously thank Dr. Ziegler, my committee member, for believing in this work and for lending her expertise to help further opportunities for those with dyslexia.

Table of Contents

List of Tables

List of Abbreviations

Council of Chief State School Officers (CCSSO)

Every Student Succeeds Act of 2015 (ESSA)

Evidence-Based Practice (EBP)

Free and Appropriate Public Education (FAPE)

Individualized Education Plan (IEP)

Individuals With Disabilities Education Act of 2004 (IDEA)

International Dyslexia Association (IDA)

National Assessment of Education Progress (NAEP)

National Institute of Child Health and Human Development (NICHHD)

No Child Left Behind Act (NCLB)

Professional Development (PD)

Reading Excellence Act (REA)

Science of Reading (SoR)

Special Education Teacher Support Service (SETSS)

State Educational Technology Directors Association (SETDA)

Teacher Training Institute (TTI)

CHAPTER ONE: INTRODUCTION

Overview

Dyslexia has a profound impact on literacy success and has been proven to hinder language processing development, resulting in a myriad of academic challenges and frustration related to early literacy experience (Livingston et al., 2018; Miciak & Fletcher, 2020). Achievement and functional performance of students with dyslexia are greater given the earliest chances of academic success using evidence-based interventions designed to support phonological processing and early reading development, considering dyslexia is a lifelong cognitive disorder (Lonser et al., 2020; Lyon et al., 2003; National Council on Improving Literacy [NCIL], 2022). Through the improvement of instructional practices as well as the adoption of scientifically grounded literacy programs, educators can prevent literacy failure for those with dyslexia if provided with training, support, and ongoing professional development using evidence-based teaching practices (Al Otaiba et al., 2018; Foorman et al., 1998; NCIL, 2022). Chapter One of this hermeneutical study will cover the problems related to dyslexia as a cognitive disability affecting how dyslexia impacts literacy development. Additionally, the problem statement, purpose statement, and research questions discussed in Chapter One help to provide the reader with insight regarding the significance of this study. This chapter also explains keywords to help familiarize the reader with the specific terminology associated with this study.

Background

Dyslexia is a prevalent learning disability affecting 20% of the population and is neurobiological in origin (International Dyslexia Association [IDA], 2002; Miciak & Fletcher, 2020; Shaywitz & Shaywitz, 2017; Ward-Lonergan & Duthie, 2018). Additionally, researchers

have examined the fact that for students to overcome dyslexia, teachers must be trained, skilled, and knowledgeable about the specific teaching methodologies associated with treating dyslexia due to fundamental differences in brain development. Therefore, teachers must be trained in utilizing specific teaching methodologies related to the treatment of dyslexia, along with developing the capacity to use early screeners to identify those with difficulty acquiring literacy skills.

Currently, dyslexia has become a critical issue in the field of special education due to early detection supported by the necessity of providing early intervention efforts to maximize student success. Additionally, early detection supported by evidence-based teaching practices helps to prevent reading failure by activating neurological connections in the brain (National Institute of Child Health and Human Development [NICHHD], 2000). However, issues persist regarding creating access and equity for those with dyslexia in public schools due to problems with a lack of teacher training programs readily available to educators. Difficulties with developing reading proficiency in the United States are evident by statistics that 35% of students in the fourth grade nationwide are below grade level, with 34% of students in some metropolitan public schools performing below the national average. This percentage, the most common disability classification, is that of Learning Disability, a broad classification representing those with dyslexia (National Assessment on Educational Progress [NAEP], 2022). This section presents the historical, social, and theoretical context of dyslexia and the instructional practices associated with literacy development for those with special needs.

Historical Context

Regardless of the type of specific learning disability, all students with learning disabilities in the United States are entitled to access to a fair and equitable education (Lyon &

Weiser, 2009; Moats, 2019). Conclusions made by experts on the National Reading Panel are unified regarding the importance of evidence-based practice (EBPs) in optimizing educational experiences for those with dyslexia, thus providing these students with the best chances of literacy success. In 2000, a National Reading Report was publicized, outlining specific guidelines states and school districts were to follow regarding educating those with dyslexia (NICHHD, 2000). Although the report profoundly influenced educational policies, adherence to guiding principles varied from state to state, creating inequities in providing for those with dyslexia. Such inequities resulted in marginalizing educational opportunities for those with dyslexia as each state adopted different curricula practices, thus leading to limited access and equity for unitarizing efforts for these students (Livingston et al., 2018; NICHHD, 2000; van Viersen et al., 2017). Subsequently, a lack of uniformity in supporting specialized instructional reading programs across the United States contributes to a limited array of mandated EBPs and adequately trained teachers in large metropolitan cities in northeastern states.

Limited access and availability to scientifically researched pedagogical methodologies emerged over 20 years ago and continue to limit access to proper literacy development for those with dyslexia. Although extensive research has proven that those with dyslexia require instructional teaching methodologies using a systematic, explicit skills-based, phonologically-based support program, not every state adopts training programs and curricula to support such needs. Consequently, without the proper instructional support, those with dyslexia will not automatically develop the ability to read and write (Cunningham & Stanovich, 1997; Haft et al., 2016; Huettig et al., 2018; Lyon & Weiser, 2009; Moats, 2019; Peltier et al., 2020; Shaywitz & Shaywitz, 2017).

Although dyslexia is nationally recognized as a neurobiological disorder, affecting one in five people, years of misconception related to dyslexia led to the belief that dyslexia was a visual disability. Medical research developed through the work of Hinshelwood, a Scottish ophthalmologist and eye surgeon, presented a strong argument that dyslexia was a causality of word blindness (American Academy of Pediatrics, 2009; Hinshelwood, 1917). Years of misunderstanding and misperception have negatively influenced appropriate academic interventions for these students, leading experts in the field of special education to struggle with understanding how to create a unification of specialized teaching practices based on the science of reading (SoR) across the states. Therefore, nearly 3 decades ago, empirical research-to-practice application publicized the need for educational policy to align with scientifically informed literacy practices in support of the SoR. Approximately 30 years of lack of unification in adequately preparing teachers to academically support those with dyslexia, as well as inappropriately providing academically for these students, have led to the misappropriation of services offered to these children, causing parents, politicians, and experts to fight for the needs of those with dyslexia. Additionally, years of extensive research and development in the SoR teaching methodologies have led to scientific breakthroughs in learning how to best provide academically for those with dyslexia (Catts & Petscher, 2020; National Center on Intensive Intervention [NCII], 2016; Rappolt-Schlichtmann et al., 2018; Shaywitz et al., 2020; Solari et al., 2020). However, contrary to what has been researched and proven, best literacy practices have historically become ubiquitous, with a range of practices exclusive of the SoR, leading to diminishing effects on educating those with dyslexia in the mainstream setting (Calkins, 2020; Council for Exceptional Children [CEC], 2022).

Therefore, debates among experts, teachers, reading specialists, and parents regarding a phonics-based reading approach versus a whole language-based approach have historically led policymakers at both the federal and state levels to reexamine literacy programs, as well as the standardization of education programs for teachers, pointing to phonological deficits as an isolated core feature of dyslexia, despite the need for the development of phonics as a core principle in understanding how to provide for these students. It has been researched and proven that those with dyslexia require targeted and skill-based instruction in developing the phonological ability to achieve early literacy success (Horowitz et al., 2017; Lyon et al., 2003; Odegard, 2019; Youman & Mather, 2018).

Although much needs to be accomplished in providing for the academic development of those with dyslexia in the mainstream setting, continued attempts throughout the last 10 years in education have contributed to the creation of more defined laws and policies protecting those with dyslexia, carried out by specifications outlined in the Individuals with Disabilities Act (IDEA, 2004). Therefore, academic provisions are exercised through laws that entitle children to receive a free and appropriate education, further supported by educational mandates provided through 504 accommodations, causing schools to make reasonable accommodations for those with disabilities (Free and Appropriate Public Education [FAPE], 2017).

However, literacy proficiency scores in the United States, which publicize scores for only fourth and eighth graders every four years, continue to plummet despite such academic accommodations (Modan, 2022; NAEP, 2022). The National Center for Education Statistics (2022) noted literacy scores continue to decrease, demonstrating that less than 50% of fourth and eighth graders are proficient in literacy. This trend emerged more than 25 years ago. In 1996, the Clinton administration adopted an America Reads program to help struggling readers, promising

all children could read by third grade. However, NAEP scores continue to trend with low-performing outcomes, which prompts more action from local and state government officials to do more to decrease the widening gap between higher and lower-performing students. Debates historically point to the need for those with dyslexia to receive an appropriate education; however, a lack of unitarizing teacher training efforts has prevented such access for these students (Farley-Ripple et al., 2018; Horowitz et al., 2017; Modan, 2022).

Historically, trends regarding access and equity in providing for those with learning challenges continue to prompt government officials to enact programs and initiatives. One such initiative was the America Reads Challenge, which started in 1996 and was designed to enlist volunteer tutors to help struggling readers (Worthy et al., 2003). Then, efforts began to focus on bolstering resources and educational support to improve literacy proficiency in every state. Furthermore, it was at that time that leading U.S. physician-scientist Sally Shaywitz, co-founder and co-director of the Yale Center for Dyslexia & Creativity Institute, began to conduct extensive scientific research to understand a modern framework of dyslexia (Munzer et al., 2020). Years of research helped to shape a more thorough and accurate understanding of dyslexia, and, in 2003, Shaywitz's book entitled *Overcoming Dyslexia* was seminal in the field of dyslexia because it provided clarity in understanding dyslexia as a neurobiological disorder able to be remediated through direct, and explicit phonics instruction. Her studies, research, and work in education serve as a pivotal link in understanding the SoR. Shaywitz's findings for the past 20 years confirm and expound upon the work of contemporary researcher Dr. Samuel Orton, a U.S. physician, expanding upon the neurobiological manifestations of dyslexia. As such, the learning needs of those with dyslexia are based on empirical findings validated by cognitive science and research-based learning principles. Therefore, Dr. Shaywitz's work supports the

latent nature of dyslexia as neurobiological, and in 2003, there was a significant breakthrough in understanding the instructional needs of those with dyslexia. Years of educational research also demonstrate the importance of teachers being trained in the SoR, as well as EBPs regarding the neurobiological nature of dyslexia as related to the need for pedagogical development in providing for these students **(**Farley-Ripple et al., 2018; Peterson et al., 2017; Savage et al., 2018; S. E. Shaywitz, 1998).

Years of supporting research further confirm that enhancements and modifications in instruction based on the SoR research promote the best and greatest chances of literacy success for those with dyslexia (Farley-Ripple et al., 2018; Savage et al., 2018). However, continued debates regarding the standardization of literacy practices across the United States prompted policymakers to enact policies to ensure that school districts unilaterally adhere to and enact federally mandated laws protecting those with dyslexia. Advanced efforts such as the Reading Excellence Act (REA) were later adopted (1998), with policymakers and legislators beginning to assume a more formidable understanding of scientifically informed reading practices in support of REA, a national panel of reading experts convened to produce the *Preventing Reading Difficulties in Young Children*, a publication supported by the National Institute of Child Health and Human Development project calling for the imperative need to use research-based-knowledge to inform literacy instruction (NICHHD, 2000). Hence, this report served as the basis for the No Child Left Behind Act (NCLB) of 2001, calling for scientific evidence to serve as the cornerstone of quality-based literacy instruction (NCLB, 2002).

Nevertheless, despite the emergence and creation, as well as the recreation of acts and programs created across the United States, the opinions of providing those with dyslexia with SoR practices in public school systems continued to be handled with inconsistency. At the same

time, reading scores continued to decrease, and access and equity to receiving an appropriate education remained difficult (NAEP, 2022). Years of debate regarding how to best provide for the needs of struggling students subsequentially led to the NCLB, which was later replaced with the Every Student Succeeds Act (ESSA) of 2015 to help repair previous failing efforts. One of ESSA's broadest goals was that each state adopt its literacy programs, thus granting states executive and governing control in outlining specific expectations for supporting at-risk learners. However, despite governmental efforts, programs, and acts, NAEP's continued trends and patterns of longstanding literacy failure continue to demonstrate below proficiency reading scores, especially concerning those with special needs (NAEP, 2022).

Moreover, years of failing to provide pedagogical support to teachers based on the SoR continue to place educators in positions where they were not adequately trained to help these marginalized students. As such, research has proven that teachers who are left untrained are incapable of providing educationally for the specific needs of these students, resulting in both teacher and student failure (Moats, 2019; Odegard, 2019; Peng et al., 2018; Washburn et al., 2011). Additional findings support the idea that teachers can effectively mitigate literacy failure when EBPs are intentionally utilized in classrooms. It has been researched, studied, and proven that literacy instruction predicated on scientifically based instructional approaches is necessary for those with dyslexia (Gonzalez & Brown, 2019; Washburn et al., 2011).

However, historically, educational decisions are in the hands of policymakers and local and state politicians influenced by special interest groups, which are not always well-trained in understanding the large body of research related to providing for the pedagogical needs of teachers based on the SoR. Therefore, informed decisions relying on a uniform understanding between research and practice has not been the trend. However, recent efforts are beginning to

emerge in one particular large metropolitan city in a northeastern state. For example, Oakdale-Mission Charter School is a unique school established to provide for the specific learning needs of those with dyslexia, as well as other language-based disabilities, and a school providing for the pedagogical needs of its teachers (Fadulu, 2022). In support of these needs, some state laws were amended in 2017 to include the unique needs of students with dyslexia in developing their Individualized Education Plans (New York State Education Department [NYSED], 2017). Additionally, providing for those with dyslexia continues to be challenging nationwide due to teachers' limited access to quality teacher training programs, leading teachers to seek independent programs designed to teach them the basic teaching methodologies required to fulfill their professional needs. To date, in the United States, approximately 7.3 million students, 32%, receive services under the IDEA, with most states experiencing an uptick in the growth of servicing those with specific learning disabilities, such as dyslexia (Schaeffer, 2023).

Social Context

In support of mitigating literacy failure, the most effective way to maximize student achievement is to provide teachers with training in pedagogical practices rooted in the SoR, as it has been proven that effective instruction serves as the cornerstone of effective teaching (Erbeli et al., 2017; Shaywitz & Shaywitz, 2017; Wadlington & Wadlington, 2005; White et al., 2018). Therefore, student performance is positively influenced when professional development is targeted and applied to the school's direct instructional programming. Based on the SoR, well-established instructional teaching methodologies delivered through EBPs provide the highest likelihood of maximizing literacy success (Mills, 2018; Odegard, 2019; Schlesinger & Gray, 2017).

Teachers interested in becoming more knowledgeable regarding their pedagogical effectiveness related to developing the necessary skills and expertise to support those with dyslexia require specific training in the methodologies associated with the SoR, such as the Orton Gillingham approach to instruction. The Orton Gillingham approach to education is a multisensory, integrative approach to teaching literacy. In 2000, the National Reading Panel confirmed its significance regarding instructional literacy practices supported by phonemic awareness, phonics, fluency, vocabulary, and comprehension (NICHHD, 2000). Therefore, multisensory integration is more than phonological development, encompassing linguistic knowledge and skills essential for comprehension development (Catts et al., 2002; Colenbrander et al., 2018; Huettig et al., 2018). Despite confounding evidence that those with dyslexia require ongoing, explicit, and systematic literacy development, there continues to be a gap in the pedagogical advancements of teachers related to the teaching of the Orton Gillingham approach in a large metropolitan city in a northeastern state, as evidenced by low-performing students, limited access and availability to schools and programs and a lack of aligned curriculum resources needed to teach those with dyslexia. Problems such as these are causing school districts to fail at providing preemptive instructional support at the state and local levels. Compounding difficulties with access to professional training for teachers leads to teacher, student, and parent frustration, as far too many students with dyslexia are experiencing early failure with literacy development (Zimmerman, 2022). Additionally, reactions to rolling out misaligned curricula in the metropolitan public school system have a long history of criticism from its teachers, parents, and educational administrators.

Complicating issues are related to unrealistic expectations of what teachers should know and be able to do without ongoing and sustained professional development training using SoR

practices. Therefore, historically, governmental and city-initiated efforts continue to have diminished returns, with equity being challenging and access to education for those with dyslexia being hard to achieve without stronger teacher training initiatives (New York City [NYC] Department of Education, 2018). In consideration of the growing need for a large metropolitan city in a northeastern state to do more for those with dyslexia, one mayor partnered with Made By Dyslexia (2022), a global initiative supported in part by successful dyslexics and founded by Kate Griggs, helping to provide a strong voice in global advocacy to help foster teacher awareness of dyslexia. The mayor of the metropolitan city has promised that this non-profit organization will offer all teachers in grades 1-5 a 2-hour training cycle by April of 2023 to help create awareness in shifting the narrative regarding dyslexia (Made By Dyslexia, 2022). Although citywide initiatives are considered the first steps in attempting to provide for such needs nationwide, empirical research has demonstrated that ongoing teacher training is an essential component in learning EBPs, and pop-up training programs and awareness initiatives are not enough to prevent reading failure (Schaeffer, 2023).

Without the proper training initiatives for ongoing support, students with dyslexia continue to attend schools where teachers cannot support their unique academic needs. Therefore, there remain isolated efforts associated with teacher training programs regarding best practices in working with those with dyslexia, resulting in the inability to unliterally operationalize practical efforts across school districts in the northeast metropolitan area (Cabell & Hwang, 2020; Erbeli et al., 2017; Miciak & Fletcher, 2020). Often, failed efforts result in practices designed to provide academic intervention instead of literacy failure prevention; gaps in the literature point to course correction. Notably, this study aims to thoroughly explore an innovative elementary charter school model for the phenomenology associated with perceived

teacher effectiveness related to providing for the distinct needs of those with dyslexia. While the need to improve the northeastern metropolitan public schools remains, this innovative charter school design is currently being explored as a possible blueprint for other schools across the metropolitan area (Robinson, 2018; Seidenberg et al., 2020**)**.

Theoretical Context

Empirical research has referenced various theories concerning educational practices and working with students with dyslexia. One theory used in past research is the Universal Design for Learning (UDL), which underscores the significance of creating inclusive and accessible learning environments for all students (Basham et al., 2020), specifically those with dyslexia. UDL provides educators with a foundation by which to create instructional materials, methods, and assessments that cater to diverse learning needs and preferences (Basham et al., 2020). By offering multiple means of representation, engagement, and expression, UDL aims to ensure that dyslexic students can access and engage with the curriculum effectively. The UDL principles advocate for flexibility in content delivery, varied modes of expression, and adaptable assessments, thereby removing learning barriers and promoting classroom equity (Luke, 2021). Although UD is focused on teacher training and creating a more inclusive learning environment, it does not explicitly teach learning methodologies to mitigate literacy failure for those with dyslexia.

Additionally, the cognitive load theory is referenced in past research for its valuable insights for educators working with dyslexic students (Gkintoni & Dimakos, 2022). This theory posits that learners have a limited capacity for processing information, and excessive cognitive demands can hinder effective learning. For dyslexic students, who often face challenges in reading and processing reading and written communication, applying strategies that reduce

cognitive load becomes crucial. As such, educators can draw from the principles of cognitive load theory to help create instructional materials and activities that break down complex tasks into manageable steps, which help to provide clear and concise instructions and offer visual aids to aid understanding for those with dyslexia (Song et al., 2023).

The theoretical framework that applies to this hermeneutical study is Knowles' (1977) adult learning theory, which postulates that adults do not learn in the same way as children, as adult learners are led by a guiding set of principles associated with motivation and investment. Knowles' (1978) theoretical framework indicated five principles of adult learning, three of which will be examined in the hermeneutical study for their effectiveness in better understanding how to support professionals in the field of education. Therefore, Knowles' adult theory is an essential contribution to this review. Through the lens of Knowles' five principles associated with andragogy, such as self-concept, readiness, motivation, experience, and orientation, there can be a more comprehensive understanding of teacher investment in learning how to teach those with dyslexia (Castillo & Gilger, 2018; Henry, 2011; Schneider, 2018).

Therefore, applied principles related to the concept of andragogy have been examined in support of analyzing teacher-held self-perceptions regarding self-efficacy, excitement, and motivational investment (Shaywitz et al., 2020; Snowling, 1995; Trotter, 2006; Washburn et al., 2011). This hermeneutical study will be explored through the theoretical lens of Knowles' five principles for learning, thus helping to support conclusions with understanding the phenomenological aspects of teachers' perceptions, motivation, and investment related to self-efficacy (Lyon & Weiser, 2009; Wadlington & Wadlington, 2005). Knowles' concept of andragogy helps to strengthen this study because it presents an interpretative framework by

which I can explore the relationship between the psychological aspects associated with goal-directed learning, motivation, and teacher investment.

Problem Statement

The problem is that K-12 teacher training is inaccessible to support learning among students diagnosed with dyslexia. Years of continuous failure in providing pedagogical support grounded in the SoR has resulted in furthering inequities in the education of those with dyslexia (Odegard, 2019; Scarborough, 1990; Shaywitz, 2003; Snowling et al., 2015; Wolf et al., 2024). Gaps in the literature have demonstrated that children diagnosed with dyslexia cannot easily receive access to an equitable education due to the lack of trained teachers and limited curricula offered in schools. Failure to mitigate literacy failure causes students' first attempts at literacy to fail, schools to struggle to meet the unique needs of these students, and ultimately places pressure on the systems and structures established to adequately educate all students, specifically those with learning disabilities (Zimmerman, 2022). Significantly, the examination of an in-service teacher training institute is being studied for the development of teacher competency, motivation, and investment in bridging training to practice principles which have not yet been ascertained, making this an important and relevant topic to research (Miciak & Fletcher, 2020; Sayeski et al., 2015).

Purpose Statement

The purpose of this phenomenological study was to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area. In the early stages of the research, the invested motivation for acquiring expertise to support students with dyslexia was generally defined as the desire to understand and implement measures to support the academic, social, and emotional

success of students with dyslexia (Youman & Mather, 2018). The theory guiding this study was

Knowles' (1977) adult learning theory. Through the lens of Knowles' adult learning theory, there

was a basis to examine educator motivation that supports the growth and achievement of students

with dyslexia.

Significance of the Study

This study adds to the body of knowledge regarding teachers' perceptions relative to

examining the motivational factors associated with teacher effectiveness when acquiring SoR

practices related to teaching those with dyslexia. This study aimed to contribute to studies that

support the importance of using SoR teaching practices when teaching those with dyslexia and

language-based disabilities. Research demonstrates that dyslexia profoundly impacts literacy

success and often causes cognitive, social, and emotional problems if not mitigated in the early

grades (Livingston et al., 2018; Miciak & Fletcher, 2020; Al Otaiba et al., 2018).

Dyslexia is a learning disability worthy of understanding, considering dyslexia affects

20% of the population (International Dyslexia Association [IDA], 2002). Empirical research

demonstrates the most effective treatment of dyslexia is maximized by using teaching

methodologies that are scientifically supported and delivered through effective evidence-based

teaching methodologies, such as through the use of Orton Gillingham methodologies helping

students to create the neurological networking required for literacy acquisition (Shaywitz &

Shaywitz, 2017). Therefore, early achievement in literacy has been proven to improve long-term

academic and functional performance in those with dyslexia (Lonser et al., 2020; Lyon et al.,

National Council on Improving Literacy [NCIL], 2022). However, there exists a need for trained

and certified teachers of the Orton Gillingham approach to literacy instruction in northeastern

metropolitan area public schools, causing school districts to help support teachers' access to

professional development training (Cabell & Hwang, 2020; Al Otaiba et al., 2018; Zimmerman, 2020). Therefore, an investigation examining teachers' lived experiences learning SoR teaching methodologies in a unique charter school is significant in helping add to the body of literature regarding levels of motivation and investment involving the adult learner. This study examines such lived experiences through the theoretical lens of Knowles' five assumptions of adult learners, helping to understand better the concept of andragogy explored in this hermeneutical study (Knowles, 1978; van Manen & van Manen, 2021).

Theoretical

This qualitative hermeneutical study investigated the perceptions of the phenomenological aspects of teacher training experiences at Oakdale-Mission Charter School, which were examined for teachers' motivation and investment in learning a new teaching methodology. In the past 3 decades in education, there continues to be a significant number of children with learning disabilities (Hall & Vaughn, 2021), specifically those with dyslexia, who are unable to succeed in the northeastern metropolitan area public school system. Unfortunately, this failure is presenting as an ongoing trend due to difficulties with implementing high-quality, evidence-based reading instruction (Hall & Vaughn, 2021; Horowitz et al., 2017; Lonser et al., 2020; Moats, 2019; Shaywitz & Shaywitz, 2017; Snowling, 1995).

Empirical

Longitudinal research, across many years, supports the need for evidence-based practices in early grades to help mitigate literacy failure. One report noted that 72% of dyslexic children starting college are behind in developmental literacy acquisition (Regis College, 2001). As such, issues concerning access and equity for students with dyslexia are primarily supported by teachers trained in EBPs; however, there continues to be a gap in practice for the use of EBPs in

classrooms, ascertained through studies involving both general and special education teachers (CEC, 2022; Ward-Lonergan & Duthie, 2018). Although dyslexia can be traced back to the 17th century, educators continue to grapple with meeting the needs of students with dyslexia, often promulgating the need for public policies and practices to adopt necessary changes in current laws to protect these inequities (Lyon & Weiser, 2009). The findings from this study may add to existing literature by addressing the challenges educators face in effectively utilizing EBPs for students with dyslexia. By exploring the practical barriers and potential solutions, the findings may provide actionable insights that can inform policy changes and educational practices, ultimately advancing efforts to rectify existing inequities, as articulated by Lyon and Weiser (2009).

Practical

A considerable aspect when investigating teachers' perceptions regarding their professional development experiences will be understanding levels of motivation and investment in learning SoR principles associated with the phonological theory of early literacy development (Dilgard et al., 2022), an issue addressed in the literature. However, the practical significance is primarily based on teachers' abilities to describe the nature of dyslexia as it relates to the neurobiological manifestations of dyslexia, as well as learning how to use curricula training and resources to intervene and prevent literacy failure for these students. Researchers conferred that a lack of teacher preparation programs contributes to misaligned instructional practices, as many students with dyslexia experience failure with early reading expectations (Wadlington & Wadlington, 2005). As such, issues concerning appropriate school placements, access to community schools, and access to certified and adequately trained Orton Gillingham teachers, practitioners, and reading specialists in a northeastern metropolitan area are causing tension

between schools, students, and parents. These tensions are because these children's basic needs regarding access and equity in education are exacerbated by limited services, training, schools, and curricular and academic support (Malatesha Joshi et al., 2009; Washburn et al., 2011). Therefore, Oakdale-Mission Charter School is currently being explored as a viable solution to a growing need in the northeastern metropolitan area, significantly adding to this study's practical purposes.

<div align="center">**Research Questions**</div>

The focus of this study was based on the lived experiences of teachers who are being trained to learn the Orton Gillingham approach to instruction using an in-service professional development model. As such, teachers' perceptions regarding levels of motivation and investment are being examined using Knowles' (1977) theory of andragogy. This study was investigated through the following research questions:

Central Research Question

What are the lived experiences of elementary charter school teachers with invested motivation for acquiring expertise to support students with dyslexia?

Sub-Question One

How do elementary charter school teachers describe their self-concept when acquiring expertise to support students with dyslexia?

Sub-Question Two

How do elementary charter school teachers describe their readiness to learn when acquiring expertise to support students with dyslexia?

Sub-Question Three

How do elementary charter school teachers describe their orientation to learning when acquiring expertise to support students with dyslexia?

Sub-Question Four

How do elementary charter school teachers describe their motivation to learn when acquiring expertise to support students with dyslexia?

<div align="center">

Definitions

</div>

1. *Access* - Every student has a fair and just opportunity to obtain a quality education (Iezzoni et al., 2022).

2. *Equity* - Students gain the opportunity to receive an education from qualified teachers who exude safety measures and are conducive to providing students with equal opportunities to learn (State Educational Technology Directors Association, 2022).

3. *Evidence-Based Practices* - Instruction grounded in scientifically based practices supported by rigorous research, backed by empirical research supporting positive school outcomes (Vanderbilt University, 2022).

4. *Literacy Failure Mitigation* - Early identification of reading difficulties is supported through high-quality literacy support based on sound educational practices (New York State Department of Health, 2022).

5. *Neurobiological* - Manifestations of neurologically based learning disorders affecting atypical learners (Norton et al., 2015).

6. *Phonological Processing* - A category of sound processing that includes phonemic awareness, grapheme-phoneme connections, manipulation of sounds, blending, and segmenting (American Speech-Language-Hearing Association, 2022).

7. *Professional Development* - Ongoing support for educators to provide effectiveness based on the educators' practice and student learning, including individualized support for educators to enhance and improve their abilities to provide students with positive learning outcomes (NYSED, 2022).

8. *Science of Reading* - Literacy practices proven by extensive research based on Scarborough's Rope, whereby students are taught how to read and write using a systematic and explicit approach to literacy instruction (The Reading League, 2022).

Summary

This chapter provided a thorough and coherent understanding of teachers' motivation and investment in bridging training to teaching practices as they learn how to teach children with dyslexia. Considering dyslexia affects one in five people (American Academy of Pediatrics, 2009), exploring teachers' perspectives is a focal point of this chapter in understanding how to best provide educationally for those with dyslexia. The problem is that K-12 teacher training is inaccessible to support learning among students diagnosed with dyslexia. The purpose of this phenomenological study was to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area.

CHAPTER TWO: LITERATURE REVIEW

Overview

A systematic review of the literature and understanding of the science of reading (SoR) will help present current perspectives scholars and researchers provide to support the historical and contemporary understandings of dyslexia. Perspectives held regarding dyslexia are examined through the development of phonological understanding established by Stoodley and Stein (2013) in support of the causal connections between abnormalities in the brain functioning, examined in left hemisphere brain functioning, studied through current literature validating the necessity of using scientifically based instructional practices in teaching those with dyslexia. This chapter is organized to offer a thorough review of the literature concerning dyslexia's neurobiological implications in support of research-based studies grounded in the use of evidence-based practices (EBPs), such as the Orton Gillingham approach, in preventing literacy failure (Shaywitz, 2003; Vellutino et al., 2005; Youman & Mather, 2018). Finally, a gap in the literature emphasizes the need for exploring teachers' perceptions regarding the educational treatment of dyslexia, serving as the basis for the substantiated need for teachers to be trained in utilizing a skill-based, explicit instructional approach in mitigating literacy failure (Jones et al., 2019; Malatesha Joshi et al., 2009; Snowling, 1995).

Theoretical Framework

The theoretical framework of Knowles' (1978) concept of andragogy is based on an expansive framework of understanding examined through the lens of the five learning principles associated with his theoretical framework such as adults (a) are independent and self-directed thinkers, (b) have experiences that provide reference points, (c) value integrate learning, (d) valuing immediate approaches to solving problems, and (e) are internally motivated to learn.

Henry (2011) posited an andragogical concept of self-actualization, analyzed in developing a comprehensive understanding of a guided set of assumptions related to the act or process of teachers' development of knowledge, skills, and attitudes around learning. Through the theoretical framework of literature examined regarding the concept of andragogy, teachers employed at this school will be studied for self-perceptions and competency regarding learning how to use scientifically based learning methodologies, such as the Orton Gillingham approach in everyday teaching (Ferrell & Sherman, 2011; Trotter, 2006).

Adult Learning Theory

Knowles's adult learning theory, predicated on the concept of andragogy, has been applied throughout this study for the possibility of understanding how core principles of adult learning can help to expand Oakdale-Mission Charter School's Teacher Training Institute (TTI) as a model of design for other schools (Trotter, 2006). Knowles' adult learner framework is important to analyze for its influence on understanding sound theoretical beliefs associated with teachers' personal experiences regarding pedagogical development. Knowles (1978) noted that andragogy is a concept by which teachers become self-actualized. Therefore, the concept of andragogy, as related to self-actualization, is examined practically through a careful examination to uncover a problem of practice associated with the educational treatment of those with dyslexia (Solari et al., 2020; Trotter, 2006).

Researchers have shown that when studying the adult learner, it is imperative to examine, explore, validate, and investigate teachers' experiences and perceptions (Creswell & Poth, 2018; Henry, 2011; Knowles, 1978, 1990). Therefore, the concept of andragogy is critical to this study in helping to understand teachers' professional perceptions and values associated with ongoing and sustained professional development. In support of this study, a thorough examination of

Knowles' adult theory is critical, as it has been applied to this study to help uncover the invested value of understanding the differences between andragogy and pedagogy (Henry, 2011; Knowles, 1978). As such, teachers' experiences can be understood through reflective learning practices, examined within the context of situational differences, for example, individual learners as compared to collaborative learning partnerships explained through an examination of what learners perceive as goal-setting and purposeful learning outcomes (Lyon & Weiser, 2009; Malatesha Joshi et al., 2009; Peltier et al., 2020; Washburn et al., 2011).

One important aspect of developing teacher motivation can be directly related to the culture and climate of a particular school. George et al. (2018) noted "mastery experiences, vicarious experiences, social persuasion, and emotional and physiological states" (p. 220). Therefore, motivation contributes to the desire to gain knowledge and mastery of the goals, often established through a motivational learning environment, applied in this study to describe the invested motivation for acquiring expertise to attain academic goals to support students with dyslexia. Such goals will be explored through training to practice principles and examined through reflective teaching practices related to student outcomes (Jones et al., 2019; White et al., 2018). Depending upon whether these are short-term goals or long-term goals, teachers' motivation and investment involving learning in an in-service professional development situation will be examined for their phenomenological aspects in understanding participants' willingness to extend their learning beyond their employment requirements.

Related Literature

There is a significant body of research related to dyslexia and the teaching methodologies associated with dyslexia. The related research investigated in this study is predicated upon research findings regarding the phonological association associated with dyslexia. The extensive

body of research existing is strongly supported by studies that demonstrated that dyslexia is a neurologically based learning disability, having a substantial influence on student literacy performance due precisely to one's difficulty with the storage and retrieval of sound and symbol correspondences (Casini et al., 2018; Stoodley & Stein, 2013). Science to practice research findings in this literature review support the phonological implications regarding the causal connections between abnormalities in the brain functioning of those with dyslexia and reading and writing dysfluency. Therefore, anatomical differences in the cerebellum contribute to the slow and inaccurate processing of visual and auditory phoneme and grapheme relationships (Hudson et al., 2007; Katzir et al., 2006). The SoR indicates the need for teachers to understand how dyslexia influences literacy development. Notwithstanding, phonological deficits promote weaknesses in word attack skills, spelling, vocabulary, and conceptual development (Scarborough, 1990; Snowling et al., 2003).

Science of Reading Instructional Practices

The literature examined supports the need for teachers of children with dyslexia to be trained in the development of literacy using specific instructional methodologies based on explicit, systematic, and sequential approaches to literacy instruction, explicitly understanding that children with dyslexia can present with broad language processing needs, some of whom may not be able to achieve a high verbal intellectual quotient (IQ) score (Jones et al., 2019; Pennington et al., 1992; Shaywitz, 1990). A leading researcher in neurodiversity in literacy development, Sally Shaywitz (1990), investigated the importance of teacher training programs in providing for these students, advocating for services for those who present with co-morbidities based on the uniqueness of their disability. Therefore, a causal connection exists between the lack of instructional support provided to these children and the long-term risk for slower

acquisition of word knowledge throughout their lifetime, often resulting in the development of compensatory skills *(*Rappolt-Schlichtmann et al., 2018).

Attempts to mitigate literacy failure can be best achieved by developing high-quality, evidence-based reading instruction (Fadulu, 2022). Decades of research illustrate that learning to read is not a natural brain function (NICHHD, 2000; Pennington, 2009; Peterson et al., 2017). Findings demonstrate that reading is an evolving brain processing function encompassing five components of development: phonemic awareness, phonics, fluency, vocabulary, and comprehension predicated on the SoR, as well as the five pillars of literacy development (B. A. Shaywitz, 1998). Comprehensive studies based on longitudinal research of language development and dyslexia demonstrate that effective literacy instruction is at the core of providing for those with dyslexia (Gonzalez, 2021; Rahul & Ponniah, 2021). Moreover, much is left to be explored regarding teachers' perceptions regarding their adult learning experiences, as well as the importance of providing professional development to help bridge effective training to practice application (Gonzalez, 2021; The IRIS Center, 2015; Moats, 2019; NCII, 2016; Rahul & Ponniah, 2021). The fact that dyslexia is grounded in the science of reading provides a strong justification for lobbying for teachers who need to be trained and knowledgeable regarding the specific methodological approaches to teaching those with dyslexia. The importance of reciprocity related to teacher preparedness is directly linked to student achievement, motivation, and persistence (Schaeffer, 2023).

Currently, many colleges in the northeastern metropolitan area do not equip future elementary school teachers with the skills and knowledge necessary to teach these students, often requiring these teachers to seek professional training beyond their college preparatory programs (Hall & Vaughn, 2021; Hebert et al., 2018; Mills & Clarke, 2017). Consequently, a 'wait to fail'

approach results in disastrous effects for teachers and students, with teachers feeling inadequate and students failing (Malatesha Joshi et al., 2009; Moats, 2019; Oh, 2011; Piasta et al., 2020). Years of research support an understanding that increasing teacher effectiveness evolves a more mindful understanding of theory-to-practice application (Barni et al., 2019; Klassen & Tze, 2014; Klingbeil & Renshaw, 2018).

Moreover, mindfulness practices in working with those with dyslexia are built upon the understanding of SoR principles, with specific attention to understanding solid instructional applications supported by reliable screening measures (Aravena et al., 2016; Aro & Björn, 2016; Hikida et al., 2019; Jakobson et al., 2022; Mather & Wendling, 2012). Furthermore, supporting teacher preparedness is essential in considering the psychological characteristics associated with a myriad of outcomes, such as teacher effectiveness, student achievement, and intrapersonal relationships between students, parents, colleagues, and administrators (Bardach et al., 2021). Moreover, a critical step in understanding how to teach literacy to those with dyslexia can be understood through the identification of specific strengths and weaknesses associated with developmental literacy skills, which affords those with dyslexia a greater likelihood of literacy success (Petscher et al., 2020; Scammacca et al., 2013; Wanzek et al., 2016).

Teacher Training: Pedagogical Advancements

Currently, much research is associated with identifying dyslexia as a specific learning disability related to literacy instruction, whereby teachers are most effective when understanding what constitutes typical and atypical literacy development (Zirkel. 2020). Those identified as atypical are often labeled at risk of literacy failure. Effective teachers are required to distinguish between the various components of literacy instruction and decide upon the appropriate course of treatment associated with the specific learning needs presented at the time of testing regarding

atypical learners (Tarar et al., 2015). Barquero and Cutting (2021) discovered that more than 60% of children are reading below grade level proficiency; it is important to understand that learning to read in early childhood must be supported with teaching methodologies that simultaneously support student's ability to read to learn throughout one's lifetime (NAEP, 2022). Therefore, weaknesses in morphological understanding are considered a causality of reading weaknesses in terms of vocabulary development and reading comprehension (Ehri, 2020; Hjetland et al., 2019). Given the complexities associated with transforming printed words into meaning, effective teaching must be supported by a significant amount of training regarding the various teaching methodologies related to the Orton Gillingham approach to instruction.

Concept of Andragogy

Knowles' (1978) concept of andragogy is being applied in this study to help uncover the phenomenological aspects of teachers' motivation and investment concerning Knowles' five learning principles. Knowles' adult learner framework is also being explored for its influence on analyzing theoretical beliefs associated with sound professional development practices. Knowles' (1978) concept of andragogy supports learning as a function whereby adults become invested through a critical relationship of motivation, retention, and transfer, ultimately enabling teachers to self-actualize. The literature reviewed investigates teachers' experiences related to in-service training, examined through the concept of andragogy, to guide explanations for discovered phenomena about effectuating change (Trotter, 2006). Research has shown that when studying the adult learner, it is imperative to examine, explore, validate, and investigate teachers' perceptions, considering core principles that can be applied to various adult learning situations (Berry, 2010).

Individual Learning Experiences

Through an examination of Knowles' primary work, *Adult Learning Processes: Pedagogy and Andragogy*, scholars have theorized the concept of andragogy as an evolutionary pedagogical framework, studied for its effect on teachers becoming more self-actualized and more effective (Knowles, 1978). As such, a thorough examination of Knowles' adult theory has uncovered the value of understanding the differences between andragogy and pedagogy, with the latter being a more progressive form of learning (Henry, 2011). Knowles created the concept of andragogy as both a theory and a practice, helping to understand better each area of Knowles' learner orientation principles such as (a) the learner's development of self-concept, (b) learner's prior experience, (c) learner's readiness, (d) learner's orientation, and (e) motivation (Knowles, 1977). In his related work, entitled *Andragogy: Adult Learning Theory in Perspective*, Knowles (1978) illustrated a framework by which adult learners are understood through their learning capacities, examined within the context of situational differences, and explained through an examination of what learners perceive as goal setting and purposeful learning, otherwise known as learner investment (Grigorenko et al., 2020; Malatesha Joshi et al., 2009). Knowles' (1978) theoretical framework of the adult learning theory is based on the premise that adults do not learn in the same ways as children. Therefore, an emphasis is placed on educators and continual learning through professional development and training.

Teacher Training Importance

For the past 25 years, neurologists, psychologists, and educators have partnered to investigate and examine the origins and potential for pedagogical improvements regarding those with dyslexia (Ozernov-Palchik et al., 2023). Washburn et al. (2011) researched the positive effects of pre-service and in-service teacher preparation programs and pedagogical techniques

designed to support those with dyslexia, pointing to more of a need for professional

development. Washburn et al. (2011) contended that teachers who perceive their skills and

abilities to understand language structure are more prepared to teach these students using a

phonics-based literacy curriculum. Atkinson and Martin (2022) determined that early detection

of phonological delays is a strong predictor of later difficulties with literacy development, thus

pointing to support of targeted, scientifically grounded intervention based on the SoR. This

hermeneutical study is designed to examine the benefits of teacher development in understanding

teachers' lived experiences related to motivation and investment in bridging training to practice

application, explored through a phenomenological study of teachers experiencing training and

professional development in this unique capacity.

Pedagogical Training: Key Design Element

Providing professional development for teachers who are working with elementary

school children who present with dyslexia is of key importance in mitigating literacy failure

(Washburn et al., 2017). It is well documented that those seeking to work with elementary school

children benefit from training in the college years involving instruction in learning EBPs related

to early literacy development. Therefore, in-service training helps elevate teachers' skills and

expertise in practical and essential ways. As such, teachers must understand the difference

between typical and atypical behaviors of children's early literacy development and recognize

the early signs of at-risk learners. Therefore, these teachers should be taught what to look for

regarding the literacy needs of those with atypical developmental needs. There are several factors

to consider regarding early intervention literacy needs, including children who present with

genetic factors associated with dyslexia, as well as developmental-behavioral manifestations

related to cognitive and language delays (Hudson et al., 2007). Additionally, teachers benefit

from understanding the importance of providing these young children with early learning opportunities to help mitigate reading failure during these formative years (Moats, 2019).

It is equally important that pre-service and in-service teachers understand the developmental reading and writing continuum, which helps guide teachers' understanding of what to look for when children are adequately reaching their academic milestones to support their fullest potential. Much research has shown the imperative nature of improving teacher effectiveness to increase the quality of elementary reading programs (Basu et al., 2014). Additionally, researchers suggest that in-service higher education training programs help to maximize teaching potential. However, when teachers are not supported, attrition rates climb, with large percentages of teachers leaving the profession within the first five years of teaching due to feelings of inadequacy and frustration (Sayeski & Zirkel, 2021).

Implications for Teacher Perceived Effectiveness

The work of Knowles (1990) helps to provide practitioners with well-established, research-tested frameworks for understanding teachers' experiences with learning; the SoR practices associated with the Orton Gillingham approach can be best understood. It has been examined that adult learners do not learn in the same ways as children and, therefore, must be provided with opportunities to become invested in the learning process through relevant and meaningful learning opportunities, as adult learners are self-directed, problem-centered individuals, often intrinsically motivated (Bell, 2013; Castles et al., 2018). Knowles' adult learning theory provides practitioners with a well-structured understanding of how motivation and investment can help move practitioners toward developing expertise in desired areas of learning. Scholars and practitioners have long recognized the Orton Gillingham approach as a

highly effective EBP designed to successfully mitigate literacy failure in those with dyslexia, providing a solid foundation in reading and writing development (Shaywitz et al., 2020).

Importance of Evidence-Based Practice

Research in support of the use of EBPs in mitigating literacy failure with those with dyslexia has been explored extensively by the CEC, which is comprised of a consortium of scholars who have contributed tremendously to the knowledge base regarding the effectiveness of EBPs, as well as instructional methodologies associated with high-quality educational practices. As such, by creating a targeted academic support plan, those with dyslexia can experience more favorable outcomes using EBPs (Seidenberg, 2013). EBPs also help protect federally supported mandates outlined in IDEA to maximize instructional benefits for children with special needs (Cook et al., 2015). Contentions exist regarding high-quality educationally research-based programs predicated on scientific and empirical research, outlined under the specifications established by federal and state education laws (FAPE, 2017; IDEA, 2004). EBPs have, in essence, helped to demystify what makes an exceptional child exceptional.

Additionally, EBPs are successful when tailored, prescribed, and specific in supporting targeted literacy development, a critical component of mitigating failure (CEC, 2022). Therefore, through careful instructional planning delivered by skillful educators, barriers to education can be removed to create access and equity in educating those with dyslexia. As such, a thorough understanding of the indicators of dyslexia can help schools adopt skill-based instruction programs, helping to maximize success for these students (Youman & Mather, 2018).

Dyslexia: Unique Learning Attributes

The emergence of EBPs supported by the science of teaching is paramount in providing a rationalized understanding of the implications of a specialized approach to instruction and

understanding those with dyslexia possess average to above-average intelligence (Galaburda, 1989; Heineke, 2013; Washburn et al., 2017). However, the IQ discrepancy model has been falling out of favor mainly because developmental reading takes several years to reach levels where test scores could adequately suggest 'significant' discrepancies (Carr, 2023; Solari et al., 2020). These findings support the need for students in the first grade to receive high-quality literacy instruction, specifically those who were not identified as dyslexic.

Therefore, years of research by scholars and professionals in the field of dyslexia were reviewed regarding how teacher misconceptions and misunderstandings significantly inhibit students from receiving proper instructional support (Horowitz et al., 2017; NCIL, 2022). A connection was noted between establishing training programs to help enhance competency and awareness-based literacy training (Miciak & Fletcher, 2020; Washburn et al., 2017). Accordingly, widely held perceptions of teacher effectiveness support a re-examination of the purpose of learning in education, especially considering the 'era of knowledge explosion,' with commonly held beliefs that teachers should be well-informed and proactive in taking on new learning experiences (Fletcher et al., 2019). Therefore, it is important to understand how phonological development relates to core curriculum expectations associated with treating dyslexia (Snowling et al., 2020). Additionally, professional development supports the need for teachers to develop an understanding of high-quality literacy instruction related to the treatment of dyslexia to help guide their capabilities in providing for these students. It is essential to understand that learning is not a static process; instead, it relies on a continuous re-evaluation of measured goals and outcomes.

History of Dyslexia: Neuro-Scientific Research

In the late 21st century, scientific investigations acknowledged dyslexia as a medical condition, and dyslexia was synonymous with word blindness or word deafness (Youman & Mather, 2018). As such, German neurologist Adolf Kussmaul (1877) and, early in the next century, Dr. Hinshelwood (1917), an ophthalmologist, classified dyslexia as a condition causing word blindness, describing dyslexia as a deficit occurring with visual memory. Dyslexia means poor or impaired language or words (Cunningham & Stanovich, 1997). However, through the work of Leko et al. (2015), dyslexia was later realized to be a neurobiological disorder marked by impairments in brain function. Leading researcher Sally Shaywitz (2003), one of the most well-respected neuroscientists in the field of study, concurred that dyslexia is indeed a neurobiological disability that occurs in healthy brains of individuals, affecting how individuals learn literacy, resulting in phonological deficits discovered through neurological testing.

Neurobiological Manifestations of Dyslexia

The seminal works of Morton and Frith's (1995) model entitled *Causal Modeling: A Structured Approach to Developmental Psychopathology* is also examined for its contribution in expounding upon the idea of how phonological deficits contribute to literacy development, studied to understand the growing body of evidence in codifying the neuro-developmental progression of children's abilities in understanding the breakdown of cognitive components of reading and writing. The literature examined serves as the genesis for understanding the neuro-biological manifestations of dyslexia, dispelling the notion that learning to read is a natural and inherent ability (Fuchs & Fuchs, 2017; Shaywitz & Shaywitz, 2017).

Stoodley and Stein's (2013) work regarding cerebellar function in developmental dyslexia demonstrated that dyslexia is a neurobiological condition characterized by difficulty

understanding letters and sound correspondences despite average intelligence. Therefore, the contention is that dyslexia is a neurobiological manifestation of the cerebellum's inability to create the neural connectivity required for successful literacy development, a necessary understanding of using EBPs in literacy (Tan et al., 2022). Contributions by these scholars have led to a well-developed understanding of brain functioning, posited on well-studied populations of people, specifically school-age children with dyslexia (Peterson et al., 2017). As such, these findings have helped establish the objective scientific evidence supporting literacy development and the necessity of providing for these students' unique instructional needs.

Phonological Development: Contributions to Scientifically Based Instructional Practices

The significance of understanding how phonological development influences literacy development is supported by scientific research (Goswami et al., 2021), which clearly connects how the brain receives and organizes information. Therefore, problems with phonological development affect early literacy development. However, difficulty with phonemic awareness and phonics results in deficiencies with grapheme-phoneme relationships, rapid auditory processing, and challenges with recurrence separation and temporal order judgment (Bruno et al., 2013; Erbeli et al., 2017). These atypical functions of neural networks in the brain point to the necessity of using a skill-based, phonologically grounded literacy curriculum built on the distinct characteristics of strengthening phonological development. Additionally, evidence exists of how phonological deficits relate to difficulties with the inclusive growth of language complexities, often compounded by problems with developing phonemic awareness (Shaywitz et al., 2020).

Extensive research and development in understanding the causal relationship between the neurodiversity of dyslexia in support of early intervention serves as the basis for the imperative need to study the training experiences of teachers. Too often, many children with dyslexia

experience failure before being given a chance to succeed (Compton et al., 2014; Schwartz, 2019). More importantly, dyslexia is not limited to affecting just one processing modality; instead, it creates dysfunction in all learning modalities, including visual, auditory, and kinesthetic processing, a critical understanding regarding the methodological training for in-service teachers (Shaywitz & Shaywitz, 2017). Additionally, anatomical dysfunctions not only interrupt how people with dyslexia process letters and sounds, but they also interfere with how information is applied within the context of reading and writing, often resulting in letter reversals and difficulties with word accuracy (Berent et al., 2016; Colenbrander et al., 2018).

While scholars have unique perspectives regarding the severity of phonological delays, many have recognized the central cause for these delays as neurobiological in origin (Berent et al., 2016). Therefore, it has been agreed upon that there is a clear connection between cognitive deficiencies regarding how the brain organizes and processes letters and sounds, thus forming a consensus regarding the causal relationship between the abnormalities in brain functioning resulting in phonological processing deficits (Shaywitz et al., 2020).

Theory to Practice Application: Brain Research

Technology's influence on identifying the origins of dyslexia has provided researchers with a unique analysis of the brain using functional magnetic resonance imaging (FMRI) (Danelli et al., 2013), demonstrating an essential breakthrough in further understanding the neurobiological attributes of dyslexia. Before FMRIs, most dyslexia knowledge and understanding had supported understanding the connection between the science of brain research and a medical condition. However, FMRIs helped to scaffold the science of dyslexia with clear connections to learning in support of the contributions of Stoodley and Stein's (2013) work on the anatomical abnormalities of the cerebellum (Bruno et al., 2013). Additionally, a clear link

regarding the genetic underpinnings associated with dyslexia, thus making it familial, is another breakthrough in the early identification of those with dyslexia (Ramus et al., 2013).

Functional magnetic resonance images have provided researchers with anatomical illustrations of the brain at work, clearly demonstrating the idea of left-hemisphere deficiencies as a causal reason for phonological deficits in the treatment of young children (Goswami, 2015). Understanding the association of neurobiological factors associated with dyslexia has been promulgated by the science of literacy development, necessitated mainly by long-held misconceptions regarding dyslexia (Basu et al., 2014; Hjetland et al., 2019). Support for technology's contribution to the emergence of rapid automatic processing demonstrates the weaknesses in deciphering sounds by the brain's left hemisphere, a necessary function in reading and writing fluency (Hjetland et al., 2019). Therefore, findings through brain imaging have led to a more comprehensive understanding of irregular neurophysiological responses to sound stimuli (Basu et al., 2014; Hjetland et al., 2019). For example, auditory processing contributes to weaknesses in accurately representing sounds heard in writing, thus contributing to spelling deficits (Vellutino & Fletcher, 2005). Beyond the validation of dyslexia being neurobiological, people-with dyslexia learn to read and write in ways different from the norm, thus requiring a specific methodology from which to be instructed (Vellutino & Fletcher, 2005). Therefore, teachers of these students must be well-trained and skilled in understanding how to intervene to prevent literacy failure for these students (Rose, 2009; Savage et al., 2018).

Maximizing Early Literacy Success

Early literacy success is critical in determining future academic success and development (Aladwani & Shaye, 2012; Fuchs & Fuchs, 2017). As such, the continuum of literacy development begins as early as birth and continues to develop through adulthood (Cabell &

Hwang, 2020). Literacy is foundational for early success, whereby children in primary grades are expected to interact, participate, and engage in various literature-rich experiences as early as 3 - 4 years old (Carlisle et al., 2011). Therefore, educators should use language-enriching curricula in all academic areas of development and a literacy curriculum that explicitly teaches phonological development and written language skills in the early grades (Denton & Madsen, 2016). Additionally, children with dyslexia need to be taught the mechanics of literacy development. For example, spelling, letter formations, and phonological processing through auditory, visual, and tactile/kinesthetic modalities in the early grades mitigate literacy failure (Shaywitz, 2003).

There need to be open lines of communication between teachers and administrators regarding best practices in developing literacy skills, as proficiency in understanding how to teacher literacy to those with dyslexia is paramount in providing these children with the best chances of academic success, thus helping to enhance cognitive growth and development (Cabell & Hwang, 2020; Carroll et al., 2014). Educators, therefore, should seek to implement as early as possible what is considered preventative care in helping to mitigate language processing difficulties, as well as developmental literacy difficulties, using a prevention-oriented approach (Earle & Sayeski, 2017). As such, the following should be strongly considered in the creation of a prevention-oriented approach to mitigating literacy failure: (a) the explicit implementation of a phonics-focused curriculum, (b) the use of explicit and systematic phonics-based approaches, including many visuals, and (c) an intentional implementation of a curriculum which helps to facilitate phonological processing capabilities in children (Swanson et al., 2013). In support of taking proactive care in mitigating literacy failure, methodologies such as the Orton Gillingham approach to literacy instruction have been scientifically researched for their ability to teach those

with dyslexia (Shaywitz et al., 2020). Orton Gillingham scholars agree that helping children succeed with early literacy concepts in the beginning stages of language processing development also helps to increase success with all language demands, inclusive of vocabulary, grammar, writing, as well as discourse-level skills, such as listening comprehension, required skills for higher levels of educational success (Forness & Kavale, 1996). With support, regarding success related to the Orton Gillingham approach to literacy instruction, there is a need to examine schools that are training educators on using these methods, as found in the northeastern metropolitan area.

The Current Climate: Northeastern Metropolitan Area Public Schools

Parents and teachers have criticized the nature of public-school education in northeastern metropolitan areas for not correctly preparing teachers to use targeted, skill-based teaching methodologies to help young children and at-risk students succeed (Zimmerman, 2022). Subsequently, reactionary methods to remediating literacy failure for students with dyslexia are proving to be contributory to promoting academic loss, and it is becoming increasingly difficult for schools and districts to adequately provide services to failing children due to the high managing costs associated with providing these students with fair and appropriate academic placements (Zimmerman, 2022). Many parents of children with dyslexia in the northeastern metropolitan area have pointed out the city's failure to provide their children with community-based schools to support their children's unique needs to access an equitable education (Advocates for the Children of New York, 2023). Currently, there are no public-school options for these children, nor are there any in-service teacher training programs for teachers (Advocates for the Children of New York, 2023). Consequently, many teachers scramble to find training and resources to learn the necessary skills to teach these students. In the current climate of mayoral

leadership, stakeholders are actively exploring ways to help mitigate literacy failure for these children, as research has demonstrated that manifestations of dyslexia present as early as preschool, evidenced by children's difficulty with rhyming words, writing letters, numbers, their names, and reading basic words (Cabell & Hwang, 2020; Noe et al., 2014; Seidenberg, 2013). Those with dyslexia also have trouble with the morphosyntax stages of development, as evidenced by conversational difficulties with sound substitutions, verb-tense agreement, and suffix omissions, as well as other problems with pronunciation and word recall skills (van Viersen et al., 2017). To help legitimize dyslexia as a defining disability, the IDA defines dyslexia as neurobiological in origin, resulting in deficiencies in the phonological area of language processing development, classifying dyslexia as a specific reading and writing disability (IDA, 2002). Therefore, beyond the validation of dyslexia, as well as the imperative need for those with dyslexia to gain access to a fair and equitable education, teachers must serve in preventing failure for these students, supported by effective teaching strategies designed to maximize student achievement (Hebert et al., 2018; Shaywitz et al., 2020).

Attempts to Preventing Literacy Failure

In a push to do more for parents and caregivers of children with dyslexia, one northeastern state recently adopted a dyslexia screening tool to help identify those who present with dyslexic traits as part of a northeastern metropolitan area initiative in taking a more proactive stance in helping to mitigate literacy failure (NYC Dept. of Education, 2022). Access to screenings will help to prevent students from falling through the cracks in the system and may change the lives of thousands (Zimmerman, 2022). The focus northeastern metropolitan area has the highest rate of students with special needs (Riser-Kositsky, 2022).

Although percentages regarding those with dyslexia have slightly decreased from 36.7% in 2010-11 to 32.7% in 2020-21, the federal government spends approximately 12.3 billion dollars educating students ages 3 - 12 with disabilities (Riser-Kositsky, 2022). As such, many of these children may face challenges in their developmental years, placing them at high risk of academic failure regarding their future learning ability. Therefore, difficulty with gaining access to an equitable education marginalizes these children. Unfortunately, untrained teachers are left unaware of appropriate remediation techniques for those with dyslexia, as dyslexia is often referred to as a 'hidden' disability. When examining teachers' understanding of dyslexia, researchers discovered that many teachers have a lack of knowledge regarding the nature of dyslexia, as well as the academic treatment of dyslexia (Swanson et al., 2013; Washburn et al., 2011); further compounding this issue is that many teachers are limited by their inability to fully understand the structure of the English language, as 20% of teachers cannot correctly identify phonemes in words, and 40% of teachers are unable to identify irregular words (Spear-Swerling, 2009) correctly. These challenges demonstrate a dire need to identify the pedagogical needs of such educators.

Instructional Support Needs

When children are diagnosed with dyslexia, the remediation process often involves the development of a hierarchy of skills ranging from basic phonological processing to more advanced phonological processing skills, requiring an interventionist, specialist, or a well-informed teacher of literacy (Fuchs & Fuchs, 2017; Pennington et al., 2019). Children also benefit from explicit skill development with auditory and visual processing embedded in SoR practices, often having the most significant influence between the ages of four and eight (Thomas et al., 2015). However, far too often, gaps in learning form during a child's early school

years, a time during which the brain's neuroplasticity peaks and children experience what is termed synaptogenesis, the brain's ability to develop a lexicon of language learning skills learned to support higher cognitive skills (Miciak & Fletcher, 2020; Swanson et al., 2013). In the current climate of literacy development regarding those with dyslexia, remediation is a common trend, unfortunately having minimal results, as only 37% of children who have dyslexia can 'resolve' their language processing difficulties through remedial approaches (Miciak & Fletcher, 2020; Swanson et al., 2013). Therefore, support providing teachers with training to help them become proficient in using SoR practices is considered paramount in helping to create access and equity in the northeastern metropolitan area public school system (NCIL, 2022).

In-Service Professional Development: Knowles' Adult Learning Theory

Certification training is a critical component of becoming a teacher; however, achieving the appropriate degree is only one part of the requirements for being an accomplished practitioner. As such, continuing education, examined through the concept of andragogy, is applied to this study to help understand how educators can better understand their position in learning as literacy development should not be reduced to the assignment process (Knowles, 1977; Trotter, 2006). Therefore, the concept of andragogy constructed through Knowles' (1978) framework is pivotal in understanding how investment contributes to best practices related to teacher effectiveness, which is examined by what happens to the learner in the inquiry process. Providing teachers with continuing education is essential (Sims & Allen, 2018). However, debates in the United States regarding the most effective approaches to supporting literacy development continue to perpetuate vacillation, with policymakers and local state officials unable to adequately provide for those with dyslexia, resulting in reading wars (Castles et al., 2018). Such reading wars have been underway for more than 25 years, unfortunately, continuing

to favor a one-sided, whole-language approach to literacy instruction instead of a phonics-based approach (Castles et al., 2018; CEC, 2022).

Teacher Retention: Professional Development

Educational outcomes are primarily attributable to effective teaching. Yet in the United States, shortages in the teaching force are climbing to unprecedented proportions, whereby it was discovered that there was a 15% teacher turnover rate in the northeastern metropolitan area, with rates nearly as high as 31% in low-income areas (NYSED, 2018). Subsequently, a substantial corpus of literature supports the positive influence of professional development research regarding the small, yet significant effect of professional development opportunities designed to improve teacher retention (Sims & Allen, 2018; What Works Clearinghouse, 2020). Therefore, relevant research supports the need for schools and districts to continue improving working conditions in schools through continuous and ongoing professional development support, adequately aligned with accountability standards that support effective teaching and learning (NYSED, 2018; Sims & Allen, 2018; What Works Clearinghouse, 2020).

High-quality professional development opportunities help bolster teacher retention and improve teacher effectiveness by developing invigorating and exciting learning opportunities (Luesse et al., 2022). Studies also indicate a strong link between teacher retention and elevated perceptions of self-efficacy for those involved in learning communities inside and outside the school community (Hattie, 2023; Nguyen, 2020). Therefore, social and behavioral scientists conducted a professional study on the effectiveness of professional development programs in which researchers provide a unique constellation of teachers' learning experiences associated with teacher retention (Luesse et al., 2022). Researchers of this study utilized a mixed methods approach to examine the effects of teachers' experiences regarding those who participated in the

Academy program and studied its influence on teacher retention. Significant findings of this study demonstrate the positive relationship between professional development, teacher retention, and improved self-efficacy.

Empirical evidence indicates that much is known about teacher effectiveness related to the psychological conditions associated with teachers' feelings of well-being, self-adequacy, and retention. For example, confounding studies point to the positive effects of teacher retention regarding interpersonal relations. Such studies have been outlined in the existing theoretical frameworks found in Kutner et al.'s (1997) study, *Evaluating Professional Development: A Framework for Adult Education,* which examines the critical components of teacher effectiveness related to the multidimensional aspects of teachers' psychological characteristics with understanding student achievement in terms of teacher motivation (Hattie, 2023; Sherman et al., 2003).

There is an intricate relationship between teacher motivation and student persistence. However, gaps in the literature demonstrate a scarcity of research regarding the interconnected implications of teacher support, student achievement, and self-efficacy. Therefore, teacher expectations have been proven to be translated into sound educational practices whereby instructional support can result in higher gains for marginalized students (Brookover et al., 1969; Gentrup et al., 2020). Teacher investment is strongly linked to perceived levels of efficacy, motivation, and teaching satisfaction, critical aspects to consider when analyzing the effectiveness of instructional practices related to those with dyslexia.

Teacher retention has been a prevalent problem since the 1980s (Nguyen, 2020). However, decades later, shortages are projected to continue to persist. It is estimated that by 2025, the average teacher attrition trend will most likely continue, whereby attrition rates are the

highest in the nation (García & Weiss, 2019; Segerstrom & Miller, 2004; Sutcher et al., 2016).

However, many interdependent factors are related to teacher retention problems, such as

organizational structures, workforce trends, and educational policies (Borman & Dowling, 2008;

Boyd et al., 2011; Nguyen, 2020). However, over the past two decades, top-down administrative

initiatives providing continuous teacher training have proven successful only when professional

development is directly targeted at improving teacher effectiveness. Notwithstanding, teacher

investment in professional development is an important consideration, as it has been proven that

relevant teaching experiences help to create increased feelings of self-efficacy. For example,

many teachers report dissatisfaction with professional development that is not specific and

targeted towards their unique needs, an important consideration, given the fact that over 90% of

teachers in the United States are mandated to participate in professional development activities

annually (Matherson & Windle, 2017; Taie & Goldring, 2020). However, teachers who receive

targeted, interactive, skills-based instructional support have reported satisfaction with their

professional learning goals, thus perceiving evaluation measures commensurate with their ability

to effectively rate their capabilities (Avalos, 2011; Borko et al., 2010; Guskey & Yoon, 2009;

Matherson & Windle, 2017).

Outcomes of professional development programs are an integral component of

developing teacher effectiveness, as there is a consensus that professional development should be

effective when providing long-term, continuous support based on a learner-centric philosophy. A

learner-based approach should incorporate many elements of active learning and reflection.

Therefore, sustained professional development supported by administrative support can help to

create effective teaching and learning conditions. These conditions help foster a climate of

excitement and enthusiasm for teaching, helping to bridge a network of professional learning

communities (Luesse et al., 2022). Overall, there remains a substantial body of research in support of providing teachers with relevant professional development experiences in support of developing teacher effectiveness as well as teacher retention (Coldwell, 2017; DeAngelis & Presley, 2011; Easley, 2006, 2008; Reynolds et al., 1987; Rots et al., 2010). Confounding research supports a holistic approach to providing professional development with favorable teacher performance and student achievement outcomes.

Laws and Regulations

The National Center for Learning Disabilities reports dyslexia as one of the most studied learning disabilities, defined as a specific learning disability characterized by deficits in phonological processing, comprehension, fluency, vocabulary, and written language development; however, dyslexia continues to be misunderstood (Shaywitz et al., 2020). Legislation regarding dyslexia has received much attention over the past twenty years, with what is considered a prevalence of dyslexia calling for an accurate definition of the criteria outlined in diagnosing dyslexia (Phillips & Odegard, 2017). It is currently estimated that 5-15% of the population in the United States is diagnosed with dyslexia. The IDEA (2004) created guidelines for the specifications of dyslexia as a defining learning disability condition requiring school districts to provide academic support to help remediate literacy failure.

In 2001, the Reading First initiative increased funding to $1 billion per year in the United States to support creating instructional programs based on the science of reading at the K-3 grade level (Gamse et al., 2008; Phillips & Odegard, 2017). However, much has been researched, argued, and debated regarding inconsistencies in providing for those with dyslexia. A perplexing issue is the lack of curriculum resources and teacher training availability provided to teach those with dyslexia, with an overrepresentation of opposing curricula adopted during the whole-

language movement (Winkler, 2016). Consequently, many teacher training programs embrace and continue to embrace a whole language approach to teaching literacy across the United States, resulting in policymakers discounting the role of scientific research related to reading development in those with dyslexia (Bell, 2013).

With the emergence of the whole language philosophy, literacy programs soon emerged devoid of explicit phonological instruction, complicating the perceived inequities in providing for those with dyslexia. Therefore, organizations such as the Orton Gillingham Academy of Educators and Practitioners, as well as the IDA, began to guide conversations with policymakers pertaining to the language to be used by legislation in understanding how to best provide for those with dyslexia (Sayeski & Zirkel, 2021). As such, the literature reviewed contends that legal adherence to laws protecting students with disabilities in public schools and those enrolled in religious schools is required, advocating that those with dyslexia be afforded to the fullest extent possible access to FAPE (2017). Research supports that a diagnosis of dyslexia offers students equal access to a curriculum that can help minimize the impact of the disability and maximize, to the fullest extent possible, opportunities for students with disabilities to participate in a natural community of learners (Odom et al., 2005). Therefore, when a child receives the appropriate services provided through an integrative approach, the result is a proper educational placement in which students with dyslexia are given a greater chance to succeed (Shaywitz et al., 2020).

Proposed Solutions to Mitigating Literacy Failure

Researchers continue to examine the complexities of providing those with dyslexia with access and equity in education. Nearly 15 years ago, former President Bill Clinton proposed a program titled America Reads to help struggling readers, specifically those with language processing needs. Unfortunately, a 2.6-million-dollar band-aid effect resulted in state and

district-level governance reacting to perceived needs rather than proactively providing for these children (Phillips & Odegard, 2017). Failure to adequately provide for these students prompted further governmental attempts to re-examine more effective adherence to policies and procedures inherent in the NCLB Act of 2001 to meet the multidimensional needs of those with dyslexia (NCLB, 2002; Shaywitz et al., 2020). In 2015, former President Obama introduced the ESSA to replace the NCLB in providing quality instruction to disadvantaged students across the United States to help mitigate academic failure (Phillips & Odegard, 2017). However, gaps in the literature continue to demonstrate a lack of sustainable, consistent, formidable, equitable, and accessible educational opportunities for those with dyslexia, as far too often, parents and school districts are at odds regarding the appropriateness of instruction in securing literacy success for these individuals, often resulting in district level hearing regarding these children deserving to receive FAPE (Phillips & Odegard, 2017).

Demystifying Dyslexia: Laws and Initiatives

Researchers indicated that although specific states have established laws to assist with the identification and remediation practices provided to students with dyslexia, a lack of standardization practices prevents school districts in the northeastern metropolitan area from providing ease of access and equity in providing for the appropriate academic supports, thus costing the federal government billions of dollars in reparation services (Sayeski & Zirkel, 2021). Accordingly, both federal and state initiatives continue to seek to provide continuity for these students, attempting to demystify dyslexia (IDA, 2002). Recently, one northeastern state passed legislation to mandate research-based teaching methodologies to help support those with dyslexia, with a bill being passed to support teacher training for those trained explicitly in specialized instructional procedures (Sayeski & Zirkel, 2021). Additionally, laws now focus on

newly defined definitions of dyslexia, early screening identification, provision for those with

dyslexia in the Least Restrictive Environment, and adoption of the Dyslexia Definition Bill

(Phillips & Odegard, 2017). However, gaps in the literature continue to demonstrate that teacher

effectiveness is at the core of improving literacy instruction for these students. Extensive

research has been conducted supporting the SoR, with a careful understanding of the

neurological underpinnings of dyslexia, two critical factors in the careful examination of

instructional programming for these students. Therefore, parents in the northeastern metropolitan

area, in 2019, lobbied for the creation of the first and only charter school in the northeast to

provide a TTI as well as a school model utterly devoted to providing those with dyslexia access

and equity in education and supported by the need for children in the area to be provided with an

equitable education (Zimmerman, 2022).

Northeastern Metropolitan Area School Systems

With a continuously growing body of research related to dyslexia (Catts & Petscher,

2020; Moats, 2019; Shaywitz et al., 2020), interest has emerged, highlighting the critical role of

converging evidence regarding developmental reading, and preventing reading failure. As such,

the National Research Council of the National Academy of Sciences pioneered research

validating the SoR, turning towards the SoR to inform developmental reading and writing

instruction (Sayeski & Zirkel, 2021). Therefore, educational research in this area of study created

a profound influence on public policy in the United States, thus attempting to improve

methodological instructional standards in the establishment of sound literacy practices inclusive

of phonics, fluency, comprehension, and technology, as well as teacher education using

evidence-based practices (Zirkel, 2020). As such, the Orton Gillingham approach to instruction

was consequently re-examined as a research-driven methodology in supporting teachers'

understanding of literacy development for those who are dyslexic and present with atypical learning needs (Moats, 2019).

Concurrently, the Preventing Reading Difficulties Committee and the National Reading Panel reports began to point toward teachers' need for professional development training to successfully implement EBPs supported by the SoR. In response to such a need, the United States began to shift its philosophy and ideology of its teacher training programs in response to a growing need to provide in-service pedagogical support for developmental literacy instruction through a Response to Intervention framework (RtI), tertiary support system (Basu et al., 2014). Conversations regarding best practices continue to exist. One northeastern official is attempting to understand the impending need to provide teachers with a more comprehensive approach to supporting those with dyslexia in public schools. As such, programs such as the World Dyslexia Assembly help support efforts to support public schools (Made by Dyslexia, 2022). All this comes at the heels of attempts to re-examine policies and procedures governing children with special needs, such as dyslexia. Hence, this is a promising time in the current climate of education.

In 2019, a northeastern metropolitan area school district approved a charter school specifically designed to support children with dyslexia. Oakdale-Mission Charter School is unique because it is the first and only charter elementary school designed to help mitigate literacy failure (Fadulu, 2022). As such, Oakdale-Mission Charter School has adopted a core mission of equally educating its teachers and students to achieve success by creating its TTI. Hence, the roots of the work developed by Dr. Samuel Orton, as well as educators Anna Gillingham and Bessie Stillman, as outlined in the Orton Gillingham manual, continue to present educators with practical and viable applications to methodological training (Gillingham &

Stillman, 2004). What is promising is that stakeholders are currently learning more about ways to mitigate, as opposed to remediate dyslexia, through a re-examination of current programs, professional development opportunities, and intervention models. Essential to this upward trend to improve the current conditions, one school state approved the first charter school for students with dyslexia in 2019. Oakdale-Mission Charter School is currently considered a model for improving educational opportunities for its teachers and students in creating similar metropolitan area public schools (Fadulu, 2022). Current news coverage examined in this literature review supports the efforts of elected officials and educational stakeholders in reimagining the possibilities of providing for children with dyslexia in a community-based school (Zimmerman, 2022).

Summary

This literature review focuses on describing the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area. By applying the theoretical framework of Knowles' adult learning theory, the research can better understand teachers' perceived effectiveness in motivation and investment in learning training to practice principles associated with pedagogical advancements in working with those with dyslexia. This study is imperative, as dyslexia is a prevalent learning disability affecting one in five people (Shaywitz et al., 2020). There exists a current need in northeastern metropolitan area school systems to adequately meet the needs of these students, as failure to meet their needs is having deleterious effects on student success, as well as future chances of academic, social, and emotional success (Youman & Mather, 2018). Currently, gaps in the literature capturing teachers' experiences and self-perceptions in learning an instructional methodology unique to treating dyslexia have not been examined in a school of

this kind. Therefore, there is a need to explore teachers' lived experiences concerning the

motivational factors associated with teacher investment in acquiring the necessary skills to

educate those with dyslexia.

CHAPTER THREE: METHODS

Overview

The purpose of this phenomenological study was to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area. This study was conducted at an elementary charter school with teachers of students with dyslexia and other language-based disabilities. Teachers of students with dyslexia were considered for their perceptions regarding investment and motivation for acquiring expertise to support students with dyslexia. This chapter explores the hermeneutic phenomenological research design chosen to investigate this study. The research questions are also presented, guided by the theoretical framework. The setting and participants, interpretive framework, and philosophical assumptions are examined to guide an understanding of the underpinnings of assumptions for this study. Finally, the research procedures present a detailed plan for data collection, analysis, and trustworthiness developed through careful ethical considerations to explore the motivation of acquiring expertise to support students with dyslexia for grades 1-5 teachers at a charter school in a northeastern metropolitan area.

Research Design

This qualitative hermeneutical study used a phenomenological approach to examine the perspectives of individuals with shared experiences (Malakar, 2022). Phenomenology is a qualitative methodology used to describe the lived experiences of people (van Manen & van Manen, 2021). Qualitative research is used to better understand people's experiences and perspectives in specific situations. Therefore, a qualitative method supported the focus of the study (Creswell & Poth, 2018). A qualitative study allowed for in-depth exploration and rich contextual understanding, helping to identify insights and capture the complexities of

participants' experiences (Creswell & Poth, 2018). With many qualitative approaches to select from, a hermeneutical study was selected, as this approach is used to explore the experiences of a group with commonalities. A hermeneutical study is an in-depth and detailed investigation of a unique phenomenon of events or experiences (van Manen, 2017), often utilizing multiple data sources to understand the subject under examination comprehensively. This hermeneutical study helped examine the phenomenology associated with describing the invested motivation for acquiring expertise to support students with dyslexia for 1-5 teachers (van Manen, 2017). The goal of the study was to examine the motivations described by teachers. Therefore, this specific hermeneutical study design was set in real-time, involving real-life learning experiences examined within a school serving those with dyslexia.

As such, research questions were designed to uncover and examine how the development of questions further the understanding of best practices associated with in-service pedagogical development. Through purposeful sampling techniques and snowball sampling (Creswell & Poth, 2018), I examined the perceptions of teachers receiving professional development training to support working with those with dyslexia. The rationale for using a hermeneutical study was to evaluate teachers' descriptions regarding invested motivation for acquiring expertise to help students with dyslexia, explored in an innovation charter school. Therefore, before collecting data, it was essential to adhere to the highest ethical standards, which are free from bias and protect the confidentiality of the participants (Creswell & Poth, 2018). In fulfillment of upholding trustworthiness, each phase of the data collection process included critical information related to the phenomenology of this study.

In this specific qualitative research design, explored within a hermeneutical study, I focused on the phenomenon's uniqueness in better understanding educators' descriptions of

invested motivation for acquiring expertise to support students with dyslexia. Research has demonstrated that teachers who are well-informed regarding the neurodiversity of children with dyslexia are more effective in learning the teaching methodologies associated with developing lessons that contain both a systematic and methodological teaching methodology (Phillips & Odegard, 2017). Therefore, utilizing maximum variation sampling helped to support theories associated with the andragogical experiences of teachers, analyzed through the theoretical lens of Knowles' (1977) adult learning principles.

A careful research design helped maximize and elevate this study's validity (van Manen, 2017), as teachers' experiences with Orton Gillingham were well-developed and documented in this hermeneutical study design. Another objective of this research was to uncover the hidden factors associated with teacher effectiveness, which was studied to understand better teacher investment related to motivational experiences in the workplace. A hermeneutical study that uses in-depth methods to examine social units can give rise to new ideas and future research (van Manen, 2017). Research demonstrates that failure to provide for teachers and students is causing them to fail in their educational pursuits; with a hermeneutical study design, investigations were conducted to understand teachers' invested motivation for acquiring expertise. Phenomenological attributes of teachers' motivation and investment occurred through the analysis of the answers to each research question, helping to uncover areas of interrelated connectedness and understand the multiple realities associated with such experiences. The hermeneutical methodology has gained prominence in contemporary research through scholars like van Manen (2017), who adapted and applied it to various disciplines, particularly in qualitative research (Creswell & Poth, 2018). As van Manen (2017) advocated, conducting a hermeneutical study involved a deep and reflective interpretation of texts or lived experiences to

uncover their underlying meanings, values, and significance, often utilizing a phenomenological approach to understand subjective human experiences.

Research Questions

The purpose of this phenomenological study was to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area. One central research question and four sub-questions guided the examination of motivational influences. This study's problem and purpose statements grounded the central research question. The sub-questions were driven by the factors of Knowles' (1978) concept of andragogy.

Central Research Question

What are the lived experiences of elementary charter school teachers with invested motivation for acquiring expertise to support students with dyslexia?

Sub-Question One

How do elementary charter school teachers describe their self-concept when acquiring expertise to support students with dyslexia?

Sub-Question Two

How do elementary charter school teachers describe their readiness to learn when acquiring expertise to support students with dyslexia?

Sub-Question Three

How do elementary charter school teachers describe their orientation to learning when acquiring expertise to support students with dyslexia?

Sub-Question Four

How do elementary charter school teachers describe their motivation to learn when acquiring expertise to support students with dyslexia?

Setting and Participants

This hermeneutical study was designed to investigate teachers' invested motivation for acquiring expertise in bridging training to practice applications using the Orton Gillingham approach to instruction at Oakdale-Mission Charter School. The perceptions of teachers regarding their attitudes, interests, and motivation were explored for levels of investment in trying to understand if this school can allow teachers to take agency in adopting SoR practices regarding the delivery of high-quality literacy practices, known as the Orton Gillingham approach to instruction. This section presents information on the selected site and participants.

Site

This study was conducted at Oakdale-Mission Charter School in a northeastern metropolitan area. This school was founded in 2019 as an innovative school helping to leverage structures for students with dyslexia. Oakdale-Mission Charter School emerged from the work of a devoted group of founding trustees, including local political leaders and a team of well-intentioned, caring members of the community and educational specialists dedicated to providing those with dyslexia with an opportunity to learn in a community-based school (Knudson, 2022). This school provides education for 242 elementary-age students in grades first through 5th who have dyslexia and specific language-based disabilities. There are 34 teachers employed at this school, two male and 32 female teachers. All literacy instruction at this school involves using SoR and multisensory Orton Gillingham practices. As such, Oakdale-Mission Charter School was a proper place to study teacher experiences with Orton Gillingham's approach to instruction.

Oakdale-Mission Charter School is the only charter established in the northeast focusing on student and teacher education (Knudson, 2022).

Currently, the northeastern metropolitan area school system is struggling to meet its obligation to create equity and access for children with dyslexia (Fuchs & Fuchs, 2017). As a result, the city's inability to provide adequate options for students with dyslexia results in hundreds of millions of dollars being reallocated towards private schools set up for those with dyslexia, otherwise spent on specific programs and resources for children in public schools. Under federal law, families of children with dyslexia can seek a private placement school if the city cannot provide a free and appropriate education under FAPE to match their children's unique educational needs (Zimmerman, 2022). The current political climate is to shift the blame instead of actively providing these students with effective public-school options to help mitigate literacy failure, causing many students to fail. If failure were not enough, the northeastern metropolitan area school system is struggling with the fiscal demands placed upon the public school system, reacting to needs, criticism, and funding restrictions in providing these students with compensatory academic services. With the establishment of Oakdale-Mission Charter School, the first and only charter school in the northeast, founded to provide instructional programming to dyslexic children in grades 1-5 elementary school model, the northeastern metropolitan area school system may have a viable solution for these children (Knudson, 2022).

Oakdale-Mission Charter School is geographically located within 1 hour of a northeastern metropolitan area. Currently, this school is co-located with a larger public school, sharing common spaces such as the library, gymnasium, and outdoor playground. Additionally, Oakdale-Mission Charter School is managed by a Board of Trustees who oversee and govern its affairs. It is understood that teachers who work at this school are required to take a 30-hour

Orton Gillingham training course held each semester before their employment, as well as partake in ongoing professional development provided at this school to fulfill their obligation to work at the school.

A core mission of this school is to provide elementary school teachers with professional development opportunities and to assist in improving their teaching capabilities in supporting students with dyslexia and language-based disorders in a heterogeneous learning environment (Knudson, 2022). For many educators employed at the school, this is an entirely new learning experience. Yet, they must fulfill their obligation to train to be employed at this school. Therefore, this school's training mission is to ensure that teachers develop the necessary knowledge, skills, and disposition to formulate their learnings around understanding how to teach literacy using the Orton Gillingham approach. As such, tiered learning opportunities help to extend educator certificates to validate teacher effectiveness. Teachers are also encouraged to bring themselves to higher levels of certification if they are motivated to do so by being provided with multiple advanced learning opportunities to continue their learning in support of developing expertise. Oakdale-Mission Charter School also requires all teachers to participate in professional development training provided by the TTI throughout the year (Knudson, 2022). Pedagogical training is delivered in both large and small group settings and is embedded into the workday flow, with professional development periods set aside weekly and ongoing.

Participants

Participants chosen for this study were employed at Oakdale-Mission Charter School. Participant responses were studied for their descriptions of motivation and investment in acquiring the necessary skills required to teach those with dyslexia using an in-service teacher training institute model of design. The participants of this study had the qualifications needed to

answer questions designed to explore teachers' interests, prior work experiences, motivation, licenses, ethnicity, and gender affect outcomes. Data were examined from certified special education and general education teachers who received the same levels of Orton Gillingham training and various years of training. Participants in this study did not need Orton Gillingham training before participating, as Oakdale-Mission Charter School provides the training. Additionally, participating teachers had work experience between 1 and 20 years, and teachers in grades 1 to 5 were invited to participate in this study.

The participants chosen for this study fit the criteria of teachers being studied as many teachers involved in this study had little or no background experience in the Orton Gillingham approach to instruction, and many have never worked with children with dyslexia. Participants for this study were selected from a population of 34 teachers employed by Oakdale-Mission Charter School. Teachers selected for participation in this hermeneutical study were teachers with special education and general education licenses. I included 12-15 teacher participants in this qualitative hermeneutical study. Participant selection was ascertained through selective sampling, also known as purposeful sampling, related to the availability of selected participants who specifically fit the characteristics necessary for this study (Coyne, 1997; Creswell & Poth, 2018; Morton & Frith, 1995).

Overall, participants fit the following criteria: (a) teachers of elementary students, grades first through five; (b) teachers who have been teaching between 1 to 20 years; (c) teachers who have received training in Orton Gillingham from another training institute other than Oakdale-Mission Charter School; (d) teachers who have either general education or special education teaching license; and (e) teachers who have no prior Orton Gillingham training before being employed by Oakdale-Mission Charter School.

Recruitment Plan

The recruitment process included inviting all Oakdale-Mission Charter School teachers to join my study due to their accurate representation of demographics necessary to examine teachers' motivation to acquire the expertise to teach those with dyslexia. Before recruiting participants, I received approval from the Liberty University Institutional Review Board (IRB) (see Appendix A). The IRB application included the site request letter (see Appendix B) and the site approval letter (see Appendix C). Participants were purposefully selected due to their knowledge of the motivation for acquiring expertise to support students with dyslexia (Creswell & Poth, 2018). The Oakdale-Mission Charter School administrators initially contacted teacher participants on my behalf with an email containing the developed recruitment letter (see Appendix D) inviting potential teachers to the study. After 1 week, Oakdale-Mission Charter School administrators shared a follow-up recruitment email (see Appendix E) reminding all teachers about the opportunity to participate in the study. Interested teachers emailed me their preference for participating in the study. When participants responded to the invitation, I provided a consent letter (see Appendix F) to acknowledge their participation in the individual interview, focus group, and journal data collection methods. Following the consent process, data collection began.

Researcher's Positionality

As the prominent researcher of this hermeneutical study, my position as an educational leader supported my position as an expert in reading, special education, curriculum development, and design. My professional background includes experience as a curriculum specialist, reading specialist, board-certified Orton Gillingham specialist, certified IDA clinician, Nationally Board Certified Teacher, former public school teacher, mentor, educational administrator, former

graduate school professor of clinical reading and writing developmental studies, former Director of Intervention for a northeastern metropolitan area public system, currently an educational interventionist, academic administrator for learning centers, a homeschool cooperative program, and one of the founders of Oakdale-Mission Charter School. I possess much knowledge and expertise as an educational leader and a dyslexia specialist. I am an expert in developing educational programs for those with special needs in my community. My position as a stakeholder in Oakdale-Mission Charter School is exploring the possibility of pioneering a school model to train and support teachers in helping to create access and equity for those with dyslexia. My position on the board is to ensure that our academic focus maximizes educational opportunities for teachers and students. I hold an objective role in conducting this study, as my contribution to this school is voluntary. Through reflexive empirical research analysis, I can effectively explain the outcomes of this study without preconceptions, which can influence the conclusions formed in this study (Holmes, 2020). In conducting this study, it was important to note that I did not have authority over the participants, given my objective role as a volunteer board member at Oakdale-Mission Charter School, ensuring the study's impartiality and integrity.

Interpretive Framework

The interpretive framework for this qualitative hermeneutical study fits within my philosophical assumption of influencing theories based on the six principles of Knowles' (1977) adult learning theory. Social constructivism was selected as an appropriate interpretive framework. Educators act as social constructivists who seek to construct meaning for themselves and their students, as their instruction helps transpire teachable moments into opportunities for student growth and achievement (Creswell & Poth, 2018). One principle is knowledge

construction, a process whereby teachers construct new knowledge based on existing knowledge. As the researcher of this study, it is realized that the understanding of dyslexia as a neurobiological disorder, supported by understanding the science of the various scientific theories such as the cerebella theory (Stoodley & Stein, 2013) and the magnocellular theory (Morton & Frith, 1995) is for many teachers a new construction of knowledge, predicated on existing knowledge that people with dyslexia present with reading challenges. As such, developing an understanding of dyslexia as related to the need for professional development is directly related to the adult learning theories defined by Knowles as the concept of andragogy, an essential aspect of this study (Knowles, 1977).

Philosophical Assumptions

One commonly utilized research methodology in qualitative research is an ontological assumption, defined as the study of being (Trownsell, 2022). The study of 'being' relates to the pure nature of reality so much that researchers study the different experiences of people related to their unique perceptions associated with their concept of reality (Crotty, 2020). As I conducted my research study, I planned to adopt ideas of ontological assumptions to understand the universal idea of the nature of reality while attempting to gain a deeper understanding of the truths associated with such research to find common ground. Qualitative research questions how universal understanding is formed by examining multiple realities (Creswell & Poth, 2018). As such, theories were postulated upon my ability to capture various perspectives of such realities as they relate to this hermeneutical study. Therefore, my ontological assumptions guided my exploration of the current ideas about teachers' motivations and investment in student outcomes. Thus, teacher perceptions, motivation, and investment evaluation were captured to carefully reveal various perspectives in understanding the existing realities.

Ontological Assumption

One commonly utilized research methodology used in qualitative research is an ontological assumption, defined as the study of being (Trownsell, 2022). The study of 'being' relates to the pure nature of reality so much that researchers study the different experiences of people related to their unique perceptions associated with their concept of reality (Crotty, 2020). As I conducted my research study, I planned to adopt ideas of ontological assumptions to understand the universal notion of the nature of reality while attempting to gain a deeper understanding of the truths associated with such research to find common ground. Qualitative research questions how universal understanding is formed by examining multiple realities (Creswell & Poth, 2018). As such, theories were postulated upon my ability to capture various perspectives of such realities as they relate to this hermeneutical study. Therefore, my ontological assumptions helped guide my exploration of the current ideas about teachers' motivations and investment in student outcomes. Thus, teacher perceptions, motivation, and investment evaluation were captured to carefully reveal various perspectives in understanding the existing realities. As a professional educator, I have experienced daily encounters with various teachers, each bringing their unique experiences and beliefs to the table, demonstrating the underlying complexity of reality. An ontological position regarding the diverse range of motivations among teachers informed my research. I approached this study knowing that the reality of teacher motives is a combination of multiple narratives shaped by educational ideologies, cultural circumstances, and personal histories rather than a single, unchanging truth.

Epistemological Assumption

An epistemological assumption is predicated upon the belief that what people know and have learned is best understood by examining experiences discovered through subjective

experiences (Creswell & Poth, 2018). The ideas set forth seek to help me understand what is known knowledge and how people add to their knowledge. Epistemological assumption helps the researcher improve the quality of research regarding insight into what constitutes knowledge by gaining a deeper understanding of how knowledge is shaped. As such, implications derived from gaining insight must be explored by a thorough examination of the subjective experiences of the participants, leading me to form an unbiased conclusion. Additionally, I sought to evaluate all outcomes predicted ahead of the research to justify the relationship among what I assessed as truths (Creswell & Poth, 2018). Therefore, this study helped me grow as a professional and helped me understand educator perspectives of knowledge and experience. Equally important is how knowledge claims are justified through the specific ways I conducted my research. Therefore, I spent a great deal of time collecting data to comprehensively analyze the relationships between the objective studies and the subjective experiences of the participants involved in the study.

Axiological Assumption

One of the most essential philosophical assumptions as a researcher is the axiological assumption. As Mertens (2016) noted, an axiological assumption is characterized by how one makes their values known through positionality. Therefore, I planned to make known my values, posture, and position related to my specific study in how I advocated for the creation of equity and access for those with dyslexia; however, I was careful as to how I conveyed my position by preserving the subjective nature of this study. As such, the axiological assumption of a researcher attempts to align the research principles with the essential values inherent in the study in non-biased ways (Creswell & Poth, 2018). However, the challenge for me was to maintain a position

in this study as a dyslexia expert without compromising the nature of the study. Therefore, an axiological assumption is needed to remain intact when considering new findings.

My position as an 'expert' in dyslexia and special education is filled with opportunities for improving teacher effectiveness and, thus, improving student outcomes. As such, my worldview and philosophical understanding are rich with knowledge in this field of study. I hold a plethora of personal and professional successes, with nearly 30 years of experience, which guided the blueprint of this study. As a teacher, a former professor, an educational leader, a school administrator, and a dyslexia expert, my philosophical and theoretical beliefs regarding social constructivism and varied philosophical assumptions such as ontological, epistemological, and axiological were considered. Therefore, the reader of this study must understand that although I hold a position on the board of this school, as a founding Trustee and an academic specialist of our Academic Committee, I maintained reflexivity in acknowledging how my preconceptions could bring bias to this study, as suggested by Holmes (2020).

Researcher's Role

As the primary researcher of this study, I was a human instrument that examined the associated phenomenological experiences of teachers' in-service professional development experiences. My role as the human instrument and researcher was to protect participants against unauthorized influences by safeguarding privacy. My role as the human instrument was prominent in obtaining the participants' trust by adhering to the highest standards of ethics in safeguarding privacy and promoting trustworthiness in data collection, specifically during the interview phase. My role was to assure participants that information would be presented without biased assumptions. As such, I ensured that participants were protected against the portrayal of unauthorized influence that could alter the data and conduction of my study (Liberty University,

2022). As the human instrument, all data collected in this study was mediated through me, resulting in the data being investigated through inventories of interviews, a focus group, and journal prompts.

This hermeneutical study represents a compelling study worthy of examination. As the researcher, I provided a thorough description of the participants and their relevant characteristics, supported by a detailed description of the procedures used in all phases of the phenomenological aspects of this study. In addition, data analysis techniques were used to commensurate big ideas supported by narrowly defined key questions (van Manen & van Manen, 2021). As the human instrument, I intended to conduct a hermeneutical study using the recommendations of van Manen (2017) to investigate real-life issues held in bounded systems, primarily aiming to improve conditions. Additionally, as van Manen (2017) recommended, I was cautious to avoid bias in examining the data I gathered from the site and the participants. Drawing upon my previous knowledge and experience, I aimed to establish a close and trustful relationship with the participants, allowing me to deeply understand their perspectives and interpret the data in a way that was grounded in educational expertise (see van Manen, 2017), thus enriching the hermeneutical approach to this study.

Procedures

This section of the chapter details the procedures for describing teachers' motivation in acquiring expertise in working with those with dyslexia. Specific protocols regarding the following procedures include an examination of participant permission requests as well as recruitment and sampling procedures utilized in this study. In addition to following specific procedures governing best practices in conducting qualitative studies, I provide a comprehensive

outline of the implementation of data collection methods and a detailed analysis of how procedures were actualized throughout the study.

Before conducting this study, permission was obtained from the IRB authorizing adherence to the protocols utilized for this study (see Appendix A). In addition to IRB approval, I requested permission to conduct my study at the site (see Appendix B) with the permission granted via the permission letter (see Appendix C). Next, participants were recruited using a recruitment letter sent via email that detailed the purpose and actions requested of participants (see Appendix D). Participants who did not respond within 1 week received a follow-up recruitment letter reminding them of the opportunity to participate in my study (see Appendix E). When participants were selected, each participant signed a consent form (see Appendix F).

Individual interviews took place for those who met the full criteria for participation at a mutually agreeable time and were scheduled through a Zoom video conference. Once scheduled, a link was provided to accept the synchronous recording of the video conference. The video conference recording allowed for accurate manual transcriptions, helping to capture the verbal communication required for this study. Additionally, a secondary backup method recorded a copy of all oral transcriptions for redundancy, clarity, and accuracy (Claxton & Michael, 2020). Participants who opted to meet in person were recorded on a video recording device and a secondary backup recording method to support the development of the transcription process. After each interview, manual transcription using pseudonyms enabled me to reflect on the oral discourse thoughtfully and critically, allowing for greater chances of fidelity and accuracy when examining responses.

In addition to individual interviews, all participants were invited to join in the focus group session, which occurred within 3 to 5 days after the closing of all interviews. The focus

group was conducted and recorded on Zoom with a backup method to support the manual transcription process. Upon completion of the focus group session, I immediately transcribed all documented recordings to a Google Docs spreadsheet, using pseudonyms to ensure unbiased data collection.

Finally, journal prompts were emailed to participants in a Microsoft Word document. The journal prompts were used to understand teacher-held perceptions and reflections related to teacher motivation and the phenomenological aspects of adult learners. Participants were asked to download and complete the journal prompt and then return it via email using the Google Docs uploading feature. Once again, pseudonyms were used to ensure unbiased conclusions based on specific participant responses, thus allowing for greater accuracy in identifying themes and emerging patterns.

Data Collection Plan

This specific qualitative research design was a hermeneutical study held in a bounded system(s) throughout 2 to 4 weeks. I only focused on the phenomenon itself due to the uniqueness of this study based on the individual experiences of teachers regarding their perceptions of their in-service learning experiences, which were investigated through a plethora of targeted and specific research questions. This study's main objective was to understand better how teachers perceive their invested motivation for acquiring expertise to support students with dyslexia at a charter school in a northeastern metropolitan area. As such, this hermeneutical study aimed to examine teachers' perceptions regarding learning the Orton Gillingham approach to instruction with the expectation of providing quality-based literacy instruction to children with dyslexia. This specific hermeneutical study design was set within the context of a charter school. The intention of exploring these teachers' experiences was to draw unbiased conclusions

regarding the effectiveness of training teachers using EBPs, such as the Orton Gillingham approach to instruction.

Researchers of qualitative studies understand the importance of collecting compelling data as it provides readers with a thorough understanding of the non-biased measures taken to ensure reliability, as well as to provide evidence of high standards of fidelity related to the assurance of ethical practices associated with research methodologies involved in the process of collecting data (Creswell & Poth, 2018). Thus, I included a variety of sources, including individual interviews, a focus group, and journal prompts. Data were examined and reviewed relative to teacher responses, whereby teachers could reflect on their perceived competency measures. Data collected was used to help form non-biased interpretations based on teachers' perceptions regarding their training to practice applications (Creswell & Poth, 2018; van Manen, 2017).

I began the data collection with individual interviews. I sent a synchronous Zoom video conference link when the individual interviews were scheduled with each participant. The video conference recording helped aid in the accurate manual transcription process, helping to capture the verbal communication required for this study. Additionally, a secondary backup method recorded a copy of all verbal transcriptions for redundancy, clarity, and accuracy (Claxton & Michael, 2020). After each interview, manual transcription helped me reflect thoughtfully and critically on the oral discourse between the participants during the member-checking process, where participants checked for accuracy in their transcribed responses. Member-checking allowed fidelity and accuracy when examining responses.

In addition to individual interviews, all participants were invited to partake in the focus group session, which occurred within 5 days after the closing of all interviews. Once again, using

Zoom, participants were encouraged to share their perspectives over a synchronous video Zoom conference. Upon completing the focus group session, I immediately transcribed all documented recordings using pseudonyms to protect my participants' identities.

Finally, journal prompts were emailed to participants to understand teacher-held perceptions and reflections on teacher motivation and adult learners' phenomenological aspects. As such, participants were asked to download and complete the journal prompt and return it via email. Once again, pseudonyms were used to protect participants' identities.

During analysis, I used coding practices to analyze the data for specific themes and patterns, examining participants' individual and group perspectives (van Manen, 2017). Additionally, clustering techniques were used to group collective emerging themes and patterns, helping to form more accurate and solid conclusions using the highest standards of efficacy in data collection and synthesis (Moustakas, 2020; van Manen, 2017). Data collected will be stored on a password-protected computer that only I can access for 3 years and then destroyed.

Individual Interviews

Conducting individual interviews allowed me to gain a connection with my participants in a one-on-one setting to explore the invested motivation for acquiring expertise to support students with dyslexia. I could better understand the phenomenon from diverse perspectives by examining multiple teachers' phenomenological experiences using 12-15 participants (van Manen, 2017). In addition, I used the highest form of ethics in being transparent and allowing participants to understand that great care would be taken in all study phases, especially when participants share candidly (Creswell & Poth, 2018). I began the interviewing process with a grand tour question, followed by semi-structured interview questions to explore general professional development experiences working with children with dyslexia. As such, questions

were delivered and developed using the theoretical framework factors to investigate motivation levels related to teacher investment.

During the scheduled interview, rapport was developed at the beginning of the individual session, and it was recorded in a synchronous Zoom video conference meeting (van Manen, 2017). Rapport was established to guide the interview session and provide a safe space for participants to share their personal and professional experiences (Roberts, 2020; van Manen, 2017). Next, I began the interview questions by exploring my interviewee's career and educational background to gain a historical perspective of the participants' experiences. Then subsequent and purposeful open-ended interview questions were asked to examine the motivation for each participant. The interview closed with the request for a final statement surrounding any unexplored concepts the interviewee would like to share. Following each interview, I immediately began manual transcription to be provided to the participants for member-checking (Creswell & Poth, 2018).

Table 1

Individual Interview Questions

1. Please describe your educational background and career through your current position. CRQ

2. What independent learning experiences have guided your interest in teaching students with dyslexia? SQ1

3. What professional development training have you sought to support your teaching practices? SQ1

4. How have you explored new teaching methods to challenge your perceptions of student learning? SQ1

5. What teaching methods have you learned that have helped your students gain access to literacy? SQ2

6. In what ways are your students developing literacy through targeted literacy development? SQ2

7. How do you evaluate the effectiveness of your work? SQ2

8. How do you describe your overall professional development learning practice at this school? SQ3

9. How have your teaching methods changed through the professional development opportunities at this school? SQ3

10. What are the opportunities for developing instructional leadership roles in this school? SQ3

11. In what ways have you begun to take ownership of your learning? SQ4

12. What are your personal growth goals in this profession? SQ4

13. What is the most satisfying part of your professional day? SQ4

14. What else would you like to add to this discussion about learning that we have not yet discussed? CRQ

Open-ended interview questions such as these are designed to address the essential components of this qualitative study. As such, questions were created to perceive better motivational attributes associated with teacher investment. Additionally, these questions allowed me to reflect on what was most/least motivating about the teacher training institute at this school and learn how to build the capacity to grow this model in other schools. Questions one through five provided me with necessary information regarding participants' professional backgrounds better understood through the interview process. Questions six through 10 aimed to understand

participants' perceptions of their professional development experiences, perceived levels of

competency, and challenges and successes associated with learning a new teaching methodology.

Questions 11 through 13 were essential as they were designed to help understand motivation

levels related to adopting a new practice, considering teacher effectiveness and investment.

The interview phase allowed me to reflect on the best methodological approaches

required to elucidate findings as I learned more about my participants and their past and prior

experiences. Questions explored during the interview phase were designed to shed light on

teacher-perceived efficacy and self-perceptions regarding feelings of efficacy and motivation

regarding implementation practices. Under investigation is the potential to better understand and

encourage self-directed learning through offerings associated with in-service education

programs. Therefore, all questions must support understanding teachers' motivation and

investment in training to practice principles.

Focus Group

Due to the nature of a hermeneutical study, focus groups bring to light the part-to-whole

relationship and will provide me with much information regarding collective thinking (van

Manen, 2017). The focus group helped capture the essence of shared experiences regarding the

phenomenon (Creswell & Poth, 2018). Therefore, the focus group consisted of participants who

shared a particular purpose for participation; all participants were invited to participate in the

focus group. For this study, participants involved in a focus group could share their lived

experiences with learning the Orton Gillingham approach to instruction with semi-structured

focus group questions developed using the theoretical framework. The focus group was

instrumental in gathering focus-driven data to help increase the likelihood of candid and honest

participant responses (van Manen, 2017). Through the focus group, collective data collection

supported my exploration of the developed motivation for acquiring expertise to support students with dyslexia.

Conducting the focus group required that I offered and provided a date and time conducive to my participants' availability (van Manen, 2017). Following the Zoom online and synchronous video meeting scheduling that was shared with the participants via a web link, I began the focus group. The focus group began with a rapport-building statement request for participants to share their experiences with the group and me to aid in the conversational development (van Manen, 2017). Following the rapport-building opportunity, I asked value-laden questions to encourage participants to communicate their values related to the invested knowledge for acquiring expertise to support students with dyslexia. Each semi-structured question and statement allowed the participants to share information that supported my ability to describe their lived experiences (van Manen, 2017). After the participants shared their experiences, I closed the focus group with a final request for additional thoughts that were not yet discussed. The final statement allowed one more opportunity to encourage sharing lived experiences to develop my interpretation (van Manen, 2017). Following the focus group, I immediately began the transcription process to provide participants with for member-checking (Creswell & Poth, 2018).

Table 2

Focus Group Questions

1. Please introduce yourself to your fellow colleagues and share your current experiences with your professional development training at this school. CRQ

2. What is the best method for taking ownership of your learning? SQ1

3. What is the best motivator for continuing your education beyond what is provided at this school? SQ1

4. What makes the Orton Gillingham approach the best method for teaching literacy? SQ2

5. What is the most valuable method you have learned from the Orton Gillingham approach? SQ2

6. What is the most interesting about learning the Orton Gillingham approach? SQ3

7. What aspects of working with teacher teams are the most effective? SQ3

8. What do you value most in this learning environment? SQ4

9. How has continuous professional development changed your professional self-esteem? SQ4

10. What else would you like to add to this discussion about learning that we have not yet discussed? CRQ

Questions one through four provided the researcher with an understanding of the motivational factors involved in applying for a position at Oakdale-Mission Charter School and the related personal experiences with being provided with in-service pedagogical training and support. Questions five through seven delved deeper into the social learning experiences at this school and perceived challenges, supports, and collaboration concerning perceived teaching strengths and weaknesses presented in a gentle, reflective format. When asking questions about self-perceptions and self-advocacy, as in the case of question four, participants must be able to connect with what is important to them, which helps to increase motivational values associated with the investment (George et al., 2018). Additionally, collecting group information related to what is going well compared to what needs improvement helps to identify strengths and weaknesses associated with a lack of motivation and investment compared to high levels of

motivation and investment. Thus, information derived from focus groups can also be disaggregated into specific questions regarding psychographic information, such as likes and dislikes, to help improve and tailor instruction to fit the learner's particular needs. Some closed-ended questions, as in the case of question seven, included teachers' self-ratings regarding their perceived effectiveness compared to student outcomes, as well as teacher effectiveness in developing lesson plans that are multisensory, systematic, and explicit (O'Brien & Yeatman, 2020).

Journal Prompts

Journal prompts effectively capture perceived levels of motivation and investment associated with their learning experiences (Parks, 2023). As such, journal prompts can be used as a post-reflective analysis of open-ended questions designed to promote self-reflection and better understand one's desired capacity for continued learning and development, specifically in teaching students with dyslexia (Ramadhanti et al., 2020). Integrating a writing component into this study allowed me to explore, understand, and describe the lived experiences of my participants (Creswell & Poth, 2018).

Journal prompts were provided to each participant after the individual interviews and the focus group were completed. Responses were collected via email by providing the participants with a downloadable document to complete and return to me within 2 weeks of the initial receipt. Journaling responses allowed each participant to write at least 50 words per journal prompt. Exploring the written communication of my participants helped validate the data collected from the individual interviews and the focus group, further supporting the trustworthiness of my study (Lincoln et al., 1985).

Table 3

Journal Prompts

1. What experiences brought you to this commitment to supporting literacy among students with dyslexia? SQ1

2. How have your experiences in previous roles differed from your educational role at this school? SQ2

3. Share an idea for a professional development learning opportunity our school has yet to offer. SQ3

4. As a lifelong learner, what are your goals for your career in supporting students with dyslexia? SQ4

The art and science of adult learning involve active participation whereby teachers' behaviors and experiences can be analyzed through an understanding of reflective practices. As such, journal prompt questions were designed to develop a more comprehensive analysis of the reflective awareness of the hermeneutic phenomenological aspects associated with teachers' past and present learning experiences (van Manen, 1997). Journal prompt one explored motivational commitment (Knowles, 1978). Journal prompt two examined workplace engagement contributing to the andragogical aspects of self-concept (Knowles, 1978). Journal prompt three allowed participants to share specific teaching values that can be supported in teacher training (Knowles, 1978). Finally, journal prompt four let the participants share their willingness to become deeply invested in learning (Knowles, 1978).

Data Analysis

In this hermeneutical study, integrative qualitative methods of triangulation were interwoven. I analyzed the data collected for themes and patterns to describe the essence of the

lived experiences of my participants (van Manen, 2017). The analysis helped support the systematic investigation of discovering new knowledge to describe my participants' lived experiences (Creswell & Poth, 2018; van Manen, 2017). The art of analyzing data lies within how I triangulate data, as triangulation serves as the commencement of understanding phenomena (Creswell & Poth, 2018). Triangulation aims to deliver a range of data points, helping to converge illuminating themes into a connectivity system (Shenton, 2004). Therefore, ethical practices adhered to in the SOE doctoral plan helped provide accurate findings, thus increasing my study's fidelity standards and trustworthiness. Triangulation can take shape across several sites, ultimately increasing a study's credibility with the highest measures possible to provide a solid conclusion based on emerging trends and patterns (Carter et al., 2014).

Data were collected through interviews, a focus group, and journal prompts, and the results were analyzed using Braun and Clarke's recommended steps (2013). Braun and Clarke's (2013) recommended steps of analysis include (a) compiling data, (b) creating codes, (c) identifying potential themes, (d) reviewing the themes, (e) labeling the final themes, and (f) reporting the themes in the findings. The data included transcripts from individual interviews, focus groups, and journal prompts. The textural descriptions helped to explore what happened during the phenomenon, and then structural descriptions were created to describe "how the phenomenon was experienced" by my participants (Creswell & Poth, 2018, p. 199). Finally, I created an interpretation of the lived experiences of my participants to answer the research questions (Creswell & Poth, 2018).

Trustworthiness

Trustworthiness in qualitative research studies can be characterized by how validity and reliability are applied to one's study through data analysis. As such, I needed to establish

trustworthiness by demonstrating credibility, transferability, dependability, and confirmability (Lincoln et al., 1985). Through constructing a dependability criterion, I strived to understand validity as an evolving concept unduly influenced by both traditional and contemporary perspectives (Lincoln et al., 1985). Therefore, trustworthiness must include vital elements of confirmability that emerge from honest and ethical practices associated with an ever-evolving construct whereby both traditional and contemporary perspectives are examined in support of a particular case (Creswell & Poth, 2018). As such, the pursuit of trustworthiness must permeate the research study to help strengthen credibility, transferability, dependability, and confirmability (Lincoln et al., 1985).

Importantly, I was instrumental in examining the causal relationships of information received in generating nodes and codes, which will help to add to the trustworthiness of emerging patterns and ideas (Creswell & Poth, 2018). Data collected and analyzed were represented in tables, interview themes, interview questions, focus group questions, and journal prompt data. Some data examples appear in the appendices section of my hermeneutical study as evidence of fidelity and trustworthiness data measures.

Credibility

Credibility is confidence in the truth of a study's findings or the extent to which the results accurately describe reality (Lincoln & Guba, 1985). The feasibility of the account that a researcher arrives at determines its acceptability to others (Bryman, 2016). In establishing credibility, my main goal was to confirm the standardization of practices that have been selected to measure my study's findings. Methodological soundness must be congruent with reality (Lincoln et al., 1985). Therefore, adopting specific measures in support of credibility must align with specific procedures relative to adherence to 'correct operational measures' necessary in

reporting phenomena, which is often the case when attempting to accurately record data in phenomenological research studies. Credibility can be established through member checking, which presents the participants with their transcripts to validate the credibility of the information gathered.

As the primary researcher, I was diligent about capturing salient details obtained through fieldwork notes, descriptions of the site, its people, their related experiences, their ideas, fears, possible mistakes, confusions, problems, and successes, which I hoped would lead to breakthroughs associated with understanding how to promote best practices in equalizing the educational opportunities for students with dyslexia (Barquero & Cutting, 2021). Additionally, records of reflexivity helped me to examine the contextual conditions inherent in the school under study through the investigation of the social, institutional, cultural, and environmental conditions that influence the human interactions between teachers, administrators, educational leaders, parents, and students, driven by my desire to explain, prove, or disprove social behaviors and thinking which influence emerging concepts affecting marginalized students.

Transferability

Transferability is based on the idea that a study that is carefully planned and carried out will inevitably have a higher chance of being broadly applicable, even if the level of comprehension needed to grasp the subtleties of the selected context entirely is not compromised. My viewpoint stems from the knowledge that, although transferability is a factor to be considered, it should not be given precedence over the primary objective of offering a comprehensive and in-depth analysis of the particular topic.

Transferability is primarily concerned with the study's ability to be applied to other contexts so much that the work can be used for a larger population (Shenton, 2004). However,

limitations regarding small sample sizes cannot always apply to other populations. Therefore, transferability regarding the formation of conclusions relies heavily on the researcher's ability to provide sufficient information in the data analysis portion of the hermeneutical study, recognizing where areas of transferability are apparent. However, I did not become overly obsessed with the idea of transferability and instead focused on providing an in-depth analysis of the topic being studied. Therefore, I sought to ensure quality design models with the mindset that transferability may be a cause worthy of consideration.

Dependability

In qualitative research, dependability shows that a researcher's results are consistent and reproducible (Lincoln et al., 1985). Additionally, dependability reflects the accuracy of the data and the data's capacity to support the researchers' conclusions. I employed member-checking to ensure sufficient information and findings and cross-checking methods using coding practices, helping to interpret evolving themes and patterns within the research (Lincoln et al., 1985). By establishing a dependability criterion, I also ensured consistent findings that could be replicated within the same context, obtained through cohesive data collection techniques using the same methods and participants. Furthermore, audit trials were conducted using record-keeping techniques such as audio recordings and manual transcriptions to develop trustworthiness and accuracy in the data collection process (Shenton, 2004). As such, triangulation was used to strengthen this study's dependability using multiple data sources to help confirm research findings and provide credibility when interpreting data, helping to mitigate bias and form sound conclusions (Lincoln and Guba, 1985). A study's dependability criterion must ensure validity within its research structure using reliable measures to analyze and understand evolving concepts.

Confirmability

The idea of confirmability occurs at the final stage of the qualitative research design model to ensure that objectivity is adhered to in all phases of the study (Lincoln et al., 1985). As such, confirmability reflects the highest degree of neutrality designed to seal the fate of the effectiveness of my hermeneutical study's ability to effectuate change. Confirmability must also elucidate my study's commitment to analyzing my ability to interpret participants' perspectives, thoughts, attitudes, and beliefs completely unbiasedly. As such, it is recommended that three techniques be established in a specific methodological fashion, such as transparency, honesty, and reflexivity, to help provide readers with the credibility of the findings examined in the data reporting section of the study. Quality research contains vital elements of reflexivity and an audit-style methodology whereby one can trace the procedures utilized in the study step by step (Dodgson, 2019). The goal of a hermeneutical study is to try to reduce, to the fullest extent, personal biases and beliefs held by me, the researcher, thus using data to form a conclusion and confirm the study's objectives. To establish confirmability, I used member checking and ensured the findings represented the data collected from the participants. I protected the privacy of the participants' information and gave them access to the transcripts to check the data's accuracy.

Ethical Considerations

When conducting qualitative research, I ensured that ethical considerations were adhered to in all aspects of my study to reduce the potential risk to the participants involved. As such, there were phases within the study whereby ethical considerations could be adhered to. Ethical considerations included minimizing participant risks by ensuring participants were well-informed and protected. Participants' information remained confidential, and identities were protected using pseudonyms.

When collecting data, I considered minimizing disruptions by respecting the research site and securing all personal information collected during the research phase. As such, data were analyzed to respect privacy, and my findings were communicated without falsification (Creswell & Poth, 2018). To create a non-biased environment for conducting interviews and focus groups, I arranged for a location on the shared campus that was distinct and separate from the participants' working environment. Lastly, when I am ready to publish my findings, I will adhere to ethical considerations regarding the completion of compliance to ensure the authenticity of my study. One significant consideration was the right for participants to withdraw at any time. Therefore, I remained invested in voluntary participation, using ethical and credible techniques to conduct my study.

Permissions

Before beginning this study, the IRB granted permission to verify site approval (see Appendix A). Once site approval was granted, I obtained permission to recruit and interview participants, collect demographic information, and invite participants to participate in focus group conversations and journal prompt questions to support the multiple perceptions and realities associated with the adult learning phenomenon (Moustakas, 1994). Permission was granted in all phases of the data collection process with a commitment and adherence to ensuring participant safety and participant confidentiality, understanding that participants are given the right to withdraw from this study at any time (Liberty University, 2022). Therefore, I remained committed to adhering to guidelines established in informed consent letters, clearly outlining the steps to be taken during this study's recruitment and data collection stages. Permission to participate in this study was communicated in clear and straightforward language. With informed consent using the IRB permission letter, all participants were provided with a copy of signed

consent forms and assured that pseudonyms would be used to protect participant confidentiality (see Appendix B). Following receipt and approval of participant verification forms, a request to conduct interviews online or in person was given.

Other Participant Protections

Participant privacy protection as secured through ethical standards governing this study's integrity, such as ensuring identities are changed to pseudonyms and data is stored securely. Therefore, confidentiality was followed in all phases of this study using Zoom. Zoom is an online conferencing platform that supports interviewing and gathering participant information. Participants were notified that their names would be assigned pseudonyms in the transcriptions of the conversations. In addition, journal prompts were collected confidentially using SurveyMonkey. This level of confidentiality offered privacy protection with little risk of compromising the honesty and integrity of responses. Once again, all consent forms will remain on file and stored for 3 years or more, depending upon the length of the study. Should any participant choose to withdraw from the study, their data will be kept secure with the other stored data; however, any answers collected will not be used in the analysis. All data collected will be stored on a password-locked computer, and transcripts of information will remain in a secure, password-protected documents folder.

Summary

The purpose of this phenomenological study was to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area. My study focused on describing teacher motivation and investment by bridging training to teaching practices associated with the Orton Gillingham approach to instruction. Data collection involved three data sources: interviews, a focus group,

and journal prompts. A thematic analysis was employed to identify the findings in addition to the interwoven trustworthiness processes to develop a credible, transferable, dependable, and confirmable study. By examining Oakdale-Mission's Teacher Training Institute, I can add to the body of knowledge by describing my participants' experiences in the investment of motivation for acquiring expertise to support students with dyslexia.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this phenomenological study was to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area. Through this study, I examined the lived experiences of teachers developing expertise working with elementary-grade students with dyslexia to determine the factors associated with invested teacher motivation in learning the Orton Gillingham teaching methodology. In this chapter, I will thoroughly describe each of the 12 participants involved in this study and a comprehensive analysis of the qualitative findings inherent in this study. As such, Chapter Four provides themes and sub-themes identified through this study's central research question and sub-questions.

Participants

Participants involved in this study were teachers who met the specific eligibility requirements presented for this study. Per the particular criteria, the participants were required to have received professional development training with learning the Orton Gillingham approach to literacy instruction while employed at Oakdale-Mission Charter School. The 12 participants recruited for this study were considered for their perceptions regarding their invested motivation for acquiring expertise in working with students with dyslexia. All participants in this study were female and between the ages of 26 and 38. The selected participants were teachers with experience teaching children in Grades 1 through 5. All teachers in this study possessed a teaching license in general education or special education.

The data collection process began with an email sent by the site supervisor inviting eligible participants. Additional participants were recruited by word of mouth by other members

of the staff who were emailed an official recruitment letter approved by the IRB. Once

participants had provided their signed consent forms, individual interviews were conducted via

Zoom. Oral transcripts were ascertained using voice-to-text recordings and video recordings.

Next, the focus group interviews were held and recorded via Zoom, including six teachers. After

the interviews and the focus group session, participants answered journal prompts, which were

completed using Google Docs. Pseudonyms were created to protect the participants' privacy and

support confidentiality (see Table 4).

Amanda

Amanda is a 28-year-old teacher with a bachelor's degree in general education. She had

no prior experience or training with the Orton Gillingham methodology before being employed

by Oakdale-Mission Charter School. However, she reported being motivated to apply for a

position at this school due to hearing about the positive impact the school was having in the

community regarding children with dyslexia. Amanda shared that her overall experience with

learning the Orton Gillingham approach has been favorable. She also shared that she thoroughly

enjoys learning how to teach the Orton Gillingham methodologies to students with dyslexia and

language-based disabilities and possesses the right attitude for the new learning she has

embarked upon. Before learning the Orton Gillingham methodologies, Amanda shared that she

was unsure how to teach literacy to struggling students due to not having any prior training in

learning such methods. When first learning of this school's mission, she decided to take

ownership of her learning by seeking the knowledge and skills required to teach literacy to those

with dyslexia effectively. In her experience, using the Orton Gillingham approach with her

students has enabled her to succeed in teaching reading and writing. When first learning about

the Orton Gillingham approach to instruction, she felt inspired to learn more, although,

admittedly, she felt a bit nervous trying something new with her students. However, she credited her utility with the professional development strategies she received, and the time spent effectively planning and implementing lessons. Although she was inspired to learn all she could about the Orton Gillingham methodologies, she shared feeling somewhat overwhelmed by the knowledge, skill, and time it takes to master these teaching principles. Overall, she noted that she enjoys collaborating with her peers and sharing materials and resources.

Cindy

Cindy is a 26-year-old teacher who has a special education license. She reported applying for a teaching position at Oakdale-Mission Charter specifically to learn more about the Orton Gillingham approach to instruction. Cindy originally learned to use the Orton principles with a group of students presenting with dyslexic traits in her former school. However, after receiving training in a 30-hour course at Oakdale-Mission Charter, she immediately felt encouraged to change her perception of literacy development. When first being trained to learn the Orton Gillingham methodologies, she felt happy yet angry, believing that her pre-service college program did not equip her with the necessary skills to teach reading and writing to struggling students. Initially, motivated to learn all she could about the Orton Gillingham approach to instruction, she found herself intrigued with what she was learning and soon realized the lesson planning phase was a critical aspect to her overall success with implementing these methodologies.

In the first few months of being trained, she dedicated much time to understanding the specific rules associated with the various components of the lessons and developing individual lesson plans. However, Cindy shared that balancing new learning with job expectancy outcomes, such as writing goals for students with Individualized Education Plans, is challenging. She

shared that she enjoyed working with the Orton Gillingham coach and her colleagues but felt continuous stress from managing many school-based demands. Her perspectives regarding perceived levels of motivation and investment are relatively high, and she shared that her creativity seeks to make learning as enjoyable as possible for her students. She trusts that she is making a difference using the Orton Gillingham teaching methodologies in the lives of those with dyslexia. Cindy reported that the most fulfilling aspect of her job is seeing her students learn in ways that suit their learning needs. She also desired to further her skills as an Orton Gillingham specialist, hoping to eventually take on more of a leadership role in her school. However, she is unsure of how to move further along with the process of climbing the ladder.

Francis

Francis is a 30-year-old teacher who has a special education license. She shared that she specifically took a position at Oakdale-Mission Charter School to learn specific skills and strategies about the Orton Gillingham methodologies to help empower students. She shared that her past experiences working in other schools were discouraging because she could not meet the specific needs of the children she taught, even though she was supposedly taught how to reshape minds by engaging in meaningful professional development activities. Her first few years in the teaching profession were discouraging, and she shared the feeling that she had failed as a teacher due to unrealistic expectations of her administrator. She reported that she was motivated to apply for a position at Oakdale-Mission Charter because she would receive professional development training regarding the Orton Gillingham approach to instruction and be provided with hands-on training experiences.

Francis enjoys learning new teaching techniques relevant to the population of students she teaches. However, she reported that she sometimes feels frustrated by the amount of lesson

planning and paperwork she is asked to complete, and she struggles with time management. Francis noted that she is motivated by the successes of her students and inspired to become a certified Orton Gillingham practitioner. Still, she explained that she did not know if she could dedicate her time to the process because it was difficult. She shared that she values the knowledge she is gaining about the Science of Reading principles embedded in the Orton Gillingham approach, and she feels confident about the training she receives. Francis shared that her invested motivation supports her efforts to become an expert Orton Gillingham teacher, even if she is not certified. However, she explained that she does not believe the certification process is equitable, given that so few teachers become board-certified. She shared positive experiences with her colleagues and enjoys professional team meetings. However, she does not always feel that she and her teachers are given enough time to work on the fine points of the Orton Gillingham methodologies. Additionally, Francis shared that there is often a disconnect between the Orton theories and classroom practices because teachers are asked to teach many things. At this point in her professional development, Francis felt motivated to learn more about the higher level of Orton Gillingham, and she noted that she would like to learn more about teaching writing to her students, which is a personal area of need for herself.

Francis self-reported feeling fulfilled in her job and enjoys the professionalism of her coaches and mentors. However, despite her motivation and internal desire to learn all about the Orton Gillingham approach to instruction, she noted developing more patience with herself regarding learning how to layer more advanced concepts with basic concepts. She wants to increase her opportunities to develop expertise in all teaching areas. She shared that she is receiving generalized training, and the Orton techniques are working with those with dyslexia.

Francis also shared that she struggles with not having enough time to train and implement what she is learning, especially regarding attaining complex concepts.

Jennifer

Jennifer is a 29-year-old teacher who has a special education license. She shared that although her enthusiasm for initially learning the Orton Gillingham approach to instruction was relatively high, she became overwhelmed by confusion because she had never been taught how to teach literacy skills using these approaches in the past. Before applying for a position at Oakdale-Mission Charter, Jennifer shared that she was unsure if she could meet her students' needs, given how little she knew about working with those with dyslexia. However, she shared that her training sessions were filled with other teachers who also desired to gain teaching competence, and a conscious level of new learning existed in each professional development experience. Additionally, Jennifer shared that she feels she is developing competency due to the job-embedded training she receives and noted there is a value embedded in learning such robust methodologies. She explained she holds the training she received in high esteem because now she can readily connect her current level of training with various other Orton Gillingham programs, she is familiar with, such as SPIRE and the Wilson program.

Jennifer shared that she feels fortunate to be working at a school where she can be given pedagogical support to help enhance her teaching skills, specifically regarding the explicit skills she is learning relative to her teaching expectations. She shared that unique training should be provided to all elementary school teachers because teaching children the correct ways to read and write is pivotal in the early grades. She also noted that she enjoys being trained and retrained continuously because there is so much to learn about English. However, she cautioned that too much training can sometimes cause confusion. She reported that the Orton Gillingham approach

is not just about phonics but also about teaching kids reading fluency, vocabulary, and comprehension skills. Jennifer noted that she wishes she had more time in her day to plan her lessons because it takes a lot of time to customize each component of the Orton Gillingham lesson to the needs of the children. Although she does her best to create unique lessons, she emphasizes that some kids in her classroom need more intensive support, especially children who transfer from other schools. Jennifer noted that she is trying to meet all students' needs and apply learned concepts and skills with great effort. When children transfer from other schools, it makes her job harder because these children typically lack foundational skills, often prompting her to reflect on the learning process. Overall, Jennifer shared that the training coach is invested and should optimize professional opportunities for her participants. She also remains willing to lend a hand when recognizing that teachers require more support.

Jasmine

Jasmine is a 31-year-old teacher who has a special education license. She reported applying for a position at Oakdale-Mission Charter School due to her struggles with literacy, being that she was diagnosed with dyslexia when she was a teenager. Jasmine shared how difficult it was for her to achieve literacy success from teachers who did not understand her unique learning needs. She reported being very passionate about working with those with dyslexia and language-based processing needs, motivated by providing access and equity to all her students. She values the experts who have trained her, and she shared that she has learned many new, effective, and practical applications of literacy development, directly crediting her successes to the training she received at Oakdale-Mission Charter School. She reported that implementing Orton Gillingham methodologies is challenging; it separates her from being a regular teacher because she is developing expertise in understanding the many aspects of the

English language and how to break down these unique aspects for her students. As a result of her professional development training at this school, she seeks to become a certified Orton Gillingham practitioner but shared that it takes a lot of time, money, and hard work. However, she noted that the training she is receiving is the best because the coach at the school is exceptionally knowledgeable, especially considering that she comes from the Academy of Orton Gillingham Practitioners and Educators, a highly respected training institute.

When speaking with parents, Jasmine shared that she feels confident explaining the unique aspects of her training and sharing how and why her young students are succeeding. She noted that she enjoys working with her colleagues because of their professional collaboration. Although Jasmine favors the actionable training she received, she shared that it is challenging to be an expert in a school position due to the paperwork involved in working with children with special needs. However, she does not blame the administration; she blames the education system. She understands that paperwork and business are a part of the job. However, Jasmine discussed that it should be realized that teachers who work with those with special needs are required to work much harder than those who do not have special needs, and often, student success is attributed to the devotion and expertise of quality educators.

Ava

Ava is a 31-year-old teacher with a general education teaching license and noted that learning about the Orton Gillingham approach has changed her life and the lives of her students. Before working at Oakdale-Mission Charter School, Ava discussed how she was unprepared to work with struggling students, having never been given a chance to learn practical solutions to teaching literacy to at-risk students. Ava contemplated leaving the profession due to feelings of frustration and inadequacy. However, she wanted to remain invested and devoted to her students,

so she sought training in the Orton Gillingham approach at Oakdale-Mission Charter School. Ava shared that she fell in love with the Orton Gillingham approach to literacy and immediately recognized her confidence and growth as a teacher. She shared that recognizing her strengths as a teacher pointed her in a direction whereby, she had a renewed passion for her profession. Ava considers herself an avid reader, and she is very motivated to learn as much as she can about the Orton Gillingham approach to instruction. She shared that the most satisfying part of her training was learning more and more and making deeper connections with the resources and material she was given. Ava's motivation develops from the attainment of skills, such as seeing her students succeed and admiring the smiles on their faces. However, although they grow on an individual basis, Ava noted that she struggles to accept low-achieving test scores, criticizing the systems that hold back children with dyslexia and language-based disabilities. As such, Ava shared that those with dyslexia should not be given the same assessments as other kids because it is not an accurate measure of their skills. Therefore, she aspires to work more closely with the school district and advance her teaching position to help change policies that hurt those with dyslexia.

Ava also noted that although she enjoys receiving training in Orton Gillingham, some teachers have complained because the program requires a lot of hard work and a mind shift regarding best practices. She emphasized that even though she and her colleagues share lessons, resources, and materials, each teacher is responsible for understanding the flow chart of lessons to be designed for each student's needs. Ava shared that she is hard on herself because when her students struggle, she always blames herself. For students with many challenges, acquiring the necessary skills to succeed can take a long time. Ava described herself as a dedicated, enlightened professional because of the skills she acquired, and she is a self-disciplined educator.

Tracy

Tracy is a 33-year-old teacher who has a general education license. She applied to Oakdale-Mission Charter to gain access to the Orton Gillingham embedded job training offered at this school, finding this unique opportunity worthwhile because Orton Gillingham training is often expensive. In her previous position, she worked as an intervention coach. Still, she shared that she could not offer quality support to teachers due to her lack of training in the Orton Gillingham approach. She asked her current employer to pay for training. Still, she was denied and decided it was unrealistic to independently maintain the costs and times associated with learning the Orton Gillingham approach. Therefore, to help further her skills, she also had an online Orton Gillingham training but did not come away feeling confident applying the skills she learned. Tracy shared that her professional development training at Oakdale-Mission Charter was about self-development opportunities. She shared that she finds investment and value in learning about the various components of Orton Gillingham's approach and likens it to a roadmap whereby you are given clear instructions about teaching literacy successfully. She noted that she has developed increased motivation and confidence levels due to learning these methodologies routinely and consistently. She deemed the presentation style intimate and relaxing, and she shared that she was getting better at analyzing the needs of the students through reflective practice.

Although certain aspects of the Orton Gillingham approach can be overwhelming to process, she noted a liking for breaking down the material into shorter chunks of information. Therefore, she rewrites all her training notes. Although Tracy's professional development experiences have been described as positive and motivational, Tracy shared frustration with not having enough time to review all the students' mistakes after the lesson. She postulated that

analyzing individual students' needs in a group is impossible compared to her tutoring clients.

Tracy's invested motivation stems from the value she places on the professional development support she receives and the deeper connections she makes with applying theory to practice applications. Tracy measures her effectiveness against being able to teach her students using the specific methodologies associated with the Orton Gillingham approach against their successes. She stated that her students' reading fluency is improving; however, she does not see the same success with their writing development. She shared that she would like to receive more support with teaching her students writing skills, specifically spelling skills. Although she understands that teaching Orton Gillingham is only a part of her teaching obligation, she noted she is hopeful of securing a position as a literacy coach whereby she can provide targeted intervention to students in grades K-2, helping these children to develop a strong foundation in literacy from an early age. Tracy shared that collaborating with colleagues is an integral part of the job, and she enjoys working at a school with a strong culture of support and invested learning opportunities. She noted having an appreciation for pacing the development of her skills with the needs of her students and hoped she was afforded more time during the school day to complete paperwork.

Elissa

Elissa is a 29-year-old teacher who has a general education license. She shared that she loves learning and teaching Orton Gillingham methodologies but wishes more flexibility was involved in the professional development choices provided by Oakdale-Mission Charter School. She noted the demands of her job are overwhelming, mainly because there is so much more to teach than Orton Gillingham at the school. Elissa shared that she tries to be invested in the professional development she receives. However, the lesson planning, assessments, and paperwork portion of the methodology training she receives is exhaustive. Elissa shared the

value of learning alongside her colleagues, although, in her opinion, few of her colleagues see value in the collaboration opportunities provided by the school. Often, her colleagues complain of lost instructional time due to mandatory training, taking away from other classroom responsibilities. Although she tries to use the Orton Gillingham methodologies with all her students, she finds weaving the methodology training into the social studies and science curriculum challenging. Her students need more support in these content areas.

Elissa noted a desire to learn more about using Orton Gillingham with children who do not speak English, worrying that more and more children will enter the school without basic literacy skills. Elissa shared that she does not desire to become a certified Orton Gillingham specialist and is unsure where to find the time to fit in another responsibility. She noted that to be an effective literacy teacher using the Orton Gillingham approach, one needs to devote a lot of time to the back-end work of lesson planning and assessment. Recently, Elissa has been turning to online resources to supplement the reading portion of her lessons because thinking of stories using specific phonetic words takes a lot of time. Elissa is well motivated to continue her learning and is considering taking a year off from her position to focus solely on learning various aspects of the teaching profession. She shared that she was grateful to have the opportunity to work in a school that values teacher improvement. However, her experiences with teaching literacy are not always aligned with her core values. She also desires to create a YouTube channel that brings creative solutions to learning more about science and social studies.

Ellie

Ellie is a 30-year-old teacher who has a special education license. Ellie's experience with the Orton Gillingham approach to literacy instruction has been positive and exciting. She shared that she with the quality of the professional development she received when given the tools to

implement effective teaching practices with her students. She shared a moment of being overjoyed when discovering an understanding of specific spelling rules and learning the multiple spellings associated with different spelling patterns. She openly shared how her original training experience at Oakdale-Mission Charter confused her because it was a different way of being taught how to teach literacy. However, after being trained several times in the foundations of literacy, Ellie developed more proficiency with lesson planning and execution. She noted enjoying the collaboration of others, especially when developing exciting ways to repeatedly teach the same skills to struggling readers, a skill she believes she must master to teach those with dyslexia effectively. She explained that the coach at her school is incredibly patient and caring, which motivates her never to give up; however, sometimes, she is embarrassed to admit when she is unsure of the best ways to connect reading and writing to other aspects of the curriculum. When her students improve literacy, she attributes their success to the Orton Gillingham methodology due to the structured nature of the program. When unsure how to teach a specific concept, Ellie is uncomfortable seeking help for fear of being judged by her peers and administration. However, she attributes these feelings of demotivation to her insecurities. She aspires to teach older students and is seeking to transfer to a middle school soon.

Irina

Irina is a 34-year-old teacher who has a special education license. Irina had taken multiple courses in Orton Gillingham before being employed by Oakdale-Mission Charter, but she never had an opportunity to practice what she learned. She described her Oakdale-Mission Charter training as amazing. She shared feeling more confident as a literacy teacher because of her understanding of the pedagogical aspects of her development, specifically her understanding of the nuisances associated with the English language. Irina shared that she finds herself thinking

about the structure of the English language every day, becoming almost obsessed with thinking of innovative ways to teach her students. She also noted finding herself looking up the etymology of words daily and thinking of new and creative ways to teach 21st-century teaching standards using Orton Gillingham methodologies. Irina shared that one of the most important aspects of her job is being able to teach her child literacy using the Orton Gillingham methodologies. Two years ago, her only child was diagnosed with dyslexia, and she struggled to find a tutor. At times, she found it challenging to work with her child. However, she shared her personal experience of being a mom of a child with dyslexia, which allowed her to relate to other parents. Irina discussed how teachers who devote their time to learning the Orton Gillingham approach will never fail children because it works. Due to Irina's high level of motivation, she shared that she enjoyed implementing these methodologies with her students and her child.

Olga

Olga is a 38-year-old teacher who has a special education license. She has received Orton Gillingham training over the past 10 years independently and candidly shared her appreciation for the learning opportunity provided by Oakdale-Mission Charter School. She favors the job-embedded training she received over her past experiences, touting the practical application opportunities afforded by this school. However, she noted she wished she was allowed to practice these methodologies with multiple children across multiple grades. Although she has learned a lot about Orton Gillingham over the years, she shared feeling motivated to learn much more, given the successes of her students. Olga also noted enjoying using Orton Gillingham with typically developing children and those with dyslexia because the Orton Gillingham methodologies are rooted in best practices regarding the teaching of literacy. She shared that she

tutors her nieces in the first grade and noted being disturbed to know students are not taught

phonics in school.

Olga is motivated to work with her colleagues but prefers to work alone, spending most

of her time preparing lessons for her tutoring and classroom students. She shared that she spends

much time focusing on critical aspects of lesson planning, especially the readiness levels of her

students. Additionally, Olga noted all teachers should be taught the Orton Gillingham approach

to instruction because it helps to build strong literacy skills, and she believes too many teachers

spend too much time fighting against impeding literacy curriculums because most schools teach

very little phonics, grammar, and spelling skills. When evaluating her teacher effectiveness, Olga

looks towards her students' progress, whereby she can analyze the results of her work. Olga

shared a desire to learn more about the process of certification. She has now discussed

maximizing her skills by attending conferences and practicing them with students. However, she

noted that she prefers to work with younger children because she does not know how to teach

older students. She aspires to become an Orton Gillingham specialist in the next few years and

possesses a positive, encouraging teaching attitude.

Brenda

Brenda is a 29-year-old teacher who has a general education license. She received Orton

Gillingham training at Oakdale-Mission Charter School on an ongoing basis for two years.

Brenda applied for a teaching position at this school because of the professional development

opportunities offered but could not continue her employment due to personal issues. Currently,

Brenda tutors from her home and considers herself a devoted educator, valuing the unique

teaching experience provided to her at this school. She shared that she felt her teaching skills and

her students' literacy skills had improved due to her knowledge of the Orton Gillingham

approach to instruction. She felt intimidated when first learning about the Orton Gillingham methodologies because other teachers had more background knowledge and expertise. However, the teachers and the literacy coach were beneficial and supportive, showing genuine care about refining skills. Although Brenda shared that she could have learned these methodologies while in college, she understands their positive impact on her professional growth and development. She emphasized feeling fortunate to have been allowed to learn the 'right' way to teach reading and writing, and she profoundly aspires to be a certified practitioner. Brenda emphasized that her motivation to learn more about Orton Gillingham inspires her to become a literacy coach one day. However, for now, she is enjoying the process of learning, growing, and discovering innovative ways to teach literacy to the students she tutors. Her professional development experiences have thus far been rewarding and profitable.

Table 4

Teacher Participants

Teacher Participant	Age	Gender	Licensure
Amanda	28	Female	General Education License
Cindy	26	Female	Special Education License
Francis	30	Female	Special Education License
Jennifer	29	Female	Special Education License
Jasmine	31	Female	Special Education License
Ava	31	Female	Special Education License
Tracy	33	Female	General Education License
Elissa	29	Female	General Education License

Ellie	30	Female	Special Education License
Irina	34	Female	Special Education License
Olga	38	Female	Special Education License
Brenda	29	Female	General Education License

Results

This section describes the process by which themes and sub-themes have emerged regarding the purpose of understanding teachers' lived experiences invested in learning the Orton Gillingham approach to instruction. Data regarding invested motivation involving teachers who received job-embedded professional development at Oakdale-Mission Charter School was analyzed to better understand perceived motivation and investment levels. Participant data included transcriptions of individual interviews, focus group responses, and journal prompt responses. Major themes were derived from the data analysis and further analyzed through the process of coding and triangulation, whereby trends and patterns in the coding analysis supported the basis of themes and subthemes and the identification of an outlier response. As a result of the coding process, four major themes emerged: agency, motivation, job expectancy, and barriers to success. Through the validation system, credibility can be given to the authenticity of responses ascertained with the protection of confidential and ethical measures of assurance, helping to secure an accurate analysis of themes and sub-themes (Creswell, 2013). Table 5 represents specific themes and subthemes.

Table 5

Themes and Subthemes

Theme	Subthemes		
Agency	Relevance	Actionable Learning	Value Attainment
Motivation	Intrinsic & Extrinsic Motivation	Self-Efficacy	Self-Concept
Job Expectancy	Accountability Measures	Coaching Support	Peer Collaboration
Barriers	Time Allocation	Stress Management	

Agency

Participants involved in this study shared an understanding that teachers working with those with dyslexia need to understand the importance of gaining the necessary skills required to meet their unique learning needs effectively. As such, educators involved in this study spoke passionately about acquiring the skills and expertise to understand better the positive effects of pre-service and in-service professional development programs. For example, Francis shared how she sought relevant training, such as the Orton Gillingham training, to improve her instructional skills. Similarly, Jasmine shared seeking actionable training. In most cases, participants could learn theory and practice applications of the Orton Gillingham approach to instruction due to the training they received. It was generally understood that they were given a unique learning opportunity whereby there was a recognized commitment to understanding how teacher motivation influences a more significant investment in learning, attaining, and applying newly learned skills. As such, the theme of agency arose early on, whereby participants shared a desire to take ownership of their learning by pursuing a job, whereby participants were given a job-

embedded opportunity to learn the Orton Gillingham methodologies. Jasmine said, "I was so excited to know there was a school for teachers to learn the Orton Gillingham methodologies. It was exciting to have an opportunity to learn these teaching techniques." Although some participants understood there would be some learning challenges along the way, they unanimously shared a desire to specifically learn how to teach those with dyslexia and struggling students. Ava shared, "It is great to collaborate with other teachers who have the same needs."

Relevance

Many participants acknowledged having no known knowledge or fundamental understanding of the impact of Orton Gillingham on student learning. Brenda discussed looking for relevant training to improve her background knowledge and expertise. However, all participants understood the effectiveness of the Orton Gillingham methodologies. A common thread established was a shared appreciation for learning and teaching what is most needed and relevant, helping to increase teacher motivation and investment. In terms of agency, most participants shared a sense of developing expertise in teaching those with dyslexia, and there emerged a generalized understanding of responsibility and ownership in caring for the educational needs of both them and their students.

Actionable Learning

Participants in this study shared a desire to take agency and become more empowered and successful educators, criticizing failing systems and structures in the miseducation of those with dyslexia. Tracy said, "I was hired as a literacy coach to help teachers develop skills to teach at-risk students, with no training at all in Orton Gillingham." The overarching theme regarding agency is that all teachers recognized they received a special and unique learning opportunity with the professional development they received. Still, there were mixed messages regarding

teacher-perceived effectiveness. Cindy shared, "Although I was happy to learn all about the Orton Gillingham approach to literacy instruction, I felt angry that my parents paid for college without me being taught how to teach reading and writing to children." Whereas Elissa said:

> Orton Gillingham is not the only important thing to learn during professional development. I think it is important to also focus on other subject areas. I have children in my class who need to know all about science and social studies content.

This finding is highly significant because it validates not only the need for pre-service job training but also serves to value an appreciation for actionable learning opportunities provided through a job-embedded teacher training model.

Value Attainment

Regarding value attainment, participants in this study recognized the power of learning something new and applying new learning in relevant and specific ways. For example, Tracy said, "I value the professional development training opportunity I received." Many participants shared how their negative experiences with teaching literacy influenced their decision to take ownership of their education, helping mitigate future pedagogical failure. Additionally, participants desired to seek positions at Oakdale-Mission Charter School, specifically to learn more about the Orton Gillingham teaching methodologies to help them improve their pedagogical development skills. Therefore, agency and value attainment subthemes emerged as contributing factors, with participants taking ownership of their professional learning experiences.

Teachers involved in this study shared a sense of pride and accomplishment with being able to provide literacy intervention to struggling students, helping to mitigate failure. Additionally, most teachers considered themselves to be effectively and skillfully applying such

methodologies in the classroom despite the time-consuming efforts involved in lesson planning. Although there was a strong sentiment of value related to learning these methodologies, specifically pertaining to the value attached to their professional development experiences and classroom practice relevancy, few teachers considered themselves expert practitioners. As such, most participants desire to continue to learn more advanced aspects of the Orton Gillingham methodology, hoping to become expert practitioners. Therefore, it was clear that the professional development training received influenced the development of participants' skills, specifically related to phonics and reading fluency skills.

For Cindy, taking agency in learning resulted in more intentional learning outcomes, more efficient assessment practices, and an overall sense of confidence regarding self-perceived levels of teacher effectiveness. Elissa perceived areas in curriculum design to be of high priority and was hoping to learn more about other aspects of curriculum design as opposed to methodology training. Another factor influencing value attainment emerged from participants' willingness to work hard to learn and apply the Orton Gillingham methodologies successfully. Irina said:

> I am so grateful to have had the opportunity to learn about the Orton Gillingham methodologies, not only for myself and the students I teach but also for my own child, who was diagnosed with dyslexia. I spent 2 years searching for an Orton Gillingham properly trained tutor. I couldn't find a tutor, and now I am thankful I can teach my own child.

Eight out of 12 teacher participants shared a desire to take the initiative to become a certified practitioner of the Orton Gillingham approach to instruction. Additionally, all participants in this study attributed their teaching success to the methodologies learned through their professional

development experiences at Oakdale-Mission Charter School. Participants involved in the professional development training expressed a willingness to learn, with considerable value, and appreciated the attainment of specific skills that target critical literacy needs, noting that few teachers are trained in these methodologies.

Motivation

Effective teachers take ownership of their learning and can distinguish the best course of action for their professional careers. For example, Amanda takes credit for her success in learning professional development strategies, planning, and implementing lessons. All participants involved in this study took the initiative to learn more about the Orton Gillingham approach to instructions. Elissa shared, "I feel motivated to continue learning ways to improve my classroom practices and support my student's successes." Several sub-themes emerged from the data analysis that support the theme of motivation, including intrinsic and extrinsic motivation, self-efficacy, and self-concept.

Intrinsic and Extrinsic Motivation

Findings for the data analysis suggest that motivation can be derived from an intrinsic and an extrinsic desire to remain effective and relevant in the teaching profession. For example, Ellie said, "I am so interested in these teaching methodologies that I find myself thinking of creative ways to teach my lessons all the time!" Therefore, through the continuing education opportunities provided by Oakdale-Mission Charter Prep, many teacher participants shared that their professional development experiences are unique and essential. As such, a generalized understanding of acquiring expertise with these specific teaching methodologies emerged.

Regarding intrinsic motivation, many participants expressed a desire to meet the unique needs of their students, knowing that the specific population of students they service requires direct and explicit phonics instruction. According to Francis:

> When I was a teenager, I was diagnosed with dyslexia, and my teachers were clueless about teaching me how to develop literacy skills. I think I can relate to these kids and help prevent failure for them. Learning about the specific phonics rules can help me gain an appreciation for what I can now teach my students.

Participants shared much success with the relevancy of their professional development training and the usefulness of the techniques in their teaching practices. Ava shared, "I feel the training gives teachers the opportunity to make deeper connections with their overall pedagogical development skills." The idea of making deeper connections with what teachers already know and can do was a sentiment shared by few participants, as most valued the immediacy of their training as a motivator for direct teaching application, understanding how to extend and expand upon student learning.

The idea of learning a new methodology was criticized when the professional development teachers were misaligned with the core instructional programs, resulting in diminished internal motivation. As stated by Brenda:

> Although this training was effective, we had to handle an impeding curriculum, which served as an impeding obstacle in properly aligning instructional goals. When children are learning how to read through a phonics-based approach, the leveled books are not a good match for them. So, I would order phonics readers to show my students they could read books that are matched with their needs. One parent offered to buy an entire set of phonics readers for her child as a reward for his literacy successes.

In terms of extrinsic motivation, many teachers reported receiving praise from parents, their coach, and their administrative team, which gave rise to new and novel teaching opportunities. An overarching theme regarding extrinsic motivation was apparent, with many participants sharing a desire to become board-certified practitioners and take on leadership roles to enhance their professional opportunities, helping them be recognized as experts and hoping to make more money. As stated by Brenda, "Although I had to leave my full-time job due to personal reasons, I can continue to work and tutor students from my home. This allows me to continue to refine my skills and keep an income." Other teachers shared that they tutor children privately but find it challenging to take on many different cases due to the amount of planning time it takes to execute an Orton Gillingham lesson. Amanda stated, "I wish I could use the same lessons for many different kids, but it is not that easy because each lesson is customized to meet the unique needs of the students."

Self-Efficacy

Motivation can be linked to self-efficacy and feelings of wanting to fix and repair problems in education was a sentiment that Cindy shared, claiming:

> Although I was happy to learn about the Orton Gillingham methodologies, I must admit that I felt upset to learn that I had known very little about how to teach phonics, phonological development, spelling, grammar, and reading fluency to elementary-grade students. In fact, I hope to become an expert in this line of work and return to my college to help future teachers learn these essential skills.

As such, most teachers felt a sense of satisfaction from being able to tutor students and make extra money by possessing highly marketable skills. Reported feelings of satisfaction ranged from participants feeling a sense of accomplishment in their everyday experiences to those who

want to serve a higher purpose in the field of education. All participants felt intrinsically motivated to learn something important and relevant to their direct work with children. All participants felt a sense of expertise and pride in learning to mitigate and intervene in academic failure. Interestingly, all participants expressed increased confidence in teaching literacy. Brenda stated, "I feel more competent teaching literacy now that I know the Orton Gillingham methodologies." Jennifer said, "I am excited I can now teach with a purpose." Furthermore, all participants in this study felt they had more control over what they were teaching and how they were teaching.

Self-Concept

Another subtheme was self-concept, which the findings indicated is related to learner readiness. Irina explained, "Being provided with professional development can get boring if you don't see the possibilities in this type of training." Her response highlights her desire to learn effectively and purposefully to maximize her capabilities as a teacher. Ava shared:

> I find myself getting better with these methodologies each day. I am grateful that the students do not notice when I make a mistake. I don't think I could learn these methodologies as effectively if I didn't have the ability to apply what I am learning directly with my students.

This shared understanding of getting better all the time and growing more comfortable with this work's newness allowed for a general sense that learning is a process. According to Jasmine:

> When I am trying to teach a new concept that I am unsure of, I feel as though I can rely on the teaching methodologies I have been taught. Sometimes, I need to remind myself that Rome was not built in a day!

Other participants held similar sentiments. Ava shared, "There are times when I don't think I completely understood what I was teaching, but then my student's mother will say that her child is reading everything at home." Due to the routinized procedures embedded in the Orton Gillingham approach to instruction and the training provided, teachers viewed failure as a process-oriented occurrence; trusting in the process of practice made one better and helped to improve confidence and trust in oneself. Therefore, many participants developed a strong sense of their abilities and a lack of ability through assessment practices and reflection based on student outcomes.

Many participants noted that their professional development training aimed to provide their students with the best chances of success, not teach to perfection. Jennifer said, "When I need some help, I know I can ask a colleague or the coach to clarify my understanding." Additionally, during the focus group session, participants shared that they valued taking some learning risks and allowing their investment to help build their teaching proficiency and work as a collective group of teachers/learners. In the focus group, a shared sentiment touched on how educators understand the benefits of receiving training; however, they shared that they are experiencing challenges in maximizing the material and resources. Cindy said, "The best part of this job is knowing we are all in it together. When one of us feels like giving up, we support each other so that no one fails." The data analysis revealed a direct link between individual and group success, with the latter serving greater value regarding overall teaching success.

Job Expectancy

The findings revealed a job expectancy theme, including accountability, professional development, and peer collaboration. Participants emphasized the importance of utilizing acquired skills to improve student outcomes. In addition, participants also highlighted the

significance of coaching support and peer collaboration in enhancing their confidence, competence, and overall effectiveness in meeting job expectations.

Accountability Measures

Accountability emerged as a prominent sub-theme in this study, identified through the focus group. The outcomes of professional development training led many participants to share how they were developing teacher effectiveness, which allowed them to reassess their skills more accurately. Many participants regarded the assessment process embedded in each Orton Gillingham lesson as a barometer to assess their effectiveness against student outcomes. Jennifer and Jasmine both shared their sense of job expectancy is to use the skills they learn to improve student outcomes, stating, "Our professional development training equips us with the necessary skills to effectively develop lessons specifically designed for children with dyslexia and language-based disabilities." As such, many participants were expected to utilize these methodologies as a job requirement during the literacy block. Jasmine stated:

> I really enjoy learning about the teaching methodologies that I can implement with my students. Knowing that I am expected to use these teaching methodologies with my students helps me to focus on the important aspects of my job. These expectations help me to stay focused and devoted to my work. I feel supported and more accountable for my students' learning at this school.

Coaching Support

In addition to accountability measures, participants expressed satisfaction with the embedded professional development training they received and clearly understood their job expectations. Amanda stated:

This type of professional development is useful, and while I am learning the process of teaching children with dyslexia, I feel comfortable trying these methodologies with my students. Also, it feels good to have the coach support me when I am unsure of something. I really want her expertise to help me out. Each time I practice these methodologies, I feel more successful and confident.

Other participants noted positive interactions with their peers and the coach, indicating teacher-held perceptions regarding their day-to-day interactions were mainly positive and supportive. Such responses validated accountability standards as directly related to job expectancy tasks, whereby participants clearly understood the purpose of this unique training opportunity and how it relates to their work with students.

Peer Collaboration

Educators value a supportive environment created through collaboration among colleagues. Trust in guidance fosters collective learning and growth among teachers striving to improve student outcomes. Many participants viewed peer collaboration and coaching as essential to their professional development. Irina said:

The role of the coach is to support us teachers so that we can together help to improve student outcomes. Therefore, job expectations explored in this study served to improve accountability with perceived levels of trust related to the coach's role as well as the understanding that teachers are not experts; rather, they are learning to become experts.

Olga stated:

I feel the nature of this experience promotes collaboration because we are all learning something new. After spending time working in this school, it is nice to be able to work together without anyone thinking they are better than you or more experienced. Also, I

feel I can trust the Orton Gillingham coach because she realizes that it takes time to master these methodologies, and when I am unsure of something, I feel she supports us because she wants us and our students to succeed.

Barriers

The theme of barriers emerged from the findings and encompassed challenges such as time allocation and stress management within the teaching context. Participants highlighted difficulties managing time and expressing overwhelming stress due to various responsibilities. These findings underscore the complex demands faced by teachers, mainly when working with students with dyslexia and language-based disabilities.

Time Allocation

Difficulty with time management and lack of time allotted to lesson planning emerged as a barrier to effective lesson planning, causing challenges imposed by the methodologies inherent in the Orton Gillingham approach to instruction. Many participants shared their struggles regarding managing lesson planning time and multiple job-related obligations specifically related to assessments, parental concerns, and student behaviors. Another problem was developing the ability to limit the time spent on lesson planning. Brenda shared:

> Although I enjoy learning about the Orton Gillingham approach to instruction, I find it difficult to manage my time regarding the specific components of the lesson plan. Each portion of the lesson plan has a specific part with specific time allocations. Finding time for lesson planning and collaborating with peers is not always easy.

Stress Management

All participants in this study discussed having difficulty managing time and stress related to their job demands and personal obligations. Many participants shared feelings of being

overwhelmed by paperwork, assessment practices, lesson planning, school expectations, student behavior, financial stress, and some stress caused by being enrolled in graduate secondary college-level courses. Although many participants shared occasional stress due to work overload, there was a general sentiment shared by all participants that being a teacher is a hard job, especially working with students with dyslexia and language-based disabilities. For example, Ava stated:

> Although I love what I am learning, I want to one day be a certified Orton Gillingham practitioner, but I honestly cannot envision I will get there. There is a lot of stress-related accountability associated with working in a specialized school while trying to manage my time and skills while balancing both my professional and my personal life. I don't know how I will find the time to take on more in my career. I put in many hours planning and doing paperwork on my off hours. The stress of being a teacher these days is quite overwhelming.

Outlier Data and Findings

Upon conducting research with the participants of this study, unexpected findings appeared, demonstrating findings inconsistent with the generalized findings indicated by this study. In exploring the insights of the study participants, one finding deviated from the overarching trends observed. One educator's perspective highlighted a departure from the norm, emphasizing that while collaboration is encouraged, teachers may gravitate towards specific individuals for collaborative efforts. This outlier observation contrasts with the predominant view among participants, who value collaborative engagement as vital for their professional growth and achieving teaching objectives. Elissa stated, "Even though teachers are expected to work with one another, they don't always make time for such collaborations. Many teachers have

certain people they enjoy working with and usually stay with them." This outlier response differed from most participants, who believe that an integral part of their professional development training is working with a network of professionals who can help clarify expectations and meet desired teaching outcomes.

Subsidy for Addition Training

In contrast to the predominant themes of agency, motivation, job expectancy, and barriers to success, some participants expressed a desire for subsidized learning opportunities for Orton Gillingham certification, highlighting concerns about the financial burden and continuity of training. One participant indicated that she would like for the school system to subsidize learning opportunities for those seeking Orton Gillingham certification. Francis stated,

> Receiving Orton Gillingham training is a big undertaking and requires a lot of time, money, and resources because you must do a practicum. Now that I have experience with the Orton Gillingham methodologies, I wish there were programs that I could get involved with that were subsidized by the school system.

Additionally, Ava explained that she is seeking to learn more about how to become certified because she would like continuous training with these approaches sharing,

> It is great that Oakdale-Mission Charter has the training in house, and I am thinking about the ways I can invest in my own educational advancements. I heard that some teachers will be able to get support regarding Orton Gillingham certification opportunities in the future. However, I am thinking of relocating to another state, but I am afraid that if I do, I won't be able to continue training.

This finding was important to note as Ava was eager to obtain certification in Orton Gillingham methods for continuous professional development, but she feared being unable to continue training elsewhere due to the specialized nature of the program and its limited availability.

Having a Full-Time Job while Completing a Practicum

Another outlier noted from the data analysis was that balancing a full-time teaching job with completing a practicum is challenging, highlighting significant challenges many teachers face with multiple responsibilities outside their teaching duties. This outlier underscores the broader reality that educators often contend with demanding schedules and personal commitments, highlighting the complexities of professional development and certification attainment within the context of real-world constraints. For example, Olga discussed the hardships and difficulties of working and caring for her family and being unable to access opportunities to become certified quickly. Additionally, all teachers in the focus group shared positive experiences with their readiness to learn more, deriving enjoyment from completing their initial training obligations. Subsequently, participants shared having increased motivation, drive, and ambition to develop more expertise with these methodologies. As such, most participants felt a sense of ownership with learning and applying the Orton Gillingham methodologies with their students for years to come, provided there is continued support for their efforts. According to Tracy:

> I know my skills are effective, but I worry about the future of education. If teachers are not properly trained to meet the unique needs of their students, the failure will continue to exist. I think Oakdale-Mission Charter has a good idea, and there should be more schools like this one.

Therefore, embedded professional development training was perceived as positively affecting teacher development and student outcomes, with most teachers understanding and identifying themselves as the human instruments of change.

Research Question Responses

This part of the chapter presents answers to the central research question and the three sub-questions. The primary aim of this study was to delve into teachers' lived experiences regarding their invested motivation to acquire expertise to support students with dyslexia. The information presented in these research questions was derived from the individual interviews, a focus group, and journal prompts, which allowed me to better understand the participants' perspectives on receiving professional development training.

Central Research Question

What are the lived experiences of elementary charter school teachers with invested motivation for acquiring expertise to support students with dyslexia? The invested motivation for developing expertise results from participants understanding their learning needs. Therefore, many teachers shared a desire to learn something new and refined their thinking once they realized they had to alter their perceptions of literacy development from what they had previously been taught. Additionally, a sense of pedagogical relevance emerged, which helped to bolster motivation amongst most participants. Therefore, having a universal professional development goal and sharing it collectively with others gave participants an investment attitude and allowed them to be together. As Amanda stated, "It is great to share in this experience with my colleagues because we are all learning these methodologies together. Although there are teachers who get things faster and better than others, we all enjoy working as a team." Factors such as collaboration and readiness to learn contribute to a sense of shared investment in

motivation, helping many teachers to be motivated to apply what they learned in their professional development sessions with an authentic sense of purpose. However, invested motivation was also influenced by participants' desire to continue with the Orton Gillingham training, hoping to become a board-certified practitioner, with many teachers being concerned with extrinsic rewards for such accomplishments.

Sub-Question One

How do elementary charter school teachers describe their self-concept when acquiring expertise to support students with dyslexia? Participants shared a general satisfaction with applying skills learned during professional development in their students. The general goal of professional development influenced the idea of one's self-concept being influenced by motivation. As Cindy stated, "I wanted to know more about how to teach those with dyslexia, and now that I do, I think I am a much better teacher." Therefore, the teacher-held self-concept perceptions were also attached to student outcomes related to teacher performance. Although there was a range in what teachers perceived as value in performance, most teachers agreed that their unique learning experience positively impacted their teaching capabilities. Jasmine exclaimed, "All teachers should have these skills!" Participants of this study willingly applied to Oakdale-Mission Charter School seeking training specific to the needs of those with dyslexia, holding perceptions regarding the training they received as pedagogically relevant.

In contrast to generally held sentiments regarding pedagogical relevancy and one's self-concept, there was an outlier response regarding the Orton Gillingham training as being irrelevant to content area studies such as science and social studies. However, within the context of responses received, Elissa shared, "Orton Gillingham training shouldn't be of the highest priority because there are other subjects we have to teach at this school." Therefore, this held

perception was assumed to have been developed based on Elissa's desire to engage in more creative teacher endeavors without the rigidity of the Orton Gillingham lesson plan and its content.

Sub-Question Two

How do elementary charter school teachers describe their readiness to learn when acquiring expertise to support students with dyslexia? Various descriptions of readiness influenced teachers' perceptions of expertise. For example, Jennifer shared, "I knew I needed training when I was unable to help a dyslexic student read using a standard reading curriculum." Therefore, readiness is attributed to content focus, and prior professional development experience is a factor in one's perception of meaningful learning opportunities. According to Ellie, "I think the coach is very helpful because she truly wants us to succeed. I feel comfortable going to see her when I am unsure of something." Existing information regarding readiness to learn based on student needs emerged on a need-to-know basis, with teachers expressing a desire to learn and becoming well-informed regarding their job expectations. As stated by Olga, "It is actually easier to teach when you know what you are expected to teach." Therefore, targeted professional development increased student readiness perceptions regarding competency levels and action-oriented learning processes.

Sub-Question Three

How do elementary charter school teachers describe their motivation to learn when acquiring expertise to support students with dyslexia? Many participants acknowledged that their internal desire to be a human instrument of change and experiencing failure in other teacher positions influenced their motivation to learn the Orton Gillingham methodologies. These participants overwhelmingly shared that their professional development training helped them

maximize their reach in the classroom and supported their ability to leverage individual and collaborative teaching success. As stated by Francis, "At first, I was uncomfortable with realizing how little I knew about teaching literacy, but then I became motivated to learn as much as I could." The effectiveness of the professional development sessions increased participant motivation and promoted more self-accountability standards. Jasmine shared, "I spend a lot of time developing my lesson plans because I want to get it right so that my students are able to thrive." Many participants shared a devotion to improving student outcomes as motivation for developing expertise. Additionally, boosting student achievement was a shared sentiment for increasing teacher motivation, helping to effectuate change for those with dyslexia.

For all participants involved in this study, integrating newly learned skills coupled with a desire to maximize student success despite stressors such as time management and a heavy workload resulted in participants understanding that teaching is difficult, especially when teaching those with special needs. Additionally, exploring teacher practices and their perceptions regarding motivation circled back to teacher-held notions of self-efficacy as related to self-concept. Teacher-held perceptions regarding motivation were acknowledged and valued for their impact on the many benefits of learning the Orton Gillingham methodologies for the greater good of the participant, the students, and the school's success. Nevertheless, acknowledged levels of motivation were equally high amongst all participants. Mutually held feelings of pushing through despite being confused or overworked resulted in increased devotion whereby teachers remained mindful and appreciative of their learning opportunities, thus adding value to perceived levels of invested motivation.

Summary

The study aimed to understand how elementary charter school teachers develop expertise

in supporting students with dyslexia, focusing on their motivations and self-perceptions. Participants desired to enhance their teaching skills through professional development, leading to improved self-concept and confidence. While most teachers found the Orton Gillingham training relevant and beneficial, some questioned its applicability beyond literacy—readiness to learn varied, with personal experiences and support from coaches influencing engagement. In addition, participant motivation stemmed from a desire to effect change and improve student outcomes despite challenges like heavy workloads. Overall, participants remained committed to their professional growth, recognizing the value of their learning experiences in supporting students with dyslexia.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this hermeneutic phenomenological study was to understand teacher-invested motivation for acquiring pedagogical expertise to support students with dyslexia at a charter school located in the northeast. This study provided teachers of students with dyslexia and language-based disabilities the opportunity to express their learning experiences with professional development and training regarding the Orton Gillingham teaching methodologies. The following is an analysis and summary of data presented in Chapter Four. Chapter Five discusses the interpretation of findings, which makes connections regarding the meanings of such findings. This chapter includes an interpretation of findings, implications for policy and practice, theoretical and methodological implications, limitations and delimitations, the conclusion, and recommendations for future research.

Discussion

The Orton Gillingham methodology is often taught to teachers who work with students with dyslexia and language-based disabilities by those with expertise in practicing the Orton Gillingham approach. Due to the uniqueness of such skills, teachers were examined to determine their experiences acquiring expertise in learning all aspects of the Orton Gillingham methodologies, helping mitigate literacy failure for those with dyslexia. Orton Gillingham is a research-proven teaching methodology rooted in the science of reading (SoR) principles (Erbeli et al., 2017; Shaywitz & Shaywitz, 2017; Wadlington & Wadlington, 2005; White et al., 2018). Teachers who participated in this study shared their perceptions of the professional development training they received regarding their invested motivation in acquiring skills to help enhance their pedagogical development. A critical aspect regarding analyzing the causes of motivation

was examined using a guiding set of principles regarding adult learning. As such, Knowles' (1978) theoretical framework of the five principles associated with adult learning included self-concept, readiness, motivation, experience, and orientation, helping to gain a more thorough and comprehensive examination of motivational investment related to educating those with dyslexia (Castillo & Gilger, 2018; Henry, 2011; Knowles, 1978; Schneider, 2018).

Summary of Thematic Findings

Data was collected regarding this phenomenon using transcription methods ascertained through interviews and focus group responses and analyzed through the development of emerging themes and subthemes using axial and thematic coding procedures. Therefore, the themes of this study were agency, motivation, job expectancy, and barriers, supported by subthemes such as relevance, actionable learning, value attainment, intrinsic and extrinsic motivation, self-efficacy, self-concept, accountability, coaching support, peer collaboration, time allocation, and stress management. Each participant's perspective was valued through the transferability process, and in-depth descriptions of all accounts were taken to support this study. Participants involved in this study understood the various factors associated with their invested motivation based on their unique experiences. All participants spoke freely of their desire to possess essential teaching skills relative to supporting those with dyslexia, and there was a candidness related to teacher expectations regarding acquiring high-level teaching skills. Each participant shared past and present experiences with teaching and learning concerning the unique professional development training provided by Oakdale-Mission Charter School. Additionally, many teachers passionately shared a desire to help struggling students, and participants shared their passion and devotion to developing lesson plans and work-related tasks.

Interpretation of Findings

The purpose of this study was to investigate educator motivation for acquiring expertise to support students with dyslexia. This hermeneutic study provided an opportunity for teachers of students with dyslexia to reflect on their perceived levels of motivation related to learning the Orton Gillingham teaching methodologies. Through individual interviews, journal prompts, and a focus group assignment, noteworthy data was collected, adding to the existing literature regarding educator motivation and in-service professional development, specifically regarding methodology training about the Orton Gillingham approach to literacy instruction. Therefore, the interpretation of the findings was derived from the results summarized in the thematic findings inherent in chapter four relating to the following: agency, motivation, job expectancy, and barriers to motivation. One outlier theme emerged, which was teacher creativity. Participants acknowledged the complexities of working with neurodiverse children, valuing the relevant professional development training received. Interestingly, all participants associated their successes with the training received with their students' successes, specifically related to the effective teaching methodologies they were taught. Additionally, participants shared shifts in their existing teaching methodologies to accommodate the newly learned Orton Gillingham skills acquired related to pedagogical advancements in teaching literacy.

Teacher Ownership

Agency helps adult learners to validate their reasons for learning and promotes a growth mindset, helping to increase teacher investment and feelings of self-efficacy. All participants involved in this study shared an understanding of the purpose of the professional development training they received as a value-added skill set designed to increase their level of competency and support the successes of students with dyslexia. Therefore, participants in this study reported

actively seeking professional development opportunities that were intentional and constructive to

their pedagogical development needs. Additionally, these participants shared a desire to acquire

knowledge and skills to enhance their classroom practices. Agency increased teacher ownership,

whereby participants could construct knowledge and discover essential truths related to

developing literacy skills, bolstering their teaching techniques, and proved to be an effective

methodology. Interestingly, agency can be likened to Knowles' (1978) five assumptions of adult

learners' readiness to learn, whereby adult learners seek intentional learning with a purpose,

searching for action-oriented solutions to specific problems, possessing more significant

investment and motivation than those who lack agency. Therefore, the phenomenon of agency

was actualized within the context of job-embedded training and maximized for its relevancy with

students with dyslexia (Cochran-Smith et al., 2022).

Transformative Literacy Practices

Regarding teaching literacy, pedagogical practices grounded in SoR principles have been

proven to work (D'Mello & Gabrieli, 2018; Seidenberg, 2017). Participants involved in this

study were intrinsically motivated by a desire to learn the Orton Gillingham methodologies to

help improve their teaching capabilities and develop self-efficacy regarding their ability to

handle tasks and responsibilities related to educating students with dyslexia. Therefore, the role

of self-efficacy supported participants' professional well-being and, in a few cases, the

educational well-being of students they tutored and even one participant's own child. The idea of

handling challenges with lesson planning and skill development added to a mindset of trust and

patience in developing expertise. Many participants shared an openness to change, grow, and

learn something new while balancing job expectations and accountability measures. Teacher-

perceived effectiveness was examined through the lens of self-efficacy, and it varied widely among participants in this study.

Additionally, participant self-efficacy was often reflected in student outcomes, supervisor ratings, and the coach's perception of effective practices. Peer collaboration helped to leverage teacher success with the idea of group membership, which helped to raise the bar of success for teachers. Subsequently, the meaningfulness of receiving this type of professional development was designed to help teachers establish realistic goals for implementation, with ample time for training opportunities but not necessarily enough planning time. However, it was discovered that teachers who engaged in this type of professional development training possessed personality traits of being more conscientious, reflective, and evaluative of their skills, thus contributing to a stronger sense of self-efficacy.

Responsible Teaching

Participants in this study demonstrated core values associated with intention, focus, responsibility, and care for caring for marginalized children. These self-enhancement values positively relate to the idea of human values whereby participants involved in this study were cognizant of performing activities that would result in both intrinsic and extrinsic rewards, such as developing skills to become an expert, a distinguished teacher of literacy and hold a more critical teaching role in their teaching profession. However, participants expressed concerns about barriers to success, such as not having enough planning time, being overloaded by paperwork, and wanting to become a board-certified Orton Gillingham practitioner. Still, they were unsure how to achieve that level of certification. However, when reviewing barriers to success that were somewhat tolerated, all participants held a generalized sentiment that teaching is a challenging, time-consuming profession with little opportunity for professional growth.

Furthermore, participants expected their professional development needs to be supported by the coach and supervisor to help their students learn more efficiently. However, barriers such as time management and professional and personal stressors impeded successful skills transfer. Additionally, there were mixed messages regarding job satisfaction, although self-efficacy was relatively high. Participants held concerns regarding teacher burnout, job retention, and growth potential as barriers to invested motivation. The most satisfying aspects of the job, reported by 90% of participants involved in this study, were being mentored and finding comfort in group learning experiences and peer collaborations. However, different participants held different perceptions regarding job satisfaction, indicating various levels of comfort with being remunerated, with only 50% of participants concerned about monetary rewards and job promotions. However, when educators are generally satisfied with aspects of their profession, namely administration, colleagues, and the nature of their work, they feel more invigorated (Tria, 2023).

Implications for Policy and Practice

The implications for policy and practice have been examined by analyzing the participants' data. The data highlights the importance of continuous professional development focusing on practical skills, as it boosts teacher motivation and investment in learning. In addition, understanding dyslexia's unique challenges calls for specialized teaching practices, especially in early education.

Implications for Policy

The research indicates that ongoing and sustained professional development is effective when value and relevancy are attached to the learning received. When value is attached to professional development training, perceptions regarding competency can be attributed to taking

agency over applied concepts, whereby meaningful learning experiences can enhance motivation and investment. Therefore, implications for policy related to teachers need to be engaged in professional development that is practical, necessary, significant, and relevant. It is also essential to recognize that dyslexia is a neurobiological learning disorder requiring a specialized teaching practice (Miciak & Fletcher, 2020). Additionally, early childhood educators are chiefly responsible for teaching early literacy skills, and issues concerning literacy failure are of high priority in schools where those with dyslexia struggle to achieve literacy success (Wadlington & Wadlington, 2005). Therefore, participants were aware of their needs and the educational needs of their students, appreciating the professional development training afforded to support their pedagogical needs.

Implications for Practice

After careful data analysis, findings were extracted regarding invested motivation, demonstrating that ongoing and sustained professional development with learning the Orton Gillingham methodology to literacy instruction was well received, a relevant and key indicator of motivation. The application of learning principles contributed to value attainment, whereby teachers with invested motivation were motivated to practice newly learned skills and recognize positive student outcomes. Additionally, participants favorably received training principles with an investment in acquiring expertise to help mitigate literacy failure for struggling students. Therefore, by examining the in-service teacher training received at Oakdale-Mission Charter, participants acknowledged renewed teaching competency, thus adding to high levels of motivation and investment with bridging training to practice principles involving more effective pedagogical practices and outcomes.

Empirical and Theoretical Implications

The findings of this study have empirical and theoretical implications. The empirical implications of the study highlight the effectiveness of professional development in meeting the diverse learning needs of participants. Theoretically, the study contributes to understanding the factors influencing teacher effectiveness within the framework of Knowles' (1978) concept of andragogy, emphasizing the significance of personalized and relevant learning experiences in fostering continued motivation and learning.

Empirical Implications

Through a thorough analysis of the triangulation of findings gathered through findings ascertained during each stage of the data collection cycle, it became evident that ongoing and sustained professional development effectively supported the learning needs of most participants involved in this study. Upon the analysis of themes and subthemes, there are detailed assumptions regarding the andragogical aspects of learning, specifically related to participants' short-term and long-term goals, teachers' motivation, and investment, and extending their learning beyond their employment requirements. Additionally, teacher-invested motivation related to teacher preparedness is essential in considering the psychological characteristics associated with many outcomes, such as teacher effectiveness, student achievement, and intrapersonal relationships between students, parents, colleagues, and administrators (Bardach et al., 2021). Overall, participants agreed that learning to teach literacy using the Orton Gillingham methodologies was enlightening, practical, and effective, serving as an excellent model to teach those with dyslexia and typically developing students. As such, 90% of participants in this study recognized the need to spend time on lesson planning, a critical component in delivering content to be explored by their students.

Empirical findings demonstrate that when studying the adult learner, examining, exploring, validating, and investigating teachers' perceptions is imperative, considering core principles that can be applied to various adult learning situations (Berry, 2010). As such, this study explored participant motivation, with credible findings supporting skill transferability. Overwhelmingly, the participants related their positive experiences with their professional development training with the measured literacy successes of their students. Research demonstrates that teachers are highly motivated to learn during their professional development sessions when there is value to be attained in learning necessary skills and new approaches that can be used instantly (Matherson & Windle, 2017). Furthermore, practical solutions to problem-solving were explored through the process of learning the Orton Gillingham methodologies. Similar to the findings of Rappolt-Schlichtmann et al. (2018), participants described in detail how they used the tools they were given in professional development to further their teaching capacity, helping to improve instructional outcomes. Interestingly, all participants expressed value in having the ability to effectively mitigate literacy failure for those with dyslexia, sharing sentiments regarding being better equipped to handle their unique learning needs, lending to higher levels of motivation regarding the attainment of skills.

A major theme that emerged from this study's findings demonstrated participants' readiness to learn, contributing to high levels of motivation and agency regarding the concept of invested motivation. As such, the usefulness of skills learned helped participants to pinpoint areas of need with their students, thus contributing to orientation to learning principles. Knowles' (1978) concept of andragogy supported learning as a function whereby adults became invested through a critical relationship of motivation, retention, and transfer, ultimately enabling teachers to become effective. Regarding this study, there is a correlation between ongoing and relevant

professional development and invested motivation for developing expertise with the Orton Gillingham methodologies.

Theoretical Implications

This study aimed to understand better teacher-invested motivation in acquiring expertise in learning the Orton Gillingham methodologies to support literacy instruction for those with dyslexia and language-based disabilities. Grounded upon the theoretical framework of Knowles' (1978) concept of andragogy and guided through a set of assumptions related to the act or process of teachers' development of knowledge, skills, and attitudes around learning (Knowles, 1978). This study contributed to Knowles' adult learning theory, predicated on the concept of andragogy, to better understand the factors related to teacher-invested motivation. Therefore, all participants in this study recognized a need to take ownership of their learning and committed time and effort to learn the Orton Gillingham methodologies. Subsequently, motivational investment led to participants taking agency over their learning and student-led outcomes. Participants used self-reflection, peer collaboration, lesson planning, student assessment, and coach or administrator evaluations to gauge their effectiveness with their students. Knowles' (1978) adult learning theory is relevant to this study regarding the transfer of ownership in learning regarding teacher-invested motivation, as increasing expertise through professional development resulted in a high level of perceived teacher effectiveness.

Knowles' concept of andragogy implies that participant experiences can be understood through reflective learning practices, examined within the context of situational differences, for example, individual learners as compared to collaborative learning partnerships explained through an examination of what learners perceive as goal-setting and purposeful learning outcomes (Lyon & Weiser, 2009; Malatesha Joshi et al., 2009; Peltier et al., 2020; Washburn et

al., 2011). As such, this study elucidated the value participants attached to learning experiences that were relevant, personal, and professional, furthering ideas about investment and motivation for continued learning.

Limitations and Delimitations

This study included limitations and delimitations. The limitations of this study include challenges in participant scheduling and a relatively small sample size. Delimitations involved recruitment and sampling processes. The following section presents the limitations and delimitations in more detail.

Limitations

This study presented several limitations, contributing to weaknesses in interpreting results that are not controllable. The research required for this study was conducted in person, via phone, and online within a short time frame. Scheduling time for participants, follow-up conversations, coordinating mutually agreeable focus group sessions, and analyzing journal prompt responses presented limitations as there were a few participants who were unable to meet during the focus group session, resulting in six participants instead of eight, as originally intended. Additionally, the participant size was relatively small, with participants recommending other participants to join. Although all participants received Orton Gillingham training at Oakdale-Mission Charter School, not all participants were employed at a school during this study. Ultimately, the sample size and the time constraints for this study did not account for a more extensive sampling or for participants who opted out.

Delimitations

Delimitations of a study are purposeful decisions made by the researcher to limit or define the boundaries of a study, and three delimitations were presented in this study (Liberty

University, 2022). The first delimitation was recruiting participants who had received ongoing Orton Gillingham training at Oakdale-Mission Charter School. Twelve participants were inclined to participate and shared the names of other colleagues who could participate. Participants were surprisingly eager to speak, and the interviews were lengthy yet informative in design. The second delimitation was recruitment through snowball sampling, whereby the researcher could recruit other potential participants, allowing me to obtain participants without much difficulty. In the context of the study's delimitations, snowball sampling may influence the findings by limiting the diversity of perspectives in the participant pool. Since participants were recruited based on their affiliation with Oakdale-Mission Charter School and through snowball sampling, the resulting sample may lack representation from individuals outside this context. The third delimitation was that all participants were female; unfortunately, no male participants were represented in this study. Perspectives, teaching styles, and challenges experienced by male instructors may differ from those of female instructors, and their absence may result in an incomplete understanding of the phenomenon under investigation. Additionally, gender dynamics within the teaching profession could have shaped participants' experiences and responses.

Recommendations for Future Research

This phenomenological study focused on the invested motivation of teachers acquiring expertise working with students with dyslexia. The participants involved in this study were encouraged to share their lived experiences with receiving ongoing professional development with the Orton Gillingham methodology, with findings analyzed through a qualitative methodological approach. Therefore, the results of this study resulted in an enhanced understanding of the factors associated with teacher investment in acquiring a new skill set. It

was discovered that teacher effectiveness is closely related to the psychological conditions associated with teachers' feelings of well-being, self-adequacy, and dedication, resulting in self-efficacy, agency, and motivation for applying what was learned in the professional development sessions. As such, future studies should closely examine the critical components of teacher effectiveness as related to the multidimensional aspects of teachers' psychological characteristics in understanding sustained motivation in acquiring expertise using the Orton Gillingham methodologies. Such investigations may help to uncover the intricate relationships between teacher motivation and student persistence.

Conclusion

This hermeneutic phenomenological study was developed to understand the lived experiences of teachers' invested motivation for acquiring expertise to support students with dyslexia. The results of this study indicated gaps in understanding the interconnected implications of teacher motivation, ongoing coaching support, student achievement, and self-efficacy. The study participants shared their professional expectations for the training received. Still, there is no evidence of how these expectations will be translated into sustainable educational practices whereby instructional support for these students can result in higher achievement. Teacher investment is strongly linked to perceived levels of efficacy, motivation, and teaching satisfaction, which are critical to consider when analyzing the effectiveness of professional development practices. Outcomes of professional development programs are integral to developing teacher effectiveness, and Knowles' (1978) adult learning theory is a learner-based process that incorporates active learning and reflection. The findings of this study presented the lived experiences of helping participants gain the necessary skills and understanding of the Orton Gillingham teaching methodologies delivered within a professional

learning community. The teachers in this study shared that they found great value in attaining the Orton Gillingham methodologies. When reflecting on the outcomes of this study, the term expertise resonates, as most participants cherish the skills they acquired, resulting in invested motivation to help further explore options for developing further expertise in working with children with dyslexia.

References

Adlof, S. M., & Hogan, T. P. (2018). Understanding dyslexia in the context of developmental language disorders. *Language, Speech, and Hearing Services in Schools*, *49*(4), 762–773. https://doi.org/10.1044/2018_lshss-dyslc-18-0049

Advocates for the Children of New York. (2023). *Sustaining progress for NYC students: A call to action for policy makers.* Advocates for the Children of New York. https://advocatesforchildren.org/news_and_media/press_releases?page=1

Aladwani, A. M., & Shaye, S. S. (2012). Primary school teachers' knowledge and awareness of dyslexia in Kuwaiti students. *Education, 132*(3), 499–517.

Allen, H. (2010). Understanding dyslexia: Defining, identifying, and teaching. Illinois Reading Council Journal, *38*(2), 20–26. http://www.illinoisreadingcouncil.org/publicationsservices/ircjournal.html

Aloe, A. M., Shisler, S. M., Norris, B. D., Nickerson, A. B., & Rinker, T. W. (2014). A multivariate meta-analysis of student misbehavior and teacher burnout. *Educational Research Review, 12*, 30-44. https://doi.org/10.1016/j.edurev.2014.05.003

Al Otaiba, S., Rouse, A. G., & Baker, K. (2018). Elementary grade intervention approaches to treat specific learning disabilities, including dyslexia. *Language, Speech, and Hearing Services in Schools*, *49*(4), 829–842. https://doi.org/10.1044/2018_lshss-dyslc-18-0022

American Academy of Pediatrics. (2009). Learning Disabilities, Dyslexia, and Vision. *Pediatrics, 124*(2), 837-844. https://doi.org/10.1542/peds.2009-1445

American Speech-Language-Hearing Association. (2022). *Phonological processing.*

Aravena, S., Tijms, J., Snellings, P., & van der Molen, M. W. (2016). Predicting responsiveness to intervention in dyslexia using dynamic assessment. *Learning and Individual Differences*, *49*, 209–215. https://doi.org/10.1016/j.lindif.2016.06.024

Aro, M., & Björn, P. M. (2016). Preservice and Inservice Teachers' knowledge of language constructs in Finland. *Annals of Dyslexia*, *66*(1), 111–126. https://doi.org/10.1007/s11881-015-0118-7/

Atkinson, S. J., & Martin, C. R. (2022). Early detection of risk of reading difficulties using a working memory assessment battery. *British Educational Research Journal*, *48*(6), 1183-1197. https://doi.org/10.1002/berj.3821

Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education, 27*(1), 10-20. https://doi.org/10.1016/j.tate.2010.08.007

Bardach, L., Klassen, R. M., & Perry, N. E. (2021). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations?An integrative review. *Educational Psychology Review*, *34*(1), 259–300. https://doi.org/10.1007/s10648-021-09614-9/

Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, *10*, 1645. https://doi.org/10.3389/fpsyg.2019.01645

Barquero, L. A., & Cutting, L. E. (2021). Introduction to the special issue on advances in the understanding of reading comprehension deficits. *Annals of Dyslexia*, *71*(2), 211–217. https://doi.org/10.1007/s11881-021-00234-0/

Basham, J. D., Blackorby, J., & Marino, M. T. (2020). Opportunity in crisis: The role of universal design for learning in educational redesign. *Learning Disabilities: A Contemporary Journal*, *18*(1), 71-91. https://files.eric.ed.gov/fulltext/EJ1264277.pdf

Basu, S., Poonam, C., & Beniwal, A. (2014). A study to find the perceptions of teachers towards a child with dyslexia. *Learning Community-An International Journal of Educational and Social Development*, *5*(1), 51–61. https://doi.org/10.5958/2231- 45X.2014.00470.9/

Bell, S. (2013). Professional development for specialist teachers and assessors of students with literacy difficulties/dyslexia: 'to learn how to assess and support children with dyslexia.' *Journal of Research in Special Educational Needs, 13*(1), 104–113. https://doi.org/10.1111/1471-3802.12002/

Berent, I., Zhao, X., Balaban, E., & Galaburda, A. (2016). Phonology and phonetics dissociate in dyslexia: evidence from adult English speakers. *Language, Cognition and Neuroscience, 31*(9), 1178–1192. https://doi.org/10.1080/23273798.2016.1211301/

Berry, R. A. W. (2010). Preservice and early career teachers' attitudes toward inclusion, instructional accommodations, and fairness: Three profiles. *The Teacher Educator, 45*(2), 75-95. https://doi.org/10.1080/08878731003623677/

Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary Approaches to Teacher Professional Development. *International Encyclopedia of Education*, 548-556. https://doi.org/10.1016/b978-0-08-044894-7.00654-0

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, *78*(3), 367–409. https://doi.org/10.3102/0034654308321455/

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, *48*(2), 303–333. https://doi.org/10.3102/0002831210380788

Brookover, W. B., Rosenthal, R., & Jacobson, L. (1969). Pygmalion in the classroom: Teacher expectation and pupils' intellectual development. *American Sociological Review*, *34*(2), 283. https://doi.org/10.2307/2092211/

Bruno, J. L., Lu, Z.-L., & Manis, F. R. (2013). Phonological processing is uniquely associated with neuro-metabolic concentration. *NeuroImage*, *67*, 175–181. https://doi.org/10.1016/j.neuroimage.2012.10.092/

Burck, C. (2005). Comparing qualitative research methodologies for systemic research: the use of grounded theory, discourse analysis and narrative analysis. *Journal of Family Therapy. 27*(3), 237-262. https://doi.org/10.1111/j.1467-6427.2005.00314.x

Cabell, S. Q., & Hwang, H. J. (2020). Building content knowledge to boost comprehension in the primary grades. *Reading Research Quarterly*, *55*(S1). https://doi.org/10.1002/rrq.338

Calkins, L. (2020). *No one gets to own the term "the science of reading."* https://readingandwritingproject.org/news/no-one-gets-to-own-the-term-the-science-of-reading

Carlisle, J. F., Kelcey, B., Rowan, B., & Phelps, G. (2011). Teachers' knowledge about early reading: Effects on students' gains in reading achievement. *Journal of Research on Educational Effectiveness, 4*(4), 289–321. https://doi.org/10.1080/19345747.2010.539297

Carr, S. (2023, November 20). *Too many schools are misdiagnosing dyslexia*. Scientific American. https://www.scientificamerican.com/article/too-many-schools-are-misdiagnosing-dyslexia1/

Carroll, J. M., Mundy, I. R., & Cunningham, A. J. (2014). The roles of family history of

dyslexia, language, speech production, and phonological processing in predicting literacy

progress. *Developmental Science, 17*(5), 727-742. https://doi.org/10.1111/desc.12153

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of

triangulation in qualitative research. *Oncology Nursing Forum, 41*(5), 545-547.

https://doi.org/10.1188/14.onf.545-547

Casini, L., Pech-Georgel, C., & Ziegler, J. C. (2018). It's about time: Revisiting temporal

processing deficits in dyslexia. *Developmental Science*, *21*(2).

https://doi.org/10.1111/desc.12530

Castillo, A., & Gilger, J. W. (2018). Adult perceptions of children with dyslexia in the

USA. *Annals of Dyslexia, 68*(3), 203–217. https://doi.org/10.1007/s11881-018-0163-0.

Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from

Novice to expert. *Psychological Science in the Public Interest*, *19*(1), 5–51.

https://doi.org/10.1177/1529100618772271

Catts, H. W. (2003). Language basis of reading disabilities and implications for early

identification and remediation. *Reading Psychology*, *24*(3-4), 223–246.

https://doi.org/10.1080/02702710390227314

Catts, H. W., Fey, M. E., Tomblin, J. B., & Zhang, X. (2002). A longitudinal investigation of

reading outcomes in children with language impairments. *Journal of Speech, Language,

and Hearing Research*, *45*(6), 1142–1157. https://doi.org/10.1044/1092-4388(2002/093)

Catts, H. W., & Petscher, Y. (2020). *A cumulative risk and resilience model of dyslexia.*

https://doi.org/10.35542/osf.io/g57ph

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. SAGE Publications.

Claxton, B. L., & Michael, K. Y. (2020). *Conducting applied research in Education*. Kendall Hunt.

Clinton, W. J. (1996, August 29). *Speech at Democratic National Convention in Chicago*. C-Span. https://www.c-span.org/video/?75441-1/president-clinton-1996-acceptance-speech

Cochran-Smith, M., Craig, C. J., Orland-Barak, L., Cole, C., & Hill-Jackson, V. (2022). Agents, agency, and teacher education. *Journal of Teacher Education, 73*(5), 445-448. https://doi.org/10.1177/00224871221123724

Coldwell, M. (2017). Exploring the influence of professional development on teacher careers: A path model approach. *Teaching and Teacher Education*, *61*, 189–198. https://doi.org/10.1016/j.tate.2016.10.015

Colenbrander, D., Ricketts, J., & Breadmore, H. L. (2018). Early identification of dyslexia: Understanding the issues. *Language, Speech, and Hearing Services in Schools*, *49*(4), 817–828. https://doi.org/10.1044/2018_lshss-dyslc-18-0007

Compton, D. L., Miller, A. C., Elleman, A. M., & Steacy, L. M. (2014). Have we forsaken reading theory in the name of "quick fix" interventions for children with reading disability? *Scientific Studies of Reading, 18*(1), 55-73. http://doi.org/10.1080/10888438.2013.836200

Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2015). Republication of 'evidence-based practices in special education: Some practical considerations.' *Intervention in School and Clinic, 50*(5), 310–315. https://doi.org/10.1177/1053451214532071

Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children, 75*(3), 365–383. https://doi.org/10.1177/001440290907500306

Council for Exceptional Children. (2022). *CEC's strategic plan 2022-2026*. https://exceptionalchildren.org/strategicplan

Coyne, I. T. (1997). Sampling in qualitative research. purposeful and theoretical sampling; merging or clear boundaries? *Journal of Advanced Nursing*, *26*(3), 623–630. https://doi.org/10.1046/j.1365-2648.1997.t01-25-00999.x

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. (Fourth edition.). Sage Publications.

Crotty, M. (2020). The foundations of social research. https://doi.org/10.4324/9781003115700

Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, *33*(6), 934–945. https://doi.org/10.1037/0012-1649.33.6.934

Danelli, L., Berlingeri, M., Bottini, G., Ferri, F., Vacchi, L., Sberna, M., & Paulesu, E. (2013). Neural intersections of the phonological, visual magnocellular and motor/cerebellar systems in normal readers: Implications for imaging studies on dyslexia: Neural Intersections in Reading. *Human Brain Mapping, 34*(10), 2669-2687. https://doi.org/10.1002/hbm.22098

DeAngelis, K. J., & Presley, J. B. (2011). Toward a more nuanced understanding of new teacher attrition. *Education and Urban Society, 43*(5), 598-626. https://doi.org/10.1177/0013124510380724

Denton, C. A., & Madsen, K. M. (2016). Word Reading Interventions for Students with Reading Difficulties and Disabilities. *Literacy Studies*, 29-45. https://doi.org/10.1007/978-3-319-31235-4_3

Dilgard, C., Hodges, T. S., & Coleman, J. (2022). Phonics instruction in early literacy: Examining professional learning, instructional resources, and intervention intensity. *Reading Psychology*, *43*(8), 541-575. https://doi.org/10.1080/02702711.2022.2126045

D'Mello, A.,M., & Gabrieli, J. D. E. (2018). Cognitive Neuroscience of Dyslexia. *Language, Speech & Hearing Services in Schools (Online), 49*(4), 798-809. https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0020

Dodgson, J. E. (2019). Reflexivity in qualitative research. *Journal of Human Lactation 35*(2), 220-222. https://doi.org/10.1177/0890334419830990

Duff, F. J., Hulme, C., Grainger, K., Hardwick, S. J., Miles, J. N. V., & Snowling, M. J. (2014). Reading and language intervention for children at risk of dyslexia: A randomised controlled trial. *Journal of Child Psychology and Psychiatry, 55*(11), 1234-1243. https://doi.org/10.1111/jcpp.12257

Earle, G. A., & Sayeski, K. L. (2017). Systematic instruction in phoneme-grapheme correspondence for students with reading disabilities. *Intervention in School and Clinic, 52*(5), 262-269. https://doi.org/10.1177/1053451216676798

Easley, J., II. (2006). Alternative route urban teacher retention and implications for principals' moral leadership. *Educational Studies, 32*(3), 241-249. https://doi.org/10.1080/03055690600631176

Easley, J., II. (2008). Moral school building leadership: Investigating a praxis for alternative route teacher retention. *Journal of Educational Administration, 46*(1), 25-38. https://doi.org/10.1108/09578230810849790

Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly*, *55*(S1). https://doi.org/10.1002/rrq.334

Erbeli, F., Hart, S. A., Wagner, R. K., & Taylor, J. (2017). Examining the etiology of reading disability as conceptualized by the hybrid model. *Scientific Studies of Reading*, *22*(2), 167-180. https://doi.org/10.1080/10888438.2017.1407321

Every Student Succeeds Act, 20 U.S.C. § 6301 (2015).

Fadulu, L. (2022). Mayor Adams unveils a program to address dyslexia in N.Y.C. schools. *The New York Times*. https://www.nytimes.com/2022/05/12/nyregion/adams-dyslexia-nyc-schools.html

Farley-Ripple, E., May, H., Karpyn, A., Tilley, K., & McDonough, K. (2018). Rethinking connections between research and practice in Education: A conceptual framework. *Educational Researcher*, *47*(4), 235–245. https://doi.org/10.3102/0013189x18761042

Ferrell, M., & Sherman, G. (2011). Multisensory structured language education. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills (*3rd ed., pp. 25-43). Brookes Publishing Co.

Ferrer, E., Shaywitz, B. A., Holahan, J. M., Marchione, K. E., Michaels, R., & Shaywitz, S. E. (2015). Achievement gap in reading is present as early as first grade and persists through adolescence. *The Journal of Pediatrics, 167*(5), 1121-1125.e2. https://doi.org/10.1016/j.jpeds.2015.07.045

Fletcher, J., Lyon, G. R., Fuchs, L., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention*. The Guilford Press.

Fletcher, J. M. (2009). Dyslexia: The evolution of a scientific concept. *Journal of the International Neuropsychological Society*, *15*(4), 501–508. https://doi.org/10.1017/S1355617709090900

Florian, L. (2014). *The sage handbook of special education*. Sage Publications. https://doi.org/10.4135/9781446282236

Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, *90*(1), 37–55. https://doi.org/10.1037/0022-0663.90.1.37

Foorman, B. R., Petscher, Y., & Herrera, S. (2018). Unique and common effects of decoding and language factors in predicting reading comprehension in grades 1–10. *Learning and Individual Differences*, *63*, 12–23. https://doi.org/10.1016/j.lindif.2018.02.011

Forness, S. R., & Kavale, K. A. (1996). Treating social skill deficits in children with learning disabilities: A meta-analysis of the research. *Learning Disability Quarterly, 19*(1), 2-13. https://doi.org/10.2307/1511048

Free and Appropriate Public Education, 34 CFR § 300.101. (2017).

Fuchs, D., & Fuchs, L. S. (2017). Critique of the national evaluation of Response to Intervention: A case for simpler frameworks. *Exceptional Children*, *83*(3), 255–268. https://doi.org/10.1177/0014402917693580

Galaburda, A. M. (1989). Ordinary and extraordinary brain development: Anatomical variation in developmental dyslexia. *Annals of Dyslexia*, *39*(1), 65–80. https://doi.org/10.1007/bf02656901

Gamse, B. C., Jacob, R. T., Horst, M., Boulay, B., & Unlu, F. (2008). *Reading First Impact Study Final Report* (NCEE 2009-4038). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/pdf/20094038.pdf

García, E., & Weiss, E. (2019). The teacher shortage is real, large and growing, and worse than we thought: The first report in the 'perfect storm in the teacher labor market' series. *Economic Policy Institute.* https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/

Gentrup, S., Lorenz, G., Kristen, C., & Kogan, I. (2020). Self-fulfilling prophecies in the classroom: Teacher expectations, teacher feedback and student achievement. *Learning and Instruction, 66*(4), 1–17. https://doi.org/10.1016/j.learninstruc.2019.101296

George, S. V., Richardson, P. W., & Watt, H. M. G. (2018). Early career teachers' self-efficacy: A longitudinal study from Australia. *Australian Journal of Education*, *62*(2), 217–233. https://doi.org/10.1177/0004944118779601

Gillingham, A., & Stillman, B. W. (2004). *The Gillingham manual: Remedial training for students with specific disability in reading, spelling, and penmanship*. Educators Publ. Service.

Gkintoni, E., & Dimakos, I. (2022). An overview of cognitive neuroscience in education. *EDULEARN22 Proceedings*, 5698-5707. https://doi.org/10.21125/edulearn.2022.1343

Gonzalez, M. (2021). Dyslexia knowledge, perceived preparedness, and professional development needs of in-service educators. *Annals of Dyslexia*, *71*(3), 547-567.

Gonzalez, M., & Brown, T. B. H. (2019). Early childhood educators' perceptions of dyslexia and ability to identify students at-risk. *Journal of Education and Learning, 8*(3), 1–12. https://doi.org/10.5539/jel.v8n3p1.

Goodwin, A. P., & Ahn, S. (2013). A meta-analysis of morphological interventions in English: Effects on literacy outcomes for school-age children. *Scientific Studies of Reading*, *17*(4), 257–285. https://doi.org/10.1080/10888438.2012.689791

Gormley Budin, S., Mather, N., & Cheesman, E. (2010). Examining promising practices to improve linguistic knowledge and inform practice in teacher education. *Perspectives on Language and Literacy*, *36*, 13–16.

Goswami, U. (2015). Sensory theories of developmental dyslexia: Three challenges for research. *Nature Reviews Neuroscience, 16*(1), 43-54. https://doi.org/10.1038/nrn3836

Goswami, U., Huss, M., Mead, N., & Fosker, T. (2021). Auditory sensory processing and phonological development in high IQ and exceptional readers, typically developing readers, and children with dyslexia: A longitudinal study. *Child Development, 92*(3), 1083-1098. https://doi.org/10.1111/cdev.13459

Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, *7*(1), 6–10. https://doi.org/10.1177/074193258600700104

Grigorenko, E. L., Compton, D. L., Fuchs, L. S., Wagner, R. K., Willcutt, E. G., & Fletcher, J. M. (2020). Understanding, educating, and supporting children with specific learning disabilities: 50 years of Science and practice. *American Psychologist*, *75*(1), 37–51. https://doi.org/10.1037/amp0000452

Guskey, T. R., & Yoon, K. S. (2009). What Works in Professional Development? *Phi delta Kappan, 90*(7), 495-500. http://dx.doi.org/10.1177/003172170909000709

Haft, S. L., Myers, C. A., & Hoeft, F. (2016). Socio-emotional and cognitive resilience in children with reading disabilities. *Current Opinion in Behavioral Sciences, 10*, 133–14. https://doi.org/10.1016/j.cobeha.2016.06.005

Hall, C., & Vaughn, S. (2021). Current research informing the conceptualization, identification, and treatment of dyslexia across orthographies: An introduction to the special series. *Learning Disability Quarterly*, *44*(3), 140–144. https://doi.org/10.1177/0731948720929010

Hattie, J. (2023). Visible Learning: The Sequel. https://doi.org/10.4324/9781003380542

Hebert, M., Kearns, D. M., Hayes, J. B., Bazis, P., & Cooper, S. (2018). Why children with dyslexia struggle with writing and how to help them. *Language, Speech, and Hearing Services in Schools*, *49*(4), 843–863. https://doi.org/10.1044/2018_lshss-dyslc-18-0024

Heineke, S. F. (2013). Coaching discourse: Supporting teachers' professional learning. *The Elementary School Journal*, *113*(3), 409–433. https://doi.org/10.1086/668767

Henry, G. (2011). *Malcolm Shepherd Knowles: A history of his thought.* Nova Science Publishers, Inc.

Hikida, M., Chamberlain, K., Tily, S., Daly-Lesch, A., Warner, J. R., & Schallert, D. L. (2019). Reviewing how preservice teachers are prepared to teach reading processes: What the literature suggests and overlooks. *Journal of Literacy Research*, *51*(2), 177-195. https://doi.org/10.1177/1086296X19833297

Hinshelwood, J. (1917). *Congenital word-blindness*. *The Lancet, 190*(4922), 980. https://doi.org/10.1016/s0140-6736(01)56353-9

Hjetland, H. N., Lervåg, A., Lyster, S.-A. H., Hagtvet, B. E., Hulme, C., & Melby-Lervåg, M. (2019). Pathways to reading comprehension: A longitudinal study from 4 to 9 years of

age. *Journal of Educational Psychology*, *111*(5), 751–763.

https://doi.org/10.1037/edu0000321

Holahan, J. M., Ferrer, E., Shaywitz, B. A., Rock, D. A., Kirsch, I. S., Yamamoto, K., Michaels, R., Marchione, K. E., & Shaywitz, S. E. (2018). Growth in reading comprehension and verbal ability from grades 1 through 9. *Journal of Psychoeducational Assessment*, *36*(4), 307–321. https://doi.org/10.1177/0734282916680984

Holmes, A. G. D. (2020). Researcher positionality-A consideration of its influence and place in qualitative research-A new researcher guide. *Shanlax International Journal of Education, 8*(4), 1-10. https://doi.org/10.34293/education.v8i4.3232

Horowitz, S. H., Rawe, J., & Whittaker, M. C. (2017). *The State of Learning Disabilities: Understanding the 1 in 5.* New York: National Center for Learning Disabilities.

Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? *Reading Teacher, 60*(6), 506-515. https://doi.org/10.1598/RT.60.6.1

Huettig, F., Lachmann, T., Reis, A., & Petersson, K. M. (2018). Distinguishing cause from effect – many deficits associated with developmental dyslexia may be a consequence of reduced and suboptimal reading experience. *Language, Cognition and Neuroscience*, *33*(3), 333–350. https://doi.org/10.1080/23273798.2017.1348528

Iezzoni, L. I., Rao, S. R., Ressalam, J., Bolcic-Jankovic, D., Agaronnik, N. D., Lagu, T., ... & Campbell, E. G. (2022). US physicians' knowledge about the Americans with disabilities act and accommodation of patients with disability: Study examines what physicians know about the Americans With Disabilities Act and what is done to accommodate patients with a disability. *Health Affairs*, *41*(1), 96-104.

https://doi.org/10.1377/hlthaff.2021.01136

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis.

American Educational Research Journal, *38*(3), 499–534.

https://doi.org/10.3102/00028312038003499

International Dyslexia Association. (2002). Definition of Dyslexia.

https://dyslexiaida.org/definition-of-dyslexia/

The IRIS Center. (2015). *Early childhood environments: Designing effective classrooms*.

https://iris.peabody.vanderbilt.edu/module/env/

Jakobson, K., Soodla, P., & Aro, M. (2022). General and special education teachers' knowledge

about reading comprehension processes and instructional practices. *Reading and*

Writing, *35*(9), 2229-2256. https://doi.org/10.1007/s11145-022-10280-8

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

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

https://doi.org/10.1080/08878730.2018.1490842

Katzir, T., Kim, Y., Wolf, M., O'Brien, B., Kennedy, B., Lovett, M., & Morris, R. (2006).

Reading fluency: The whole is more than the parts. *Annals of Dyslexia*, *56*(1), 51–82.

https://doi.org/10.1007/s11881-006-0003-5

Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching

effectiveness: A meta-analysis. *Educational Research Review*, *12*, 59–76.

https://doi.org/10.1016/j.edurev.2014.06.001

Klingbeil, D. A., & Renshaw, T. L. (2018). Mindfulness-based interventions for teachers: A

meta-analysis of the emerging evidence base. *School Psychology Quarterly*, *33*(4), 501–

511. https://doi.org/10.1037/spq0000291

Knowles, M. S. (1977). Adult learning processes: Pedagogy and andragogy. *Religious Education*, *72*(2), 202–211. https://doi.org/10.1080/0034408770720210

Knowles, M. S. (1978). Andragogy: Adult learning theory in perspective. *Community College Review, 5*(3), 9–20. https://doi.org/10.1177/009155217800500302

Knowles, M. S. (1990). *Andragogy in action: Applying modern principles of adult learning*. Jossey-Bass Publishers.

Knudson, A. (2022, February 22). *As NYC eyes creating new schools for dyslexic students, Oakdale-Mission on Staten Island is 'doing it right.'* SiLive. https://www.silive.com/education/2022/02/

Kussmaul, A. (1877). *Diseases of the nervous system and disturbances of speech.* In H. von Ziemssen (Ed.) *Cyclopedia of the practice of medicine* (pp.770–778). William Wood.

Kutner, M., Sherman, R., Tibbetts, J., & Condelli, L. (1997). Evaluating professional development: A framework for adult education. *Washington, DC: Pelavin Research Associates*.

Lachmann, T., & Bergström, K. (2023). The multiple-level framework of developmental dyslexia: The long trace from a neurodevelopmental deficit to an impaired cultural technique. *Journal of Cultural Cognitive Science*. https://doi.org/10.1007/s41809-023-00118-2

Language and Reading Research Consortium. (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly, 50*(2), 151–169. https://doi.org/10.1002/rrq.99

Leko, M. M., Brownell, M. T., Sindelar, P. T., & Kiely, M. T. (2015). Envisioning the future of special education personnel preparation in a standards-based era*. Exceptional Children, 82*(1), 25-43. https://doi.org/10.1177/0014402915598782

Liberty University. (2022). *SOE doctoral community: Qualitative dissertation template.*

Lincoln, Y. S., Guba, E. G., & Pilotta, J. J. (1985). Naturalistic inquiry. *International Journal of Intercultural Relations, 9*(4), 438-439. https://doi.org/10.1016/0147-1767(85)90062-8

Livingston, E. M., Siegel, L. S., & Ribary, U. (2018). Developmental dyslexia: emotional impact and consequences. *Australian Journal of Learning Difficulties, 23*(2), 107–135. https://doi.org/10.1080/19404158.2018.1479975.

Lonser, R. R., Zipfel, G. J., & Chiocca, E. A. (2020). National Institute of Neurological Disorders and Stroke: Current funding status, opportunities, challenges, emerging scientific advances, and recommendations for Neurosurgery. *Journal of Neurosurgery*, *133*(4), 1264–1269. https://doi.org/10.3171/2020.4.jns201202

Luesse, H. B., Luesse, J. E., Lawson, J., Camp, M. J., & Diaz, K. G. (2022). The Academy for Teachers Professional Development Program. A model to support teacher retention. *Cogent Education*, *9*(1). https://doi.org/10.1080/2331186x.2022.2140540

Luke, K. (2021). Twelve tips for designing an inclusive curriculum in medical education using Universal Design for Learning (UDL) principles. *MedEdPublish*, *10*(118), 118. https://mededpublish.org/articles/10-118

Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of Dyslexia*, *53*(1), 1–14. https://doi.org/10.1007/s11881-003-0001-9

Lyon, G. R., & Weiser, B. (2009). Teacher knowledge, instructional expertise, and the development of reading proficiency. *Journal of Learning Disabilities, 42*(5), 475–480. https://doi.org/10.1177/0022219409338741

Made By Dyslexia. (2022). *World dyslexia assembly series*. https://www.madebydyslexia.org/events/

Malakar, I. M. (2022). Carving the research proposal. *Journal of Population and Development*, *3*(1), 42-63. https://doi.org/10.3126/jpd.v3i1.48805

Malatesha Joshi, R., Binks, E., Hougen, M., Dahlgren, M. E., Ocker-Dean, E., & Smith, D. L. (2009). Why elementary teachers might be inadequately prepared to teach reading. *Journal of Learning Disabilities*, *42*(5), 392–402. https://doi.org/10.1177/0022219409338736

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. J. Wiley.

Matherson, L., & Windle, T. M. (2017). What do teachers want from their professional development? Four emerging themes. *The Delta Kappa Gamma Bulletin, 83*(3), 28.

McFarland, J., Hussar, B., Wang, X., Zhang, J., Wang, K., Rathbun, A., Barmer, A., Cataldi, E. F., & Mann, F. B. (2018). The condition of education 2018. NCES 2018-144. *National Center for Education Statistics*.

Mertens, D. M. (2016). The role of evaluation in social change: perspectives on the future of evaluation from the USA. In *The future of evaluation: Global trends, new challenges, shared perspectives* (pp. 214-227). Palgrave Macmillan UK.

Miciak, J., & Fletcher, J. M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. *Journal of Learning Disabilities, 53*(5), 343-353. https://doi.org/10.1177/0022219420906801

Miciak, J., Williams, J. L., Taylor, W. P., Cirino, P. T., Fletcher, J. M., & Vaughn, S. (2016). Do processing patterns of strengths and weaknesses predict differential treatment response? *Journal of Educational Psychology*, *108*(6), 898–909. https://doi.org/10.1037/edu0000096/

Mills, J. R. (2018). Effective multi-sensory strategies for students with dyslexia. *Kappa Delta Pi Record*, *54*(1), 36–40. https://doi.org/10.1080/00228958.2018.1407181/

Mills, J. R., & Clarke, M. R. (2017). Dyslexia and the need for teacher training: A collaborative three-pronged approach between a university and a community partner. *Leadership and Research in Education*. https://eric.ed.gov/?id=EJ1160817

Moats, L. (2019). Structured Literacy: Effective instruction for students with dyslexia and related reading difficulties. *Perspectives on Language and Literacy, 45*(2), 9-11.

Moats, L., Carreker, S., Davis, R., Meisel, P., Spear-Swerling, L., & Wilson, B. (2010). Knowledge and practice standards for teachers of reading. International Dyslexia Association (IDA). https://dyslexiaida.org/knowledge-and-practices/

Modan, N. (2022, October 24). *NAEP scores for grades 4 and 8 skid to lows not seen in years*. K-12 Dive. https://www.k12dive.com/news/naep-scores-for-grades-4-and-8-skid-to-lows-not-seen-in-years-1/634753/

Morton, J., & Frith, U. (1995). Causal modeling: A structural approach to developmental psychopathology. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental Psychopathology, Vol. 1. Theory and Methods* (pp. 357–390). John Wiley & Sons.

Munzer, T., Hussain, K., & Soares, N. (2020). Dyslexia: Neurobiology, clinical features, evaluation and management. *Translational Pediatrics*, *9*(Suppl 1), S36–S45. https://doi.org/10.21037/tp.2019.09.07

Muro, M., & Jeffrey, P. (2008). A critical review of the theory and application of social learning in participatory natural resource management processes. *Journal of Environmental Planning and Management*, *51*(3), 325–344. https://doi.org/10.1080/09640560801977190

National Assessment of Educational Progress. (2022). *Assessments - reading: NAEP*.

https://nces.ed.gov/nationsreportcard/reading/

National Center on Improving Literacy. (2022). *Families and schools partnering for children's literacy success*. https://improvingliteracy.org/kit/families-and-schools-partnering-childrens-literacy-success/

National Center on Intensive Intervention. (2016). Introduction to data-based individualization. https://intensiveintervention.org/sites/default/files/DBIOne-Pager 508.pdf

National Institute of Child Health and Human Development (NICHHD). (2000). *Report of the National Reading Panel: Teaching Children to Read*. https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

New York State Department of Health. (2022). Early intervention program. https://www.health.ny.gov/community/infants_children/early_intervention/

New York State Education Department. (2017). *Meeting the needs of students with dyslexia, dysgraphia, and dyscalculia; Students with disabilities resulting from dyslexia, dysgraphia, and dyscalculia: Questions and answers; and identification of students with learning disabilities within a multi-tiered system of support.* https://www.p12.nysed.gov/specialed/publications/documents/chapter-216-of-laws-of-2017-advisory.pdf

New York State Education Department. (2018). *NY State: Student and educator report: NYSED Data Site*. https://data.nysed.gov/studenteducator.php

New York State Education Department. (2022). Professional learning and growth. http://www.nysed.gov/educator-quality/professional-learning-and-growth

Nguyen, T. D. (2020). Examining the teacher labor market in different rural contexts: Variations by urbanicity and rural states. *AERA Open*, *6*(4), 233285842096633. https://doi.org/10.1177/2332858420966336

No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 101, Stat. 1425 (2002).

Noe, S., Spencer, T. D., Kruse, L., & Goldstein, H. (2014). Effects of a tier 3 phonological awareness intervention on preschoolers' emergent literacy. *Topics in Early Childhood Special Education*, *34*(1), 27–39. https://doi.org/10.1177/0271121413489172

Norton, E. S., Beach, S. D., & Gabrieli, J. D. (2015). Neurobiology of dyslexia. *Current Opinion in Neurobiology, 30*, 73-78. https://doi.org/10.1016/j.conb.2014.09.007

NYC Dept. of Education. (2018). *What is Universal Literacy?* Universal literacy. https://infohub.nyced.org/in-our-schools/programs/universal-literacy

NYC Dept. of Education. (2022, May 12). *Mayor Adams, chancellor Banks announce comprehensive approach to supporting students with dyslexia*. https://www.nyc.gov/office-of-the-mayor/news/293-22/mayor-adams-chancellor-banks-comprehensive-approach-supporting-students-dyslexia

O'Brien, G., & Yeatman, J. D. (2020). Bridging sensory and language theories of dyslexia: Toward a multifactorial model. *Developmental Science*, *24*(3). https://doi.org/10.1111/desc.13039

Odegard, T. N. (2019). Dyslexia defined: Historical trends and the current reality. *Perspectives on Language and Literacy, 45*(1), 11–14.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in Special Education: Scientific Methods and Evidence-Based Practices. *Exceptional Children*, *71*(2), 137–148. https://doi.org/10.1177/001440290507100201

Oh, S. (2011). Preservice Teachers' Sense of Efficacy and Its Sources. *Psychology*, *02*(03), 235–240. https://doi.org/10.4236/psych.2011.23037

Ozernov-Palchik, O., Pollack, C., Bonawitz, E., Christodoulou, J. A., Gaab, N., Gabrieli, J., Kievlan, P. M., Kirby, C., Lin, G. C., Luk, G., & Nelson, C. A. (2023). Reflections on the past two decades of Mind, Brain, and Education. https://edarxiv.org/g8ek7/download?format=pdf

Parks, K. R. (2023). A phenomenological study of teachers' experiences with educational gamification and its impact on student engagement in the middle school math and science classroom. [Doctoral dissertation, Liberty University]

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

Peng, P., Fuchs, D., Fuchs, L. S., Elleman, A. M., Kearns, D. M., Gilbert, J. K., Compton, D. L., Cho, E., & Patton, S. (2018). A longitudinal analysis of the trajectories and predictors of word reading and reading comprehension development among at-risk readers. *Journal of Learning Disabilities*, *52*(3), 195–208. https://doi.org/10.1177/0022219418809080

Pennington, B. F. (2009). *Diagnosing learning disorders: A neuropsychological framework* (2nd ed.). Guilford Press.

Pennington, B. F., Gilger, J. W., Olson, R. K., & DeFries, J. C. (1992). The external validity of age-versus IQ-discrepancy definitions of reading disability: Lessons from a twin study. *Journal of Learning Disabilities*, *25*(9), 562–573. https://doi.org/10.1177/002221949202500904

Pennington, B. F., McGrath, L. M., & Peterson, R. L. (2019). *Diagnosing learning disorders: From science to practice*. The Guilford Press.

Peterson, E., Kinell, J., O'Brien, L., & Valerie, L. M. (2017). Demystifying dyslexia. *New England Reading Association Journal, 52*(1), 69-80.

Petscher, Y., Cabell, S. Q., Catts, H. W., Compton, D. L., Foorman, B. R., Hart, S. A., Lonigan, C. J., Phillips, B. M., Schatschneider, C., Steacy, L. M., Terry, N. P., & Wagner, R. K. (2020). How the science of reading informs 21st-century education. *Reading Research Quarterly*, *55*(S1). https://doi.org/10.1002/rrq.352

Phillips, B. A. B., & Odegard, T. N. (2017). Evaluating the impact of dyslexia laws on the identification of specific learning disability and dyslexia. *Annals of Dyslexia, 67*(3), 356–368. https://doi.org/10.1007/s11881-017-0148-4

Piasta, S. B., Park, S., Farley, K. S., Justice, L. M., & O'Connell, A. A. (2020). Early childhood educators' knowledge about language and literacy: Associations with practice and children's learning. *Dyslexia*, *26*(2), 137-152. https://files.eric.ed.gov/fulltext/ED593434.pdf

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. https://doi.org/10.54300/262.960

Rahul, D. R., & Ponniah, J. (2021). Educational Insights into Dyslexia. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, *13*(4), 1-12.

Ramadhanti, D., Ghazali, A., Hasanah, M., Harsiati, T., & Yanda, D. (2020). The use of reflective journal as a tool for monitoring of metacognition growth in

writing. *International Journal of Emerging Technologies in Learning (IJET)*, *15*(11), 162-187. https://www.learntechlib.org/p/217098/

Ramus, F., Marshall, C. R., Rosen, S., & van der Lely, H. K. J. (2013). Phonological deficits in specific language impairment and developmental dyslexia: Towards a multidimensional model. *Brain*, *136*(2), 630–645. https://doi.org/10.1093/brain/aws356

Rappolt-Schlichtmann, G., Boucher, A. R., & Evans, M. (2018). From deficit remediation to capacity building: Learning to enable rather than disable students with dyslexia. *Language, Speech, and Hearing Services in Schools*, *49*(4), 864–874. https://doi.org/10.1044/2018_lshss-dyslc-18-0031

Reading Excellence Act, H. R.2614, 105th Congress (1998).

The Reading League. (2022). *Science of Reading: Defining Guide*.

Regis College. (2001). *Child illiteracy in America: Statistics, facts, and resources: Regis College*. https://online.regiscollege.edu/blog/child-illiteracy/

Reynolds, M. C., Wang, M. C., & Walberg, H. J. (1987). The necessary restructuring of special and regular education. *Exceptional Children, 53*(5), 391–398. https://doi.org/10.1177/001440298705300501

Riser-Kositsky, M. (2022, July 8). *School staffing by the numbers*. Education Week. https://www.edweek.org/leadership/school-staffing-by-the-numbers/2022/06

Roberts, R. E. (2020). Qualitative interview questions: Guidance for novice researchers. *Qualitative Report, 25*(9), 3185-3203. https://doi.org/10.46743/2160-3715/2020.4640

Robinson, S. (2018, July 3). *'We didn't have options:' A new Staten Island charter school aims to fill a gap for students with dyslexia*. Chalkbeat, New York. https://ny.chalkbeat.org/2018/7/3/21105363/

Rose, J. (2009). *Identifying and teaching children and young people with dyslexia and literacy difficulties*. DCSF Publications.

Rots, I., Aelterman, A., Devos, G., & Vlerick, P. (2010). Teacher education and the choice to enter the teaching profession: A prospective study. *Teaching and Teacher Education*, *26*(8):1619–1629. https://doi.org/10.1016/j.tate.2010.06.013

Saldaña, J. (2016). *Fundamentals of qualitative research.* Sage Publications.

Savage, R., Georgiou, G., Parrila, R., & Maiorino, K. (2018). Preventative reading interventions teaching direct mapping of graphemes in texts and set-for-variability aid at-risk learners. *Scientific Studies of Reading*, *22*(3), 225-247. https://doi.org/10.1080/10888438.2018.1427753

Sayeski, K. L., Gormley Budin, S. E., & Bennett, K. (2015). Promising practices in the preparation of special educators to provide reading instruction. *Intervention in School and Clinic*, *51*(2), 82–89. https://doi.org/10.1177/1053451215579266

Sayeski, K. L., & Zirkel, P. A. (2021). Orton-Gillingham and the idea: Analysis of the frequency and outcomes of case law. *Annals of Dyslexia, 71*(3), 483–500. https://doi.org/10.1007/s11881-021-00230-4

Scammacca, N. K., Roberts, G., Vaughn, S., & Stuebing, K. K. (2013). A meta-analysis of interventions for struggling readers in grades 4–12. *Journal of Learning Disabilities*, *48*(4), 369–390. https://doi.org/10.1177/0022219413504995

Scarborough, H. S. (1990). Very early language deficits in dyslexic children. *Child Development*, *61*(6), 1728. https://doi.org/10.2307/1130834

Schaeffer, K. (2023, July 24). *What Federal Education data shows about students with disabilities in the U.S.* Pew Research Center. https://www.pewresearch.org/short-

reads/2023/07/24/what-federal-education-data-shows-about-students-with-disabilities-in-the-us/

Schlesinger, N. W., & Gray, S. (2017). The impact of multisensory instruction on learning letter names and sounds, word reading, and spelling. *Annals of Dyslexia, 67*(3), 219-258. https://doi.org/10.1007/s11881-017-0140-z.

Schneider, M. (2018). A more systematic approach to replicating research. *Institute of Education Sciences.* https://ies.ed.gov/director/remarks/12-17-2018.asp

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology, 60,* 101832. https://doi.org/10.1016/j.cedpsych.2019.101832

Schwartz, S. (2019). The most popular reading programs aren't backed by science. *Education Week*. https://www.edweek.org/ew/articles/2019/12/04/the-most-popular-reading-programs-arent-backed.html

Segerstrom, S. C., & Miller, G. E. (2004). Psychological stress and the human immune system: A meta-analytic study of 30 years of inquiry. *Psychological Bulletin, 130*(4), 601–630. https://doi.org/10.1037/0033-2909.130.4.601

Seidenberg, M. S. (2013). The science of reading and its educational implications. *Language Learning and Development, 9*(4), 331-360. https://doi.org/10.1080/15475441.2013.812017

Seidenberg, M. S., Cooper Borkenhagen, M., & Kearns, D. M. (2020). Lost in translation? Challenges in connecting reading science and educational practice. *Reading Research Quarterly, 55*(S1). https://doi.org/10.1002/rrq.341

Shaywitz, B. A. (1998). 210. Functional organization of the brain for reading and

    dyslexia. *Biological Psychiatry*, *43*(8), S62. https://doi.org/10.1016/s0006-

    3223(98)90658-8

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for*

    reading problems at any level (1st ed.). Alfred A. Knopf.

Shaywitz, S. E. (1990). Prevalence of reading disability in boys and girls. Results of the

    Connecticut Longitudinal Study. *JAMA: The Journal of the American Medical*

    Association, *264*(8), 998–1002. https://doi.org/10.1001/jama.264.8.998

Shaywitz, S. E. (1998). Dyslexia. *New England Journal of Medicine*, *338*(5), 307–312.

    https://doi.org/10.1056/nejm199801293380507

Shaywitz, S. E., & Shaywitz, B. A. (2017). Dyslexia. In. R. Schwartz (Ed.). *Handbook of Child*

    Language Disorders. Psychology Press. https://doi.org/10.4324/9781315283531.

Shaywitz, S. E., Shaywitz, J. E., & Shaywitz, B. A. (2020). Dyslexia in the 21st century. *Current*

    Opinion in Psychiatry, *34*(2), 80–86. https://doi.org/10.1097/yco.0000000000000670

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

    Education for Information, 22(2), 63-75. https://doi.org/10.3233/EFI-2004-22201

Sherman, R., Dlott, M., Bamford, H., McGivern, J., & Cohn, M. (2003). Evaluating professional

    development resources: Selection and development criteria.

    https://iris.peabody.vanderbilt.edu/wp-

    content/uploads/2013/06/fid_06_LINK_tools_022.pdf

Sims, S., & Allen, R. (2018). Identifying schools with high usage and high loss of newly

    qualified teachers. *National Institute Economic Review*, *243*. R27-

    R36. https://doi.org/10.1177/002795011824300112

Snowling, M. J. (1995). Phonological processing and developmental dyslexia. *Journal of Research in Reading*, *18*(2), 132–138. https://doi.org/10.1111/j.1467-9817.1995.tb00079.x

Snowling, M. J., Duff, F. J., Nash, H. M., & Hulme, C. (2015). Language profiles and literacy outcomes of children with resolving, emerging, or persisting language impairments. *Journal of Child Psychology and Psychiatry*, *57*(12), 1360–1369. https://doi.org/10.1111/jcpp.12497

Snowling, M. J., Gallagher, A., & Frith, U. (2003). Family risk of dyslexia is continuous: Individual differences in the precursors of reading skill. *Child Development*, *74*(2), 358–373. https://doi.org/10.1111/1467-8624.7402003

Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present and future. *Oxford Review of Education*, *46*(4), 501-513. https://doi.org/10.1080/03054985.2020.1765756

Solari, E. J., Terry, N. P., Gaab, N., Hogan, T. P., Nelson, N. J., Pentimonti, J. M., Petscher, Y., & Sayko, S. (2020). Translational science: A road map for the science of reading. *Reading Research Quarterly*, *55*(S1). https://doi.org/10.1002/rrq.357

Song, N., Chen, K., Jin, X., & Zhao, Y. (2023). Academic reading under a semantic enhancement environment: An empirical study on users' cognitive load and reading effect. *Journal of Computer Assisted Learning*, *39*(1), 167-181. https://doi.org/10.1111/jcal.12737

Spear-Swerling, L. (2009). A literacy tutoring experience for prospective special educators and struggling second graders. *Journal of Learning Disabilities; 42*(5), 431-443. https://doi.org/10.1177/0022219409338738

State Educational Technology Directors Association. (2022). *Equity of access.* State Educational

    Technology Directors Association. https://www.setda.org/priorities/equity-of-access/

Stoodley, C. J., & Stein, J. F. (2013). Cerebellar function in developmental dyslexia. *Cerebellum*

    (London, England), *12*(2), 267–276. https://doi.org/10.1007/s12311-012-0407-1

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching?

    Teacher supply, demand, and shortages in the U.S. https://doi.org/10.54300/247.242

Swanson, H. L., Harris, K. R., & Graham, S. (Eds.). (2013). *Handbook of learning*

    disabilities (2nd ed). Guilford Press.

Taie, S., & Goldring, R. (2020). *Characteristics of public and private elementary and secondary*

    school teachers in the United States: Results from the 2017–18 national teacher and

    principal survey first look. (NCES #2020-142).

    https://nces.ed.gov/pubs2020/2020142.pdf

Tan, Y., Chanoine, V., Cavalli, E., Anton, J.-L., & Ziegler, J. C. (2022). Is there evidence for a

    noisy computation deficit in developmental dyslexia? *Frontiers in Human*

    Neuroscience, *16*. https://doi.org/10.3389/fnhum.2022.919465

Tarar, J. M., Meisinger, E. B., & Dickens, R. H. (2015). Test review: Test of word reading

    efficiency–second edition. In Torgesen, J. K., Wagner, R. K., & Rashotte, C.

    A. *Canadian Journal of School Psychology*, *30*(4), 320–326.

    https://doi.org/10.1177/0829573515594334

Thomas, E. E., Bell, D. L., Spelman, M., & Briody, J. (2015). The growth of instructional

    coaching partner conversations in a pre K - 3rd-grade teacher professional development

    experience. *Journal of Adult Education, 44*(2), 1-6.

Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning qualitative research: Design and decision making for new researchers. *International Journal of Qualitative Methods*, *19*, 1609406920967174. https://doi.org/10.1177/1609406920967174

Tria, J. Z. (2023). Job satisfaction among educators: A systematic review. *International Journal of Professional Development, Learners and Learning, 5*(2), ep2310. https://doi.org/10.30935/ijpdll/13212

Trotter, Y. D. (2006). Adult learning theories: Impacting professional development programs. *Delta Kappa Gamma Bulletin, 72*(2), 8-13.

Trownsell, T. (2022). Recrafting ontology. *Review of International Studies*, *48*(5), 801-820. https://doi.org/10.1017/S0260210521000668

Vanderbilt University. (2022). Special education resource project. *What Are Evidence-Based Practices?* https://my.vanderbilt.edu/spedteacherresources/evidence-based-practices-resources/

van Manen, M. (2017). Phenomenology in its original sense. *Qualitative Health Research*, *27*(6), 810-825. https://doi.org/10.1177/1049732317699381

van Manen, M., & Van Manen, M. (2021). Doing phenomenological research and writing. *Qualitative Health Research*, *31*(6), 1069-1082. https://doi.org/10.1177/10497323211003058

van Viersen, S., de Bree, E. H., Verdam, M., Krikhaar, E., Maassen, B., van der Leij, A., & de Jong, P. F. (2017). Delayed early vocabulary development in children at family risk of dyslexia. *Journal of Speech, Language, and Hearing Research*, *60*(4), 937–949. https://doi.org/10.1044/2016_jslhr-l-16-0031

Vellutino, F. R., & Fletcher, J. M. (2005). Developmental dyslexia. In M. J. Snowling, C. Hulme, M. J. Snowling, C. Hulme (Eds.), *The science of reading: A handbook* (pp. 362-378). Blackwell Publishing. https://doi.org/10.1002/9780470757642.ch19

Vellutino, F. R., Scanlon, D. M., & Jaccard, J. (2003). *Toward distinguishing between cognitive and experiential deficits as primary sources of difficulty in learning to read: A two-year follow-up of difficult to remediate and readily remediated poor readers*. In B. R. Foorman (Ed.), *Preventing and remediating reading difficulties: Bringing science to scale* (pp. 73-120).

Vellutino, F. R., Scanlon, D. M., & Zhang, H. (2005). Identifying reading disability based on response to intervention: Evidence from early intervention research. *Handbook of Response to Intervention*, 185–211. https://doi.org/10.1007/978-0-387-49053-3_14

Wadlington, E. M., & Wadlington, P. L. (2005). What educators really believe about dyslexia. *Reading Improvement, 42*(1), 16–33.

Wanzek, J., Vaughn, S., Scammacca, N., Gatlin, B., Walker, M. A., & Capin, P. (2016). Meta-analyses of the effects of tier 2 type reading interventions in grades K-3. *Educational Psychology Review*, *28*(3), 551–576. https://doi.org/10.1007/s10648-015-9321-7

Ward-Lonergan, J. M., & Duthie, J. K. (2018). The state of dyslexia: Recent legislation and guidelines for serving school-age children and adolescents with dyslexia. *Language, Speech, and Hearing Services in Schools*, *49*(4), 810–816. https://doi.org/10.1044/2018_lshss-dyslc-18-0002

Washburn, E. K., Joshi, R. M., & Binks-Cantrell, E. S. (2011). Teacher knowledge of basic language concepts and dyslexia. *Annals of Dyslexia, 17*(2), 165–183. https://doi.org/10.1002/dys.426

Washburn, E. K., Mulcahy, C. A., Musante, G., & Joshi, R. M. (2017). Novice teachers' knowledge of reading-related disabilities and dyslexia. *Learning Disabilities–A Contemporary Journal, 15*(2), 169-191.

What Works Clearinghouse. (2020). What Works Clearinghouse procedures handbook, version 4.1. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

White, N. C., Neuhaus, G., Beckwith, M. C., DeVito, C., Trabucco, G., Berninger, V. W., Hess, L. E., Birsh, J. R., Carreker, S., & Moats, L. C. (2018). *Multisensory teaching of Basic language skills*. Brookes Publishing.

Winkler, C. (2016). Effective interventions for improving reading accuracy and fluency in children with dyslexia. *Scholarship and Engagement in Education, 1*(1).

Wolf, M., Gotlieb, R. J., Kim, S. A., Pedroza, V., Rhinehart, L. V., Tempini, M. L. G., & Sears, S. (2024). Towards a dynamic, comprehensive conceptualization of dyslexia. *Annals of Dyslexia*, 1-22. https://doi.org/10.1007/s11881-023-00297-1

Worthy, J., Prater, K., & Pennington, J. (2003). "It's a program that looks great on paper": The challenge of America Reads. *Journal of Literacy Research*, *35*(3), 879-910. https://doi.org/10.1207/s15548430jlr3503_4

Yin, L., Joshi, R. M., & Yan, H. (2019). Knowledge about dyslexia among early literacy teachers in China. *Dyslexia*, *26*(3), 247–265. https://doi.org/10.1002/dys.1635

Youman, M., & Mather, N. (2018). Dyslexia laws in the USA: A 2018 update. *Perspectives on Language and Literacy, 41*(4), 37–41. https://dyslexiaida.org/perspectives/

Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research.

Review of Educational Research, 86(4), 981-1015.

https://doi.org/10.3102/0034654315626801

Zimmerman, A. (2022, August 11). *Banks wants to cut private school payments for NYC students with disabilities.* Chalkbeat New York.

https://ny.chalkbeat.org/2022/8/11/23302326/david-banks-special-education-private-school-tuition-nyc

Zirkel, P. A. (2020). Legal developments for students with dyslexia. *Learning Disability Quarterly, 43*(3), 127–139. https://doi.org/10.1177/0731948720931538

Appendix A

IRB Application

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

March 11, 2024

Maria Casale
Heather Strafaccia

Re: IRB Exemption - IRB-FY23-24-889 Educator Motivation for Acquiring Expertise to Support Students with Dyslexia: A Phenomenological Study

Dear Maria Casale, Heather Strafaccia,

The Liberty University Institutional Review Board (IRB) has reviewed your application per the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data-safeguarding methods described in your IRB application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

For a PDF of your exemption letter, click on your study number in the My Studies card on your Cayuse dashboard. Next, click the Submissions bar beside the Study Details bar on the Study Details page. Finally, click Initial under Submission Type and choose the Letters tab toward the bottom of the Submission Details page. Your information sheet and final versions of your study documents, **which you must use to conduct your study,** can also be found on the same page under the Attachments tab.

This exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, PhD, CIP
Administrative Chair
Research Ethics Office

Appendix B

Permission Request

December 15, 2023

Chief Executive Officer
████████████████ School

Dear Chief Executive Officer,

As a graduate student in the School of Educational Leadership at Liberty University, I am conducting research as part of the requirements for a Doctor of Philosophy degree. The title of my research project is **Educator Motivation for Acquiring Expertise to Support Students with Dyslexia: A Phenomenological Study** and the purpose of my research study is to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area.

I am writing to request your permission to conduct my research at ████████ Charter School.

Participants will be asked to schedule an interview and participate in a focus group. The data will be used to add to the body of knowledge regarding teachers' perceptions relative to examining the motivational factors associated with teacher effectiveness when acquiring Science of Reading, SoR practices related to teaching those with dyslexia. Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on official letterhead indicating your approval. A permission letter document is attached for your convenience.

Sincerely,
Maria T. Casale
Doctoral Candidate

Appendix C

Permission Letter

January 10th, 2024

██████████████

Executive Director

████████████████████████

Dear Maria Casale,

After careful review of your research proposal entitled Teacher Motivation for Acquiring Expertise in Teaching those with Dyslexia, we have decided to grant you permission to conduct your study at ████████████████ School.

Check the following boxes, as applicable:

☑ We grant permission for Maria Casale to contact instructors to invite them to participate in her research study.

☑ We are requesting a copy of the results upon study completion and/or publication.

Sincerely,

████████████

Executive Director
████████████ School

Appendix D

Recruitment Letter

Dear Potential Participant,

As a doctoral candidate in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Philosophy degree. The purpose of this phenomenological study is to describe the invested motivation for acquiring expertise to support students with dyslexia for elementary school teachers at a charter school in a northeastern metropolitan area and I am writing to invite you to join my study.

Participants must be (a) teachers of elementary students, grades first through five; (b) teachers who have previous experience teaching students with dyslexia; (c) teachers who have been teaching between 1 to 20 years; (d) teachers who have received training in Orton Gillingham from another training institute other than Oakdale-Mission Charter School; (e) teachers who have either general education or special education teaching license; and (f) teachers who have no prior Orton Gillingham training prior to being employed by Oakdale-Mission Charter School.

Participants will be asked to take part in a one-on-one, video and audio-recorded Zoom interview and a video and audio-recorded focus group. It should take approximately 60 minutes to complete the interview and 60 minutes to complete the focus group. Answers to journal prompts will also be collected via email. Participation will be completely confidential, and no personal, identifying information will not be disclosed.

To participate, please contact me at my listed phone number or email to schedule an interview. If you meet my participant criteria, I will work with you to schedule a time for an interview.

A consent document is attached to this email. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me at the time of the interview.

Sincerely,
Maria T. Casale
Doctoral Candidate

Research Participants Needed

EDUCATOR MOTIVATION FOR ACQUIRING EXPERTISE TO

SUPPORT STUDENTS WITH DYSLEXIA

A PHENOMENOLOGICAL STUDY

Participants MUST fit the following criteria:

1. Teachers of elementary students, grades first through five

2. Teachers who have been teaching between 1 to 20 years

3. Teachers who have received training in Orton Gillingham

The purpose of this study is to describe the motivation for gaining instructional support for students with dyslexia. This study will examine the experiences of school teachers at a charter school. These experiences will be investigated through the central research question: *what are the lived experiences of elementary charter school teachers with invested motivation for acquiring expertise to support students with dyslexia?*

PROCEDURES

Participants will be asked to answer questions relating to their experiences in obtaining support for working with children with dyslexia in a 1-hour audio- and video-recorded

interview, a 1-hour audio- and video-recorded focus group, and journal prompts that will take 30 minutes. Participants will be asked to review their transcripts for accuracy

BENEFITS FOR PARTICIPANTS

Benefits include gaining a better understanding of the benefits and areas of possible improvement in teacher development, teacher effectiveness, and levels of motivation in gaining expertise in working with those with dyslexia.

> If you would like to participate, please contact Maria Casale at

A consent document will be sent to you via email to complete and return.

Appendix F

Recruitment Follow-Up

Dear Potential Participant,

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctorate degree in Special Education. The title of my research project is Educator Motivation for Acquiring Expertise to Support Students with Dyslexia: A Phenomenological Study and the purpose of this phenomenological study is to describe the invested motivation for acquiring expertise to support students with dyslexia in grades 1-5. I am writing to invite eligible participants to join my study.

Participants must fit the following criteria: (a) teachers of elementary students, grades first through five; (b) teachers who have been teaching between 1 to 20 years; (c) teachers who have received training in Orton Gillingham; (d) and teachers who have either general education or special education teaching license. The goal of this study is to investigate and understand gaps in the literature regarding teacher motivation in acquiring expertise in teaching those with dyslexia.

Participants will take part in audio- and video-recorded interviews (60 minutes), audio- and video-recorded focus groups (60 minutes) and journal prompts (30 minutes). Participation will be conducted in a method of your choosing via video conference (such as Zoom), via phone conference or in-person. Participants will also be asked to review their transcripts for accuracy. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, please contact me for more information and to schedule an interview. A consent document will be provided once you agree to participate. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me prior to participating in any procedures.

Thank you so much for your consideration.

Sincerely,

Maria T. Casale
Doctoral Candidate

Appendix G

Consent

Title of the Project: Educator Motivation for Acquiring Expertise to Support Students with Dyslexia: A Phenomenological Study

Principal Investigator: Maria T. Casale, Doctoral Candidate, School of Education 2024, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. Participants must be (a) teachers of elementary students, grades first through five; (b) teachers who have been teaching between 1 to 20 years; (c) teachers who have received training in Orton Gillingham; (d) and teachers who have either general education or special education teaching license. The goal of this study is to investigate and understand gaps in the literature regarding teacher motivation in acquiring expertise in teaching those with dyslexia. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to describe the invested motivation for acquiring expertise to support students with dyslexia for K-5 teachers in a charter school setting.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:
1. Participate in an in-person, by phone or remote audio- and video-recorded interview that will take no more than 1 hour. In person or phone interviews will be recorded through a digital platform (this should take about an hour). If the remote option is preferred, interviews will take place through the Zoom platform and additionally will be recorded.
2. Participate in an in-person, by phone or remote audio- and video-recorded focus group that will take no more than 1 hour. In person or phone focus groups will be recorded through a digital platform (this should take about an hour). If the remote option is preferred, the focus group will take place through the Zoom platform and additionally will be recorded.
3. Participate in student journal prompts where the participant will complete journal prompt responses that will be sent via a Google Docs link. (this should take about 30 minutes)
4. Review transcripts for accuracy.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include the potential to improve the academic services for students with dyslexia.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Confidentiality cannot be guaranteed in focus group settings. While discouraged, other members of the focus group may share what was discussed with persons outside of the group.
- Data will be stored on a password-locked computer and in a locked cabinet. After three years, all electronic records will be deleted, and all hardcopy records will be shredded.
- Recordings will be stored on a password locked computer until participants have reviewed and confirmed the accuracy of the transcripts and then deleted. The researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Maria T. Casale. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her. You may also contact the researcher's faculty sponsor, Heather Strafaccia, Ed. D.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is

Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record/video-record me as part of my participation in this study.

_____
Printed Subject Name

_____
Signature & Date

Appendix H

Individual Interview Questions

1. Please describe your educational background and career through your current position. CRQ

2. What independent learning experiences have guided your interest in teaching students with dyslexia? SQ1

3. What professional development training have you sought to support your teaching practices? SQ1

4. How have you explored new teaching methods to challenge your perceptions of student learning? SQ1

5. What teaching methods have you learned that have helped your students gain access to literacy? SQ2

6. In what ways are your students developing literacy through targeted literacy development? SQ2

7. How do you evaluate the effectiveness of your work? SQ2

8. How do you describe your overall professional development learning practice at this school? SQ3

9. How have your teaching methods changed through the professional development opportunities at this school? SQ3

10. What are the opportunities for developing instructional leadership roles in this school? SQ3

11. In what ways have you begun to take ownership of your learning? SQ4

12. What are your personal growth goals in this profession? SQ4

13. What is the most satisfying part of your professional day? SQ4

14. What else would you like to add to this discussion about learning that we have not yet

discussed? CRQ

Appendix I

Focus Group Questions

1. Please introduce yourself to your fellow colleagues and share your current experiences with your professional development training at this school. CRQ

2. What is the best method for taking ownership of your learning? SQ1

3. What is the best motivator for continuing your education beyond what is provided at this school? SQ1

4. What makes the Orton Gillingham approach the best method for teaching literacy? SQ2

5. What is the most valuable method you have learned from the Orton Gillingham approach? SQ2

6. What is the most interesting about learning the Orton Gillingham approach? SQ3

7. What aspects of working with teacher teams are the most effective? SQ3

8. What do you value most in this learning environment? SQ4

9. How has continuous professional development changed your professional self-esteem? SQ4

10. What else would you like to add to this discussion about learning that we have not yet discussed? CRQ

Appendix J

Journal Prompts

1. What experiences brought you to this commitment to supporting literacy among students with dyslexia? SQ1

2. How have your experiences in previous roles differed from your educational role at this school? SQ2

3. Share an idea for a professional development learning opportunity that our school has yet to offer. SQ3

4. As a lifelong learner, what are your goals for your career in supporting students with dyslexia? SQ4