Tailored Training and Support (TTS) for Teaching Guided Reading in K-2

by

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ABSTRACT

Lorenzo De Zavala is a low-income school in West Dallas, Texas, and a part of the large Dallas Independent School District. Reading achievement has been low and stagnant over the past few years at this campus due low reading levels in grades Kindergarten through 2nd grade. Additionally, there is a lack of adequate teacher development and inconsistent guided reading implementation. The purpose of my action research project was to discover the effects of Tailored Training and Support on teachers' perceptions about guided reading, on their self-efficacy, and on their perceptions of Tailored Training and Support as a system to support future campus innovations. The data for this project was collected through pre- and post-innovation surveys, pre- and post-innovation interviews, feedback and reflection forms, and an observation checklist. TTS was framed by Social Cognitive Theory, Communities of Practice, and the 'See It, Name It, Do It' feedback framework. The findings of this study revealed that TTS had positive effects on teachers' perceptions of guided reading, improvement in their self-efficacy, and positive perceptions about continued implementation of guided reading and future campus innovations.

DEDICATION

To my mother, for your constant unconditional love and never-ending belief in me. I would give anything to still have you here to read this. I hope you are proud.

To both my dad and my brother Fred, thank you for your love and continued support that you constantly provide even though we are 635 miles apart.

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INTRODUCTION

The purpose of professional development in education is to improve teacher practices to improve student outcomes by providing them with high quality education. In education, professional development is a concept that has become more prevalent each year, and rightly so since teaching practices are constantly evolving. Educational reform in setting ambitious goals for student learning has led to the need for teachers to engage in ongoing professional development in order to implement educational changes that call for knowledge acquisition and practice innovation (Ng, 2018). Along with research come new innovations and the latest teaching trends, and new trends in education often mean that districts or campuses drop their current practices and hit the ground running with new innovations each school year. Sometimes these new trends and innovations are proven to be fruitful and other times they seem to be a bust. Impact analyses reveal that professional development frequently falls short of bringing about sustained improvements in teaching methods or students' achievement (Kraft et al., 2018). When innovations are labeled as a bust after only a short period of implementation, a real cyclical issue begins. Whether you work as an administrator, a teacher, or support staff, we are all too familiar with this problematic cycle. This cycle that we all know too well goes like this: 1) the district or campus leaders mandate a new practice, the use of a new program, or the implementation of a new innovation, 2) they provide little training or development sessions at the beginning of the school year, 3) provide very little to no support throughout the year, 4) little to no change or improvement is shown, 5) it is determined that the new innovation did not work, 6) the decision is made to stop the

innovation and try something new. When districts and campuses do this, the reality is that this does not benefit our students, nor is it addressing true pressing issues such as professional development being overly broad, generic, or irrelevant to the practical issues that teachers encounter in their own classrooms. (Hudak, 2013).

Larger Context

One of the pressing issues is that, as a country, we are failing to develop good readers. In international reading assessments, the U.S. scores 23rd; behind China, Estonia, and Poland (American Academy of Arts & Sciences, n.d.). The 2013 National Assessment of Education Progress (NAEP) results show that 65% of all U.S. fourth graders are not reading at grade level (The National Children's Book and Literacy Alliance, 2015). In addition, such findings indicate that "failure to develop basic reading skills by age nine predicts a lifetime of illiteracy" (Lyon, 2003, p. 3). Further research indicates that a student's ability to read proficiently is directly related to rates of high school dropouts and future earning potential (Fiester, 2010).

There is so much pressure and emphasis on standardized test performance in the upper elementary grades that there has been a lack of support for building a strong reading foundation in the lower elementary grades. According to Wexler (2018), reading scores across America have been flat since 1998, with just about one third of students performing at a proficient level as defined by the National Assessment Educational Progress. Today's schools are facing an increasing number of pupils who are unable to read because they lack the fundamental foundational reading skills that lead to reading comprehension (Anderson, 2016). A panel of experts convened by federally appointed officials from NAEP concluded that the root problem is the way schools are teaching

reading (Wexler, 2018). For more than half a century, stakeholders of public education have scrutinized and debated over the state of students' low reading achievement in public schools of America. As a response to low reading achievement, President George W. Bush enacted the No Child Left Behind (NCLB) Act in 2001. This act prescribed balanced literacy instruction which combined two philosophies, whole-language and phonics. NCLB required incremental goals for schools to raise their performance each year and that all students should be reading by their appointed grade level by 2014 (U.S. Congress. 2002). In response to this, schools all over the country implemented aggressive programs to ensure that students made appropriate progress each year (U.S. Department of Education, Office of the Deputy Secretary, 2004). Although NCLB made reading a top priority, by 2008 there was minimal improvement. Afterwards during the Obama administration, the Every Student Succeeds Act (ESSA) was signed in 2015 and reauthorized the 50-year old bipartisan Elementary Secondary Act (ESEA), the national education law and steadfast commitment to providing all students with equal opportunity (U.S. Department of Education, 2015). Some of the major provisions of ESSA included: a) improving basic programs operated by state and local agencies, b) preparing, training, and recruiting high quality teachers, principals, and other school leaders, c) language instruction and flexibility (International Literacy Association, 2016). While ESSA and NCLB both aimed at improving student achievement, ESSA placed a bigger emphasis on efficacy research instead of NCLB's focus on inputs. ESSA raised the bar on what qualified as evidence-based activities while at the same time, providing schools with flexibility to demonstrate proficiency in a way of their choosing (Slusser, 2018). The Florida Center for Reading Research (FCRR; 2007) states that if students are to become

proficient readers, teachers must offer quality instruction by providing explicit and differentiated reading instruction for all students and engaging students in opportunities to practice reading within an organized classroom environment. According to Diallo (2020), one of the issues that contributes to low reading achievement is the lack of teacher development and adequate training in identifying children who are at risk for reading failure. Two nationally representative surveys used by *Education Week* show that most early reading teachers have not had cognitive science-based training and that they are using techniques to teach reading that are not backed by science (Loewus, 2019). Experts argue that there is a significant lack of training for teachers on practices that align with the current science on how students learn to read (Diallo, 2020).

Local Context

Dallas Independent School District (DISD) comprises 384 square miles and encompasses five cities and parts of 11 counties. It is the second-largest school district in Texas and the 14th largest district in the Nation (Dallas Independent School District, n.d.). DISD serves approximately 154,000 students in pre-kindergarten through 12th grade in 230 school with the help of 22,000 staff members. According to the Texas Education Agency (TEA), only 53% of Texas graduates were considered college-ready in reading for the class of 2017 (Texas Education Agency, 2020).

Regarding reading instruction, the district creates lesson plans for each grade level that are optional for teachers to use. They are based on the state standards known as the Texas Essential Knowledge and Skills (TEKS) and aim to prepare students for the State of Texas Assessments of Academic Readiness (STAAR). Within the district curriculum and lesson plans provided, time for guided reading instruction is included. Guided reading is

essential in a well-balanced literacy block because, and although some reading activities are better suited for whole-group instruction (e.g., shared reading and read-alouds), guided reading serves as an accelerative instruction that increases student reading levels by increasing the complexity of the texts. The goal of guided reading is to assist readers in developing an efficient processing system that will eventually allow them to increase their reading capacity (Fountas & Pinnell, 2016). During the 2021-2022 school year, the only requirement from the Early Learning department for the district was for teachers to identify students' reading levels at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). The district required teachers to determine students' reading levels through the use of running records, but other than that, each campus had their own requirements for teachers. During the 2022-2023 school year, reading levels were no longer required. Instead, teachers were asked to assess students three times a year by using an online program called MAP Reading Fluency. The program measures student achievement in math, reading, language usage, and science. We were not given an explanation regarding this change. Because DISD is incredibly large, schools are divided into groups called regions and each region is overseen by an Educational Director. Each region has flexibility to teach reading as they see fit. Due to this, the reading blocks can look very different from campus to campus.

Situated Context

Lorenzo De Zavala Elementary is in West Dallas which is considered an urban area of the city. The West Dallas population density consists of approximately 2,313 people per square mile with the demographics comprised of 53% Hispanic, 27% Black, 16% White, and 4% other (West Dallas Neighborhood in Dallas, Texas, 2021). Lorenzo

De Zavala has a student population of 442 students consisting of 94.8% Hispanic, 2.4% Black, and less than 2% are White or Other. The percentage of students who are categorized as economically disadvantaged is 99.3% and 61% are classified as English Language Learners. Regarding reading performance on the STAAR assessment, the school has performed poorly for the last few years. The Texas Academic Performance Report shows that only 25% or 3rd graders, 40% of 4th graders, 56% of 6th graders and 20% of 6th graders met grade level expectations for reading in 2019 (Texas Education Agency, 2020). When I began working at this campus in July 2019, some of the teachers were providing students with small group interventions in a way of their choosing and there was not a universal system in place to determine students' reading levels. On one hand, most of these small group interventions were happening in the upper grades and the interventions were based on campus assessment data. On the other hand, when I looked at the lower grades, there were not any systems in place for reading instruction and there was no alignment between teachers as far as their lesson plan structure and they were not incorporating small group interventions for reading in their classrooms. Because the requirement by the district to identify students' reading levels three times a year was still in place at the time, we decided to take a closer look at the data and see how our students in the lower grades were performing in reading. We realized that a large majority of students in kindergarten through second grade were not reading at grade level. Additionally, when we specifically looked at the 2nd graders reading levels, we discovered that their EOY reading levels showed that most of them were reading at or below first grade level. This was alarming because this meant that they were entering a "testing" grade level not being able to read at the appropriate grade level. In collaboration

with my principal, we implemented a few new practices to improve reading instruction. The first practice was for reading teachers in K-2 to be able to identify students' reading levels every six weeks, and not just three times a year as it was required by the district at the time. This was to keep a closer eye on the data so that teachers could react and adjust their guided reading groups accordingly. The second practice was for K-2 teachers to provide students with guided reading instruction during their reading block. We believed that guided reading instruction would ensure adequate growth in students' reading levels in each of the K-2 classrooms. To get this ball rolling, we provided teachers with a short professional development session during in service week before the school year started. However, halfway through the year, we began to realize that teachers were not implementing guided reading instruction with fidelity. They were all turning in their reading levels on time, but they were not using those data to inform their guided reading instruction. Another setback we encountered during the implementation of guided reading instruction was having to switch to online learning mid-year due to the COVID 19 pandemic. These two issues completely put a halt to our innovation and at the end of my first year as a coach, the K-2 student reading levels showed very small progress. At the beginning of the 2022-2023 school year, the district no longer required teachers in K 2 to obtain students reading levels through running records, but instead moved to using an online program called MAP Reading Fluency by NWEA that could determine students reading levels at the beginning, middle, and end of the year. Along with this online reading testing, our campus leadership team decided to continue collecting reading levels through the use of running records and tracking student progress every 6 weeks. As a campus, we also decided to continue our guided reading practices in K-2.

Problem of Practice and Purpose of Study

Students need a strong reading foundation in the lower grades so that they can be successful in the upper elementary grade when they are required to take the state reading assessments. There is a huge shift of rigor between second and third grade; students must be prepared to transition from decoding words to reading with fluency so that they may analyze the words for deeper comprehension. The previous swing from 'learning to read' to 'reading to learn' is now more significant due to high-stakes testing. Now in the age of standardized testing, it is crucial for students to be independent readers when they enter third grade so they can shift their focus from fluency to comprehension. Third through sixth grade teachers have that additional pressure to get their students to perform well on their state assessments and it is a big impediment when their students struggle to read. If the students are still in the decoding stage when they enter third grade, they are very likely to fall further behind. Although guided reading instruction was being implemented at Lorenzo De Zavala, students were not advancing to the appropriate reading levels by the end of the school year. The goal for the campus was to have at least 80% of students in K-2 reading at or above grade level at the end of each school year. By the end of the 2019-2020 school year, only 29% of kindergarten students, 20% of first grade students, and 21% of second grade students were reading on level or above their respective grade level. After returning to campus for in-person teaching, the goal was to ensure that teachers were implementing guided reading with fidelity. To do this effectively, teachers needed to be supported.

As a campus instructional coach, I realized that I was a contributing part of the inefficient professional development cycle I previously described. We did not provide

teachers with enough training or support for them to fully implement guided reading instruction with confidence, consistency, and fidelity. Through observations, I realized that some teachers really embraced the practice and were seamlessly incorporating it into their reading blocks, some started to and then discontinued, and some did not attempt to implement it. The wide range of implementation levels seen across the K-2 classrooms made it clear that professional development should be tailored to the teachers' individual needs. I believe it is important to fully implement an innovation or program before dismissing it as a failure. I also believe that it is important to understand the reasons for not implementing new strategies or practices. Understanding whether it is due to lack of knowledge, lack of buy-in, or lack of self-efficacy can be helpful to instructional leaders when trying to improve implementation of a practice on their campus so that we know how to help.

The purpose of this study was to assess the effectiveness of Tailored Training and Support (TTS) in increasing K-2 teachers' confidence and self-efficacy in guided reading implementation. Additionally, the purpose was to investigate the feelings and perceptions of K-2 reading teachers about guided reading instruction and future campus innovations as they participated through the personalized support system, TTS.

Research Questions

This study was guided by the following research questions:

1. How and to what extent does the implementation of Tailored Training and Support sessions affect teachers' self-efficacy in implementing guided reading instruction?

2. How and to what extent does the implementation of Tailored Training and Support affect teachers' attitudes and perceptions about (a) guided reading implementation, and (b) implementation of new innovations?

Tailored Training and Support Innovation

To continue supporting our K-2 teachers with the implementation of guided reading, I developed a system of support called Tailored Training and Support (TTS). As I mentioned before, it was evident that K-2 teachers were at different stages of implementation, so I wanted to create a system that differentiated the support I provided them based on their individual needs. For example, the support that teachers who were fully implementing guided reading instruction would need to be very different from the support the teachers that had not started implementing guided reading would need. Also, the training and support they received would need to be based on my observations and based on what they specifically asked for. The Tailored Training and Support was created to be a cyclical weekly system that consisted of observations, feedback, reflection, and training sessions as needed. Each week I observed each teacher during their guided reading instruction. During the observation I used an Observation Checklist (Appendix A) to determine what area(s) of guided reading instruction the teacher needed support with. After the observation, the teacher completed a Feedback and Observation form (Appendix B) in which they shared their perceived support needs. I used that data from the form to develop a short training session or a feedback meeting specifically tailored to their needs. Lastly, another component to TTS was participation in a Community of Practice (CoP) focused on guided reading and reading instruction. The CoP met to discuss areas of celebration, concerns, ideas, suggestions, questions, and most

importantly, to collaborate. The idea behind TTS was that it could be applied to any innovation we introduced on campus and ultimately, possibly shared with instructional coaches and administrators in the district as a way to support teachers as they learned new instructional strategies. It is a system that could be used *after* professional development sessions to continue advancing innovation and improve teachers' confidence in their delivery.

Summary

If we are still not seeing adequate progress in reading success across the country even after implementing different mandates and research-based practices, the focus should not continue to be on what reading instruction should look like, but instead, our focus should shift to the question of how are we supporting teachers with the implementation of new mandates and new innovations. It takes more than just a training session to ensure proper implementation and support provided to teachers after a session should be tailored to their needs. To identify each teacher's needs, we need to follow up with observation and feedback. Additionally, if teachers' need more professional development, we need to provide it. Change in education is inevitable and therefore it is important that we provide effective and efficient support to teachers so that they are successful in implementing any innovation or practice.

CHAPTER 2

THEORETICAL PERSPECTIVES & RESEARCH GUIDING THE STUDY

My action research aimed to learn about the effects on K-2 teachers' self-efficacy after receiving support that was tailored to their needs as they implemented guided reading instruction in their classrooms. The study also intended to determine how teachers' attitudes and perceptions about implementing guided reading and new innovations were affected by participating in the Tailored Training and Support system. This study was framed by three guiding components: 1) Bandura's Social Cognitive Theory 2) Wenger-Trayner's Communities of Practice, and 3) Bambrick-Santoyo's 'See It, Name It, Do It' Feedback framework. This chapter presents related literature on the two guiding theories, the 'See It, Name It, Do It' Feedback Framework, and related literature on guided reading instruction. The chapter concludes with previous cycles of action research, and implications for the study.

Theoretical Perspectives

The two theories that provided a comprehensive perspective on this action research were Albert Bandura's Social Cognitive Theory and Wenger's Communities of Practice Learning Theory. Each of the theories are explained and empirical research studies are included to discuss the relevance to this action research and how they influenced the innovation.

Social Cognitive Theory

"Human adaptation and change are rooted in social systems" posited Bandura (1997, p. 6). Because of this, my innovation and research aimed to develop a social system that provided teachers with the skills, tools, and motivation to implement change,

which in this study was guided reading implementation. It was important to consider the study and innovation through the lens of Albert Bandura's Social Cognitive Theory (SCT), and more specifically, through the lens of the self-efficacy component. According to the psychological behavior model known as social cognitive theory, learning happens through social contexts and observation (Frey, 2018). Although Albert Bandura is also known for developing the similar theory known as the Social Learning Theory, he is also known for the development of Social Cognitive Theory which was built from the Social Learning Theory. SCT, however, is more specific because it combines the idea that people learn from others with their personal cognitive factors, their behaviors, and their environment to determine learning and behaviors. (Western Governors University Texas, 2020). Bandura explained how SCT "subscribes to a triadic co-determination theory of causation. In this three-way interplay, human functioning is a product of interpersonal influences, the behavior individuals engage in, and the environmental forces that impinge on them" (Bandura, 2017, p. 130). In education, SCT has been used to understand the learning experience from both student and teacher perspectives to explore how learning occurs. There are five core components of SCT which include: 1) modeling, 2) outcome expectations, 3) self-efficacy, 4) goal setting, and 5) self-regulation (Frey, 2018).

The main component of SCT that guided my study is the third component, self-efficacy. Self-efficacy is the belief that an individual has that they can achieve success when they act a certain way in a specific context. In the field of education, self-efficacy refers to the self-referential judgements made by teachers regarding their ability to perform the education-related tasks necessary to achieve their teaching goals (Granziera & Perera, 2019). Personal efficacy beliefs influence motivation through

influencing ambitions and the expected outcomes of one's efforts (Bandura, 1997). Self-efficacy plays a major role in how a person self-adjusts their motivation and subsequently people use this to choose what challenges to undertake, how much effort to put, the length of their effort, and whether to perceive their failures as motivating or demoralizing (Bandura, 2001).

In a microanalytic study, Gibson and Dembo (1984) looked at how teachers with high and low perceived efficacy handled their classroom activities. Teachers with a strong sense of self-efficacy committed more time in the classroom to academics, provided students with the support they needed to succeed, and celebrated their academic achievements. Teachers with poor perceived efficacy, on the other hand, spent more time on nonacademic activities, were more likely to give up on students if they did not see immediate gains, and blame them for their shortcomings (Gibson & Dembo, 1984). Teachers who are confident in their ability to promote learning create mastery experiences for their students, whereas those who are filled with doubts about their own instructional efficacy create classroom environments that are likely to undermine students' perceptions of their abilities and cognitive development (Bandura, 1997).

In research by Perera et al. (2019), results showed that teachers who perceived a greater need for development were those with the lowest levels of general teachers' confidence and specific self-efficacy for classroom management and instructional strategies. Moreover, the results of this study suggested that "a 'one-size-fits-all' approach to professional development of teachers' capability beliefs may not be effective" (Klassen & Chiu, 2010 as cited in Perera et al., 2019, p. 201). The research also indicated that tailoring interventions to match the teachers' levels of self-efficacy

were likely to be more feasible when interventions were more targeted and precise than one-size-fits-all interventions (Perera & McIlveen, 2017 as cited in Perera et al., 2019).

Therefore, it can be deduced from this that a low sense of self-efficacy could be the reason behind teachers' low levels of innovation implementation at Lorenzo De Zavala and that support needs to be tailored based on teachers' individual levels of self-efficacy. As an instructional leader, one of my roles is to develop teachers' skills and instructional practices so that they could independently apply what I teach them. Developing their skills can also influence their motivation to continue implementing certain practices in their classrooms. Additionally, it was my job to ensure that they grow from their failures instead of throwing in the towel.

Application in This Study. Bandura (1997) stated that self-efficacy mirrors cognitive abilities and basic skills, and it also integrated emotional components such as confidence, motivation, and disposition to innovate. These three components were measured in the pre- and post-survey of this study. This study aimed to explore how teachers' levels of self-efficacy, confidence in teaching guided reading, motivations, and willingness to implement innovations are affected after they participated in the Tailored Training and Support system. The Social Cognitive Theory along with the self-efficacy component provided a useful framework for enhancing the design or professional development and instructional coaching. Teachers' individual levels of self-efficacy were measured and considered when providing them with individualized training and support through the TTS system.

Communities of Practice Learning Theory

A second component that guided this research was the concept of communities of practice. A community of practice (CoP) is a small group of people who work together to perform the same job, collaborate on shared tasks, and work together on different projects over a period of time (Mathinson, 2005). The concept of communities of practice emerged in the world of organization theory and knowledge management in the early 1990, practitioners in various fields gained valuable knowledge from other community members and shared explicit and implicit knowledge (Coghlan & Brydon-Miller, 2014). The concept of communities of practice evolved from Jean Lave and Etienne Wenger's situated learning theory (Omidvar & Kislov, 2014). The Communities of Practice Theory is centered on social involvement in which collective practices are born out of the pursuit of skills and knowledge that belong to a community that has grown over time (Lave & Wenger, 1991; Wenger 1998). However, for the purpose of this research, I focused solely on Wenger's developed ideas of communities of practice for learning, meaning, and identity. Wenger developed the idea of learning as a central element of human identity and explained that by effectively participating in the community and engaging in the social practices of the community can shared identities be continuously generated and reproduced (Mills et al, 2010). Communities of practice have histories, developmental cycles, and self-replicate in a way that makes the development of newcomers into experienced practitioners a natural part of the practice. (Lave & Wenger, 1991). When applying the concept of Communities of Practice, Wenger (1998) states that,

> Education thus becomes a mutual developmental process between communities and individuals, one that goes beyond mere socialization. It is an investment of a community in its own future, not as a reproduction of the past through cultural

> transmission, but asthe formation of new identities that can take its history of learning forward. (p. 263)

Hence, Communities of Practice as a learning theory guided this study because it applied to the culture at Lorenzo De Zavala. It was an adequate fit for this study because our campus administrative team has always included teacher and staff input before implementing new practices and innovations which helps foster a culture of shared social learning. The nature and culture of democratic, autonomous, collective, trustworthy, and open interactions inherent in CoPs are the ideas needed to carry out and maintain most action-oriented studies and creating new forms of understanding (Coghlan & Brydon Miller, 2014). For this research, the focus for the Community of Practice was for participants to come together to learn about and from each other on how to best implement guided reading from each other, as well as from other stakeholders on campus. The goal of this CoP was to create a united group of staff that were interested in exploring, learning, and collaborating on how to improve reading instruction at Lorenzo De Zavala across all grade levels.

In research by Parker et al. (2010), researchers examined a group of elementary school physical education teachers who developed and participated in a community of practice to disseminate their district-wide elementary curriculum. The group included teachers, a district curriculum coordinator, and project facilitators and results determined that the participation in a community of practice was meaningful, purposeful, and authentic and resulted in a positive transformation of the group (Parker et al, 2010). The teachers in the study reported numerous benefits of participating in a CoP. The teachers reported that “they learned from and with each other, developed shared visions and

decision making, provided a forum for change, increased their confidence in their own abilities, developed strong identities, and developed knowledge through social interaction" (Parker et al, 2010, p. 354).

After COVID-19, investing in professional development around online teaching and learning had become an institutional priority. Carroll and Mallon (2021) developed an approach to promote professional development among library workers and set out to develop a flexible and sustainable professional development program that could facilitate discussions about teaching and learning in [their] libraries and that could be inclusive of all library staff across [their] distributed multi-branch university library system. Through both unstructured interviews and survey responses, participants reported that the communities of practice structure facilitated active participation, accountability among members, and participation accessibility (Carroll & Mallon, 2021).

Application in this Study. Wenger (1998) described communities of practice as a type of social theory of learning that comes with its own set of assumptions and own focus, constitutes a comprehensible level of analysis, and produces a framework to originate a set of principles that enable learning and understanding (p.3). Because we have been working on implementing guided reading for a couple of years, I wanted to create a community of practice that focused on reading instruction for the whole campus. I wanted the K-2 teachers to learn from their other colleagues and vice versa. By working together in a social context, we could originate our own set of principles that would collectively help our campus reading achievement. Teachers work collaboratively rather than independently within a social structure that is interactive (Bandura, 1997). The idea that teachers learn from colleagues and coaches is very well accepted because they

benefit from the encouragement and support that they receive from one another (Shabani et al., 2010). Each CoP member brings unique skills that are shared among members of the community to create greater knowledge and skills by supporting innovation and knowledge creation within and across organizational boundaries (Coghlan & Brydon Miller, 2014). Participants in my study participated in the creation and sustaining of a community of practice around the practice of guided reading instruction. One of the components of the TTS system is collaboration and the participants of my study had opportunities to collaborate and learn with and from one another during the study.

One of the big driving forces for reading improvement began in June 2019 when House Bill 3 (HB3) was passed by the 86th Texas legislature. This Bill required all kindergarten through third grade teachers to attend a literacy achievement academy by the end of the 2022 school year (Texas Education Agency, 2022). In 2022, the bill was updated to include school principals to also complete the HB3 Reading Academies. The HB3 Reading Academies curriculum is centered around the Science of Teaching Reading (STR) and included topics such as 1) establishing a literacy community, 2) using assessment data to inform instruction, 3) oral language, 4) phonological awareness, 5) alphabet knowledge, print concepts, and handwriting, 6) reading fluency, 7) reading comprehension, and 8) composition (Region 10 ESC, 2022). Having a CoP on campus that solely focused on reading would be a beneficial way to collaborate and discuss not only guided reading, but the content from the HB3 academies.

Additional Guiding Component

See It, Name It, Do It, Feedback Framework

The last component that guided this study as well as the innovation in this action research was the framework developed by Paul Bambrick-Santoyo (2018) in his book *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. Paul Bambrick Santoyo has worked with more than twenty thousand school leaders worldwide, including multiple schools that since then have become some of the highest achieving schools in their states and countries (Bambrick-Santoyo, 2018). He developed a system that fosters well leveraged leadership that safeguards great teaching to ensure great learning (Bambrick-Santoyo, 2018). Bambrick-Santoyo (2018) also developed The Seven Levers to execute quality instruction and culture which include four instructional levers and three cultural levers. The instructional levers include: 1) Data-driven instruction, 2) Instructional Planning, 3) Observation and Feedback, 4) Professional Development, and the cultural levers include: 5) Student Culture, 6) Staff Culture, and 7) Managing School and Leadership Teams (Bambrick-Santoyo, 2018). For the purpose of guiding the study, the focus was on the instructional levers, especially on the observation and feedback component. Upon the development of the second edition of the book, the steps were condensed into three sections now known as the 'See It. Name It. Do It.' model. The new framework has seven steps in total and is divided into three sections. The 'See It' section has three steps: 1) see the success, 2) see the model, and 3) see the gap. The second section is called the 'Name It' section which includes naming the action step and verbalizing it or punching it. The 'Do It' section includes: 1) perfect the plan, 2) practice, and 3) follow up (Bambrick-Santoyo, 2018).

See it. The 'See It' section has three steps: 1) see the success, 2) see the model, and 3) see the gap. To close learning gaps between teachers effectively, instructional

coaches and administrators need to observe teachers more frequently and consistently, identify the right action step for each teacher, give teachers effective feedback, monitor, and follow up (Bambrick-Santoyo, 2018). We cannot provide teachers with feedback if we do not observe. The 'See It' part of this framework is all about the observation. During the observation, Step 1, *See the Success* refers to identifying what parts the teacher is doing correctly. Step 2, *See the Model* is about referring back to what the practice being implemented is supposed to look like. By comparing what the teacher did to what the model requires, it allows the coach to *See the Gap*, which is Step 3. This component was considered when constructing a checklist to use during observations in my study.

Name it. The second section is called the 'Name It' section which includes naming the action step and verbalizing it or punching it. After observation, teachers need to receive feedback in order to know what they are doing correctly and what they need to polish. A teacher can develop more quickly in one year by getting feedback and observations every two weeks than most do in twenty (Bambrick-Santoyo, 2018). Feedback is information about a person's tasks that bridge the gap between what is currently understood and what should be understood. It can lead to more effort and increased motivation to narrow the discrepancy between current performance and the ultimate goal (Hattie & Clarke, 2019). Feedback can lead to different learning strategies, confirm whether the learner is doing the task correctly/incorrectly, determine how far the learner is from meeting the goal/expectation, point learners in the right direction, and restructure their understanding (Hattie & Clarke, 2019).

Do it. The 'Do It' section includes: 1) perfect the plan, 2) practice, and 3) follow up (Bambrick-Santoyo, 2018). This part of the feedback framework includes circling back and following up on the implementation of the feedback given. Feedback without follow through would be pointless. With each cycle of the 'See It, Name It, Do It' framework, teachers get a chance to practice and improve their delivery.

Application in This Study. I chose this framework for observation and feedback as a guide to developing the feedback system for TTS because it is the framework that has been used on our campus for the past couple of years. The teachers at Lorenzo De Zavala are already familiar with this process from previous experiences with me and with the rest of the administrative team. Although this framework is generally used to observe classroom instruction for core subjects, whether formal or informal, the framework of observation, developing action steps, and practicing can be applied to give teachers feedback by focusing on a specific innovation. For example, in this study, the three-step framework was only used to observe the implementation of guided reading instruction.

Guided Reading Instruction

The term "guided reading" was originally developed by Marie Clay and others in New Zealand in the 1960's and was developed further in the United States by Irene C. Fountas and Gay Su Pinnell (Lesley University, n.d.). For this study, the focus will be on the guided reading framework developed by Irene Fountas and Gay Su Pinnell (Fountas & Pinnell, 2016). The process of a guided reading lesson includes observing students while they read the text individually, discussing the meaning of the text, making one or two teaching points, including a letter/word work activity and extending the lesson by closing with a quick writing activity. The ultimate objective of guided reading instruction is for

students to be able to read independently by providing instruction that focuses on assisting students in creating personal systems of strategic actions that they initiate and manage when they engage with texts (Fountas & Pinnell, 2016). There are 10 total elements of guided reading instruction: four of which are part of the preparation before the lesson and the remaining six elements are for the actual lesson.

Before the lesson. The four preparation elements that must be completed by the teacher prior to the lesson are: 1) forming small groups, 2) identifying emphases for each group lesson, 3) selecting a text, 4) analyzing the text (Fountas & Pinnell, 2016). In order to form the small groups, teachers need to assess students' reading level to place the students in groups with similar reading abilities. To determine a student's reading level, teachers can use a running record. A running record is a "standardized process for coding, scoring, and analyzing a student's precise reading behaviors" (Fountas & Pinnell, 2016, p. 257). The teacher monitors a student as they read a leveled-text and based on the accuracy, speed, and comprehension, the student's reading level is determined. After the groups are created, the teacher identifies a skill as a focus for the group and selects an appropriate text that will lend itself for that particular skill. Lastly, the teacher needs to analyze the text beforehand to find vocabulary words that will be reviewed, to develop comprehension questions, and to essentially be familiar with the text before the lesson.

During the lesson. The six remaining elements that are done during the lesson are: 1) introduction of the text, 2) supporting students are they individually read the text, 3) guide a discussion of the text, 4) engage in specific teaching point, 5) support students' work with letters and words, and finally, 6) extend student understanding through writing about the reading (Fountas & Pinnell, 2016). To introduce the text, the teachers can do a

picture walk with the students which includes showing the students the illustrations and asking discussion questions to make predictions about the text, make connections, and/or share background knowledge. After the introduction of the book, students begin reading independently in a soft voice for the teacher to be able to hear students as they read independently. As the students read the teacher takes notes of any particular set of skills that the students in the group are struggling with. After guiding students through the reading of the text, they engage in a discussion about the text by asking comprehension questions. Following the discussion, the group engages in a specific teaching point, which can range from phonics to text features. Before concluding the lesson, the teacher supports the group with an activity that supports sounds/word building. Lastly the lesson ends with a quick writing extension in which the students respond to the reading. The elements of a guided reading lesson framed the creation of the Observation Checklist (Appendix A) that is a component of my innovation, TTS.

The main benefit of guided reading instruction is that it is differentiated. This means that the instruction that each small group receives is at their corresponding reading level. Instead of practicing reading skills at the same level, students receive reading instruction at the appropriate levels. Because this type of instruction uses a Leveled Literacy Intervention (LLI) system, instruction is targeted for the level at which the students are reading (Fountas & Pinnell, 2016). The goal of the system is to accelerate these children's progress to bring their skills up to grade level, so that their early literacy difficulties do not become long-term deficits. Identifying a student's reading level helps teachers place students into appropriate guided reading groups, pinpoint the emphasis for teaching and select texts to use with that guided reading group. Keeping track of

students' levels will inform the teaching practices and enable teachers to observe how students' reading skills change over time.

Guided Reading Research

The Center for Research in Educational Policy (CREP) conducted a randomized controlled trial examining a total of 427 students in grades K-2 (Ransford-Kaldon et al., 2010). The study took place in two U.S. school districts who matched demographically and were randomly assigned to treatment and control groups. Teachers who were a part of the intervention received a formal three-day training to be able to provide students with 30-minute guided reading sessions every school day for 16-18 weeks. Altogether, the results from this evaluation concluded that the Fountas & Pinnell LLI system for guided reading positively impacted students' literacy skills and suggested continued implementation for these two school districts (Ransford-Kaldon et al., 2010, p. 55).

A similar study by Ransford-Kaldon et al. (2013) conducted a randomized controlled trial of LLI on students in grades K-2 in 13 urban elementary schools and K-8 schools in Denver, Colorado (What Works Clearinghouse et al., 2017). The study was reviewed by the Institute of Education Science and What Works Clearinghouse and rated the use of the LLI guided reading system a strong Every Student Succeeds Act (ESSA) rating and as a Tier 1 intervention. Ransford-Kaldon et al. (2013).

As with any innovation or new practice, professional development plays an important role in implementing guided reading on a campus. The quality of the professional development and the support the teachers receive afterwards is what makes the implementation effective. In an exploratory qualitative case study, data was collected to determine teachers' perceptions of how professional development supports guided

reading implementation (Skinner, 2021). Participants in this study acknowledged that professional development enhanced their effectiveness, self-efficacy, and facilitated the implementation of guided reading (Skinner, 2021).

Previous Cycles of Action Research

The previous action research cycles differed from the current research study because the delivery of guided reading instruction was online. I had to make the shift to online delivery because of the COVID-19 pandemic that started toward the beginning of 2020. What did remain the same in cycle 0 and cycle 1 were the participants.

Cycle 0 Study and Results

Because my Cycle 0 research was conducted amidst the beginning of the COVID 19 pandemic, I revised my study to look at the teachers' attitudes toward: 1) implementing guided reading instruction online, and 2) how they felt about participating in Tailored Training and Support (TTS) sessions to facilitate shifting to online instruction. At this point in the study, we had shifted to 100% online learning and all staff members were working from home. We did not want to lose the momentum we had created with implementing guided reading in K-2, so we decided to develop a way to possibly conduct virtual guided reading sessions with the students through Zoom.

The purpose of this cycle of research was to understand the feelings and perceptions of reading teachers as they transitioned from traditional face-to-face guided reading instruction to online delivery. For this Cycle, I collected qualitative data through interviews and surveys. For questions about innovation implementation support, the participants had similar responses when asked what support and training they would need to successfully shift from face-to-face guided reading to online guided reading. Their

main concerns were mostly technology based. All participants indicated that they were comfortable with the technology they were already using in their classrooms but would need a lot of support if the innovation required technology that they had not used before. The overall theme presented in the participants' responses was that they were willing to learn because they wanted to provide their students with the best instruction. For questions about Tailored Training and Support, there was a consistency in the belief that those sessions would be very beneficial in helping them implement technology-based online guided reading instruction as well as any future changes or innovations. The last theme that presented itself was one I had not expected, nor considered. The concern was about time management. Because the teachers understood that the TTS sessions would require us to meet weekly, they expressed concerns about time management. I took this concern into consideration for Cycle 1 and for this Cycle as well.

Cycle 1 Study and Results

Cycle 1 served as a mini mixed-methods study in which I implemented the innovation that I developed for this research, the TTS system. This Cycle occurred mid pandemic, however, we had already returned to campus. Some students returned for in person learning and other students participated in at-home online learning. This hybrid method of instruction was difficult to adapt to and therefore, I decided to continue with supporting the implementation of online guided reading instead of traditional guided reading. It was important to provide students that were learning from home with the same instruction that the in-person students were receiving. Qualitative data were gathered from interviews and observations and quantitative data were collected with a pre- and post-innovation Likert scale survey, an observation checklist, and post- observation

feedback and self-reflection forms (Appendix B). The data collected from the observation checklists showed improvement in their online guided reading delivery when comparing the data from the first week of implementation to the last week of implementation. The data also revealed that they applied my feedback from their observations and used it to improve their practice. By participating in the TTS sessions, the participants' feelings and perceptions about online guided reading improved and so did their confidence levels in using technology to teach guided reading online. This initial implementation of TTS provided me with some of the insight that I used to effectively adjust for this Cycle. The main issue was scheduling and time management. Due to the fact that I am also the instructional coach, it was extremely hectic trying to balance my duties as a coach and as a researcher.

Implications

Cycle 0 presented the implications related to teachers' feelings and perceptions about guided reading. From the interviews I conducted, I was able to conclude that some of them felt anxiety about implementing guided reading for a few reasons. One of those reasons included not having enough training and/or knowledge about guided reading instruction. This influenced my decision to include more support for my participants during my action research through additional training. On the other hand, some were familiar with it and shared that they did not need a lot of training. Because I received responses from both ends of the spectrum as far as training needed, I adjusted my action research innovation to provide professional development to the teachers that was personalized to their individual needs. Additionally, other reasons for apprehension were the lack of resources and time. To relieve the worry about the materials, I made sure to

provide the teachers with the appropriate materials for Cycle 1. As far as lack of time, I took this issue into consideration as I scheduled the training sessions and feedback meetings with the teachers in Cycle 1.

Cycle 1 revealed a serious time implication. I did not account for the amount of time that my job might conflict with my research time. Due to this, I have discussed my plan of action for my research with my supervisor and we developed a schedule that can allow me to complete both my research and my coaching duties without any foreseeable conflicts. Moreover, the implication of time was also prevalent in the teacher feedback I received. Instead of observing them and meeting with them weekly, we agreed upon meeting every two weeks.

Lastly, an implication that existed throughout both Cycle 0 and Cycle 1 was the uncertainty of the ongoing Covid-19 pandemic. Things were very tentative, so this was something I kept in the back of mind. Consequently, it was important to consider how to continue the research if we were to switch back to virtual learning during the study. Fortunately, at one of our Community of Practice meetings, we had previously discussed how we could teach guided reading online though Zoom and came up with some solid ideas.

Summary

Within this chapter, two theoretical perspectives were explored along with published studies that support the problem of practice and innovation. How Bandura's Social Cognitive Theory and the component of self-efficacy were applied in my study to design the TTS data collection tools were discussed. Wenger's Communities of Practice learning theory and Bambrick-Santoyo's 'See It, Name It, Do It' feedback framework

was used to create the TTS system. Additionally, previous cycles of research were discussed with a summary of the overall results of each cycle. Collaboration with supportive colleagues, administrators, coaches, or other professionals can support teachers with campus changes and innovations especially when they have low confidence levels due to lack of knowledge, experience, and self-efficacy which is why this study is framed by two theoretical perspectives and a guiding component.

CHAPTER 3

METHODS

The purpose of this study was to determine the effectiveness of the TTS innovation in improving K-2 teacher' self-efficacy in implementing guided reading instruction into their reading block. The study also aimed to determine the impact that the TTS system has on teachers' self-efficacy as well as feelings and perceptions about implementing guided reading and any new innovation on campus.

This chapter describes the setting, innovation, participants, role of the researcher, procedures data collection, data analysis, and timeline for implementation of the study. This objective of this action research was to answer the following research questions:

1) How and to what extent does the implementation of Tailored Training and Support sessions affect teachers' self-efficacy in implementing guided reading instruction?
2) How and to what extent does the implementation of Tailored Training and Support affect teachers' attitudes and perceptions about:
    a) guided reading instruction?
    b) implementing new innovations?

With these objectives at the forefront of, action research was an appropriate method to follow because it has an applied focus. Action research provides a way for staff development, professional growth for teachers, and tackling systemic issues within a school (Allen & Calhoun, 1998, as cited in Creswell & Guetterman, 2019). Creswell and Guetterman (2019) define the process of action research as a cyclical process that has the researcher start with a practical problem, locate resources and information to help solve

the problem, collect in data collection, analyze data, and develop and implement a plan of action to solve the problem (Creswell & Guetterman, 2019). Action research requires researchers to evaluate the action which allows the researcher to identify strengths and weaknesses so that there is a modification before the cycle repeats. In this study, action research was used to address the problem of low levels of guided reading implementation by K-2 teachers at a public elementary school. Action research was fitting for this study because it allowed the researcher, a literacy coach, more than one opportunity to dive deeper into the implementation of guided reading at Lorenzo De Zavala and the knowledge that was gained in each cycle only helped the researcher further develop TTS for each of the consecutive cycles. Data gained in each cycle offered different lenses to the researcher and helped steer the action and research in a more purposeful direction. Moreover, action research allowed the researcher to support the teachers in a familiar context through the innovation and helped improve teacher practices on campus. Using a mixed-method approach, I collected qualitative data and quantitative data. The cyclical nature of action research allowed for planning, reconnaissance, followed by review and iteration of the overall cycle (Adelman, 1993).

Setting

The study took place at Lorenzo De Zavala Elementary School which is part of the Dallas Independent School district. At the time of this study, the district was the 14th largest district in the nation serving about 154,000 students in pre-kindergarten through 12th grade across 230 schools. The demographics of the student population were comprised of 70% Hispanic, 21% African American, 5% White, 1.2% Asian, 0.19% American Indian/Alaskan, 0.03% Hawaiian/Pacific Islander, and 2% two or more

ethnicities. Eighty-six percent of students were economically disadvantaged and 46% are English Learners. The highest retention rates on the campus had been in grade 1 and grade 2.

Lorenzo De Zavala Elementary School is situated in West Dallas, Texas in a low income, urban neighborhood. It had a student population of 442 students consisting of 94.8% Hispanic, 3.4% African American, and less than 2% White or other. 99.3% of students are economically disadvantaged and 61 % are English Learners. At this school there were 2 first year teachers, 9 teachers with 1-5 years of experience, 10 teachers with 6-10 years of experience, 8 teachers with 11-20 years of experience, and 2 teachers with over 20 years of experience. Regarding reading performance on the STAAR assessment, the school had performed poorly for the last few years, receiving a letter rating of an F. The Texas Academic Performance Report showed that only 25% of 3rd graders, 40% of 4th graders, 56% of 5th graders, and 20% of 6th graders met grade level expectations for reading in 2019 (Texas Education Agency, 2020). The data were only available for 3rd through 6th grades because kindergarten through 2nd grade students were not required to take state standardized assessments. The campus, however, tracks students' reading levels every six weeks and at the end of the 2019-2020 school year, only 23% of students in K-2 were reading on or above grade level. The goal for the campus is for 80% of K-2 students to read on or above grade level by the end of the school year.

Within this setting, I functioned as an instructional coach, specifically for teachers that teach English or Spanish Language Arts and Reading. My main prioritized duties included coaching, data tracking, and professional development. For coaching, I helped develop teachers in all areas including but not limited to classroom instruction, lesson

plan development, classroom management, content knowledge, and assessments. I did this through observation and feedback, modeling, and collaborative efforts. For data tracking, I created spreadsheets to track different types of data including individual student data, 3rd - 6th assessment data, K-2 reading levels, student writing samples, and campus culture and climate, and. As far as professional development, I worked closely with my administrative team to develop in-house professional development sessions to deliver every Monday afterschool and on district in-service days.

Additionally, about halfway through the study, I was promoted to Assistant Principal. As an Assistant Principal I continued my previous duties as an instructional coach since we did not hire a replacement. At the same time, I took on new responsibilities such as conducting unannounced informal observations, being a case manager for 504 students, overseeing Special Education referrals, and handling discipline issues.

Innovation

The purpose of this study was to determine the effectiveness of TTS in improving the self-efficacy of K-2 teachers in implementing guided reading instruction. This study also aimed to determine the impact of TTS on teachers' perceptions of implementing guided reading and future campus innovations. The materials required for participants to conduct guided reading groups included: 1) running record passages 2) Leveled Reader texts (levels A-K) for each student, 3) individual small dry erase boards, and 4) dry erase markers. Additional resources that teachers could use were the Reading A-Z online components including digital leveled texts and guided reading lessons, comprehension questions, language activities, and optional writing activities for each text.

The TTS innovation process began the first week of the 2022-2023 school year before the students return. On one of the in-service days, I delivered a 1-hour training session on how to conduct a guided reading lesson. This training reviewed the components of a guided reading lesson, provided them with modeling of a guided reading lesson, and opportunities for them to practice. The components that were covered during the training included student grouping by reading level, creating a weekly schedule for each of the groups, assessing a student to determine their reading level, planning for a guided reading lesson, materials to use, and the structure of the lesson.

Because teachers' needed time to test their students' reading levels, I provided support as needed by assisting with the testing process. They had a 3-week window to get all their students tested and create their guided reading small groups and schedules. In week 4, I started the first round of observations. I observed each teacher deliver a guided reading lesson to one of their groups each week. As I observed the lesson, I used an Observation Checklist (See Appendix A) created on Google Forms to determine if teachers included all the steps of a guided reading structure. These observations helped me identify any problem areas that each teacher was encountering to prepare feedback/training accordingly for the TTS session before their next observation. After each observation, the teachers filled out a short Feedback and Reflection Form (Appendix B) through Google Forms. In this survey, teachers rated themselves based on how they thought their lesson went using a scale of 1-6, with 6 being the highest. The survey also included open-ended questions so that they could describe any issues they experienced, specify what they needed help with, and ask me questions. The information collected from these forms allowed me to tailor the TTS sessions that were held before their next

observation. The TTS sessions were primarily meetings held in the participants' classrooms and lasted approximately 15 minutes to an hour. During these sessions, we would discuss what I observed, provide feedback, and/or training. The TTS sessions concluded the cycle and repeated once a week for 5 weeks. Throughout the timeframe of the study, they also participated in our reading community of practice which not only included the participants, but the administrators, and the upper grades reading teachers. We met for a total of two meetings and discussed guided reading, how to align vertical reading practices on campus, and organized instructional observational walks for them to observe their colleagues.

Participants

Participants were chosen by purposive sampling as they were intentionally selected based on the following criteria. The criteria for being an eligible participant in this study was that the teacher was a self-contained general education teacher in kindergarten through second grade who taught reading. The rationale for selecting these teachers was because they would be able to implement the innovation in their classrooms and meet with me for bi-weekly sessions of training and support. There were 8 teachers who met the criteria: three kindergarten teachers, two first grade teachers, two teachers that taught a mix of first and second graders, and one second grade teacher. Five of the teachers are bilingual teachers and three of them are monolingual teachers. All eight of the teachers were females. Three of the teachers had taught for less than five years, one had taught more than five years, three had taught more than ten years, and one had taught more than 15 years. Consent Forms (Appendix C) were given to the teachers along with an explanation of the study and expectations for their participation. The participants'

names were changed to code identifiers to maintain anonymity and confidentiality. Table 1 provides demographic information about each participant.

Table 1

Demographics for Participants in the Study

Gender	Teaching Experience (Years)	Teaching Assignment for 2022-2023	Language
Female	3 years	Kindergarten	Bilingual
Female	14 years	Kindergarten	Bilingual
Female	7 years	Kindergarten	Monolingual
Female	4 years	First Grade	Bilingual
Female	10 years	First Grade	Monolingual
Female	10 years	First & Second Grade	Bilingual
Female	2 years	First & Second Grade	Monolingual
Female	16 years	Second Grade	Bilingual

The participants were all provided with the same communication and resources needed to participate in this study. Participants each created a unique identifier which they used for the entirety of the study.

Role of the Researcher

My roles in this study were that of a practitioner and a researcher. As a practitioner, I provided the participants a 1-hour initial professional development session on the process of conducting a guided reading lesson. Additionally, once the TTS cycle began, as a practitioner, I observed each participant once a week as they delivered one guided reading instruction lesson. After each observation, participants filled out a

Feedback and Reflection form (Appendix B). I used the information they provided on these forms to plan each TTS session. At the TTS sessions, I met with each participant to provide feedback based on my observation and to provide support that addressed the issues they discussed in their Feedback and Reflection forms (Appendix B). Lastly, I recruited colleagues and organized the CoP meetings for the participants to collaborate with.

As the researcher, I collected quantitative and qualitative data throughout the duration of the study. I was in constant communication with my administration team and all necessary stakeholders to provide a comprehensive view of the research process and future vision for the campus. Last, I ensured the well-being and anonymity of the participants as my ethical responsibility to the university and to Lorenzo De Zavala Elementary.

Procedures

The following section describes the procedures and timeline for the Tailored Training & Support intervention and a comprehensive outline of participant recruitment, data collection, and post-intervention measures. Preparation for implementation of the intervention and data collection began during the Spring semester of 2022 with an application and approval by Arizona State University's Institutional Review Board. The recruitment process started as early as May 2022 and continued to August 2022. Participants received information about the study and were asked to review the Consent Form (Appendix C) before the school year began on August 15th, 2022. I also shared my contact information with the participants so that they could contact me with questions or concerns prior to beginning the study.

Pre-Innovation Procedures

Two main items were completed before the TTS intervention began. These items included an interview with each participant and recruitment of participants for the guided reading Community of Practice.

During the first week back in August 2022, I scheduled time with each participant to conduct a pre-innovation interview (Appendix E). Each interview took about 20 minutes, and we met in their own classrooms. I asked each participant for permission to record the interview. These interviews took place on 'Teacher Workdays' when we did not have any other professional development scheduled for the staff and some took place during their planning time. To invite and recruit participants for the Community of Practice (CoP), I spoke to individual staff members on campus who also taught reading. We discussed information about what a CoP is, proposed meeting times, activities we would all participate in, topics for collaboration, and how it could be beneficial for our campus.

Innovation Procedures

The innovation procedures consisted of a professional development session, a pre innovation survey, the Tailored Training and Support cycle, and a Community of Practice. It began with a professional development session for all the staff, including the participants. It was approximately one hour long and was conducted at the start of the 2022-2023 school year. The training explained the purpose of guided reading, the components of a guided reading lesson, modeling of a guided reading lesson, and opportunities for them to practice teaching a guided reading lesson. During the practice portion of this training session, teachers used the Observation Checklist (see Appendix

A) so that they become familiarized with this tool. The pre-innovation survey (see Appendix D) was given to the participants after the professional development session. This survey was created with Google Forms did not collect their email addresses. Each participant was required to use a unique identifier by using the first three letters of their mother's first name and the last four digits of their phone number.

The TTS cycle started the first week of November 2022. The TTS cycle included 3 main components: observation, feedback and reflection, and training, support, or feedback. I repeated this cycle for 5 weeks, once a week for each participant. I sent online reminders through our district Outlook calendar of when I was going in to observe their guided reading lessons. During each observation, I collected quantitative data using the Observation Checklist (Appendix A). After the observation, the participant completed the Feedback/Reflection Form (Appendix B). I used the information gathered from their Feedback/Reflection forms to decide how I would support them when we met before their next observation. This support depended on their individual needs and was either a quick feedback and discussion session, a short training session, or provided them with resources that they could use. The last cycle occurred during the third week of December 2022.

Additionally, participants attended two Community of Practice meetings with administration and other staff members from our campus to discuss reading practices at Lorenzo De Zavala. Each meeting lasted approximately an hour and a half. The topics of the first meeting discussion ranged from guided reading practices, reading levels, classroom resources, and how to vertically align teaching practices on our campus. During the first meeting, we collectively decided to organize having instructional

observation walks to see each other teach reading and/or guided reading. The second meeting topic was more of a teacher-led feedback and discussion session. The participants and teachers that were part of the instructional walks met with each other during this second CoP meeting and shared praise, feedback, and asked each other questions about what was observed.

Post-Innovation Procedures

During weeks 6 and 7 of the study, I scheduled time to meet with each participant for a post-innovation interview (Appendix E) during their planning time. Each interview lasted about 20 minutes. The post-innovation survey (Appendix D) was also completed by each participant during those two weeks.

Data Collection

For this research study, I used a mixed-methods approach for the collection of data. Collecting quantitative and qualitative data provided me with a better scope of understanding the effects of the TTS system on the implementation of guided reading instruction and teacher self-efficacy. Likert-scale pre- and post-innovation surveys, observational checklists, teacher self-rating scores were used for quantitative data collection. Pre- and post-innovation interviews, and weekly observations were used to collect qualitative data. The following sections provide information about the instruments and data sources that were be used for data collection in this study.

Quantitative Instruments and Data Sources

Quantitative data was collected with pre-innovation and post-innovation Likert scale surveys. The 6-point Likert scale survey included four items per construct which require participants to rate each of the statements. The statements could be rated as

follows: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly agree. A Likert scale illustrates a scale with theoretically equal intervals among responses and is often treated as both ordinal and interval data in educational research (Creswell & Guetterman, 2019). The Likert scale entails multiple items that are typically averaged to produce a reliable measure than could be obtained from a single item (Lavrakas, 2008). The survey included the following five constructs: 1) feelings and perceptions about guided reading instruction, 2) familiarity with the structure of guided reading instruction, 3) levels of self-efficacy in implementing guided reading, 4) comfort levels of innovation implementation, 5) feelings about Tailored Training and Support (TTS). For example, one of the statements included for feelings and perceptions about guided reading construct stated, "I believe guided reading instruction is the best way to differentiate reading instruction for students." Also, for the comfort levels of implementing new innovations section, one of the statements included was, "I am comfortable implementing new changes/innovations on campus." The complete survey is provided in Appendix D.

Quantitative data was also collected using the observational checklist. The checklist included all the components of a guided reading lesson and was used as a point system. During each observation, the teachers could earn up to 7 points if their lesson met the following criteria (i.e., 1 point per each criterion): 1) teacher introduced the text, 2) teacher listened to students read the text, 3) teacher lead a group discussion about the text, 4) lesson had a clear teaching point, 5) letter/word work activity, 6) writing about the reading activity, and 7) lesson was between 15-20 minutes. These data also helped structure the training and support that each teacher received. The checklist is provided in the Appendix A. This checklist was used by the researcher during a total of 5

observations per participant. Only the first and the last observation checklist scores were compared for the purposes of the study. The information gathered by these checklists during their second through fourth observation were only used to personalize the support provided each participant with. Lastly, quantitative data was collected using a Feedback/Reflection form that participants completed after every guided reading lesson I observed. On this form, the participants rated their lessons from 1 to 6 with 6 being the highest rating. These data were compared from the beginning of the study to the end. For example, the self-efficacy rating question was stated as, "How would you rate your guided reading lesson?" and one of the open-ended questions included stated "What issues did you encounter?" The complete Feedback and Reflection form is provided in Appendix B.

Qualitative Data Sources & Instruments

Qualitative data was collected through pre- and post-interviews with the participants. In the qualitative data collection, open-ended questions were asked so that participants could best voice their experiences, thoughts, and feelings unconstrained by any perspectives of the researcher or past research findings (Creswell & Guetterman, 2019, p. 218). The three constructs that were investigated were: 1) participant's experience with teaching reading, 2) what support looks like after professional development, and 3) their thoughts about TTS to foster innovations at a campus level. An example of a question for construct 1 included, "How much experience have you had teaching reading?" and an example for construct 2 included, "What type of support do you believe is needed after attending a professional development session for an innovation?" (see Appendix E for complete list of interview questions). Qualitative data was also collected through the

Feedback/Reflection Form (Appendix C) previously mentioned through open-ended questions. After each observation, the participants indicated areas of improvement and pose questions and/or concerns. These data were analyzed to determine common areas of need for the entire group of participants. These data also provided information on patterns of change throughout the study. Participants filled out this form a total of 5 times.

Data Analysis

Quantitative and qualitative data were both analyzed individually. The results of both data analyses were merged to investigate the data in more detail. This merged data analysis was used to answer the research questions efficiently. The quantitative data was used as a supplement to the qualitative data.

Quantitative Analysis

The quantitative data collected in this study was used to complement the qualitative data to develop a greater understanding and to attempt to answer the research questions. Quantitative data was collected through the pre- and post-innovation surveys, the Observation Checklist, and the self-reflection portion of the Feedback/Observation form. The pre- and post-innovation survey included 26 questions using a 6-point Likert scale. Data was collected and analyzed for each construct by comparing the results of pre-innovation surveys to the results of the post-innovation surveys. The total points for each participant were calculated for the entire pre-innovation survey and were compared to the total points for each participant on the post-innovation survey. This allowed me to determine the type of change from the pre-innovation survey to the post-innovation survey. Additionally, I applied the same calculation for each of the constructs. For each

participant, I determined the total points per construct for both the pre- and post-surveys to determine which construct had the most growth or decline.

Data from the pre- and post-survey, the first and last Observation Checklist, and the first and last self-efficacy scores from the Feedback/Reflection scores were analyzed using computer software, specifically the Statistical Package for the Social Science software, or SPSS. The Observation Checklist allowed me to track each participant's progress from before the innovation began to the end of the innovation. On this checklist, the teacher being observed could get up to 7 points total if their guided reading lesson included all 7 components. These data were tracked for each individual, at the beginning and at the end of the study. These data gave me an accurate picture of the common component that most participants struggled with. Points were calculated for each participant to determine individual growth or regression. Using the Observation Checklists data, I used descriptive statistics on SPSS to determine whether improvements in participant outcomes were experienced due to the innovation.

Qualitative Analysis

For the qualitative analysis, transcripts were created using the recordings of the pre-and post-interviews. The method that I used to analyze the transcripts was the process of qualitative content analysis. I "read over the written texts a number of times, highlighting different phrases across the texts that reflected different categories of interest to the change action" (Ivankova, 2015, p. 380). To identify any patterns and themes in the data, I assessed each transcript based on the constant comparative method. With the constant comparison method, the researcher is able to categorize, code, delineate categories, and connect them through comparison, which is what is required to create a

theory more or less inductively (Boeije, 2002). To compare the constructs, I evaluated the transcripts from the pre- and post-interviews separately and then I compared the final analysis of each of the constructs from the pre- to the post. Using the constant comparative method allowed me to sort the data into categories, connecting categories by comparing incidents in the data, and subsequently, developing more refined categories (Creswell & Guetterman, 2019). I followed this process of coding and created categories three separate times with each time creating additional prevalent subcategories. This analysis process assisted me in identifying the patterns across the interview data and narrowing down the results for the qualitative data. The same process was done for the open-ended questions portion of the Feedback/Reflection form. Combining the quantitative and qualitative analysis allowed me to make connections between what the participants verbalized in their interviews and their actual guided reading instruction performance over the course of the study. Table 2 shows the sources of data collected and how they were analyzed and aligned to the research questions of this study.

Table 2

Sources of Data and Analyses Aligned with the Research Questions

Research Questions	Data Sources *(Analyses)*		
	1	2	3
1) How and to what extent does the implementation of Tailored Training and Support sessions affect teachers' self-efficacy in	Pre- and Post-Innovation Observation Checklist - observation scores	Pre- and Post-Surveys (Descriptive statistics,	Feedback/Reflection Form -self-reflection scores

implementing guided reading instruction?	(*Descriptive statistics)*	*repeated-measures t-tests)*	(*Repeated-measures t-tests*)
2) How and to what extent does the implementation of Tailored Training and Support affect teachers' attitudes and perceptions about: a) guided reading instruction? b) implementing new innovations?	Pre- & Post-Innovation interviews (*Content analysis; constant comparative method*)	Pre- and Post-Surveys (*Repeated-measures t-tests)*	Feedback/Reflection Form - open-ended questions (*Content analysis*)

Quality of Data

In this study, it was very important to ensure the rigor, validity, and reliability of each source of qualitative and quantitative data. Rigor for this research was developed through the cyclical nature of action research. To develop proper rigor, it was important to go through a series or research cycles and use the information gathered to conduct the forthcoming cycles (Melrose, 2001, as cited in Mertler, 2019). Rigor was also ensured through prolonged engagement in this study accompanied by persistent observation and the researcher's experience with the process (Mertler, 2019). Participants had opportunities to reflect on their experience as it reflects on the problem being studied (Stringer, 2007, as cited in Mertler, 2019). My experience with previous cycles within the same study added credibility to the research (Melrose, 2001, as cited in Mertler, 2019).

As the researcher, it was crucial for me to monitor and identify any threats, occurrences, or situations that may have skewed or altered the outcomes. With that said, as the participants' instructional coach/assistant principal, participants might have possibly felt intimidated since I am part of the administration team. Even though my

observations and feedback did not affect teachers' official Teacher Excellence Initiative (TEI) performance scores, administration roles often come with mistrust and intimidation. To ensure that this did not become a factor, I had established and continued to foster trusting relationships and rapport with the participants as well as assuring them that my main responsibility was to help them grow as educators and that my evaluations and observations were not punitive. Additionally, I was very clear about the study and was willing to answer any questions that they had. Their participation and responses remained confidential and did not affect their position within the campus or with the district. It was also crucial that the participants felt comfortable and positionally safe throughout the study and afterwards.

In terms of validity, it was important to consider factors beyond the scope of the study such as maturation, unexpected matters, and time constraints. As far as maturation went, this could have been a factor that was not controllable. For example, a participant who had done small group reading interventions differently for several years might not have been willing to deviate from their 'set ways' and follow the guided reading structure. Fortunately, all the participants involved showed a strong growth-mindset and were very receptive to feedback. On the other hand, unexpected matters did somewhat impede with the data collection process and the observations scheduled for each teacher. Examples of this included teacher absences, other scheduled meetings such as ARD's or PLC's, fire drills, and campus assessment days. Furthermore, time constraints were somewhat an issue as well. Due to so many events and staff meetings planned ahead of time, it was difficult to find time to meet more than twice for the CoP meetings.

Timeline for Study Implementation

The study took place over a period of approximately eight months. The data collection process took nine weeks starting in August 2022 and ending in the middle of December 2022. Table 3 provides a timeline for the study.

Table 3

Procedures and Timeline for the Study

Time Frame	Actions	Procedures
May 2022 (Prior to Academic Year)	Participant Recruitment Professional Development Creation	• Emailed potential participants to describe the planned innovation • Distributed consent letters • Created the Guided Reading PD
August 2022	Pre-Innovation Procedures	• Scheduled and conducted individual pre-innovation interviews • Delivered Guided Reading professional development session • Distributed pre-innovation surveys
September – October 2022	Pre-Innovation Support & Community of Practice Meeting #1	• Assisted teachers in testing students to determine reading levels as needed • Assisted teachers in creating their small groups for guided reading • Assisted teachers in creating their guided reading groups schedules • Hosted CoP Meeting #1 in the cafeteria
October 30-November 4, 2022 (Week 1)	TTS Cycle 1	• Observed all participants teach one guided reading group • Completed Observation Checklist for each observation • Participants completed Feedback/Reflection form • Researcher met with and supported each participant based on individual needs

November 7-11, 2022 (Week 2)	TTS Cycle 2	• Observed all participants teach one guided reading group • Completed Observation Checklist for each observation • Participants completed Feedback/Reflection form • Researcher met with and supported each participant based on individual needs
November 14-18, 2022 (Week 3)	TTS Cycle 3	• Observed all participants teach one guided reading group • Completed Observation Checklist for each observation • Participants completed Feedback/Reflection form • Researcher met with and supported each participant based on individual needs
November 28 – December 2, 2022 (Week 4)	TTS Cycle 4 & Community of Practice Meeting #2	• Observed all participants teach one guided reading group • Completed Observation Checklist for each observation • Participants completed Feedback/Reflection form • Researcher met with and supported each participant based on individual needs • Host CoP Meeting #2 in the cafeteria
December 5-9, 2022 (Week 5)	TTS Cycle 5	• Observed all participants teach one guided reading group • Completed Observation Checklist for each observation • Participants completed Feedback/Reflection form • Researcher met with and supported each participant based on individual needs
December 12-21, 2022	Post-Innovation Procedures	• Scheduled and conducted individual post- innovation interviews Distributed post-innovation surveys

Summary

This chapter provided deeper insight into the setting and the participants of the study as well as a description and timeline of implementation of the innovation. Moreover, the chapter also described the data collection instruments, data sources, and data analyses in relation to the research questions. Chapter 3 concluded with a discussion of ways in which the quality of the data will be enhanced.

CHAPTER 4

DATA ANALYSES & RESULTS

The results of this action research are presented in three parts: 1) quantitative analysis, 2) qualitative analysis and 3) a combination of the analyses in relation to the research questions. Each section briefly reviews the data collection process, reliability, the analysis process, and the results. Quantitative data was analyzed using repeated measures *t*-tests and descriptive statistics, and the qualitative data was analyzed using a constant comparative method.

Quantitative Data Analysis and Results

The quantitative data were collected through the use of three tools which included the first and last Observation Checklist scores (see Appendix B), the first and last Feedback and Reflection Forms (see Appendix C), and the pre- and post-intervention surveys (see Appendix D). Data were successfully collected from all 8 participants during the duration of study. Because my sample size was fairly small, it was important to consider how the number of participants impacted the power of my statistical analyses.

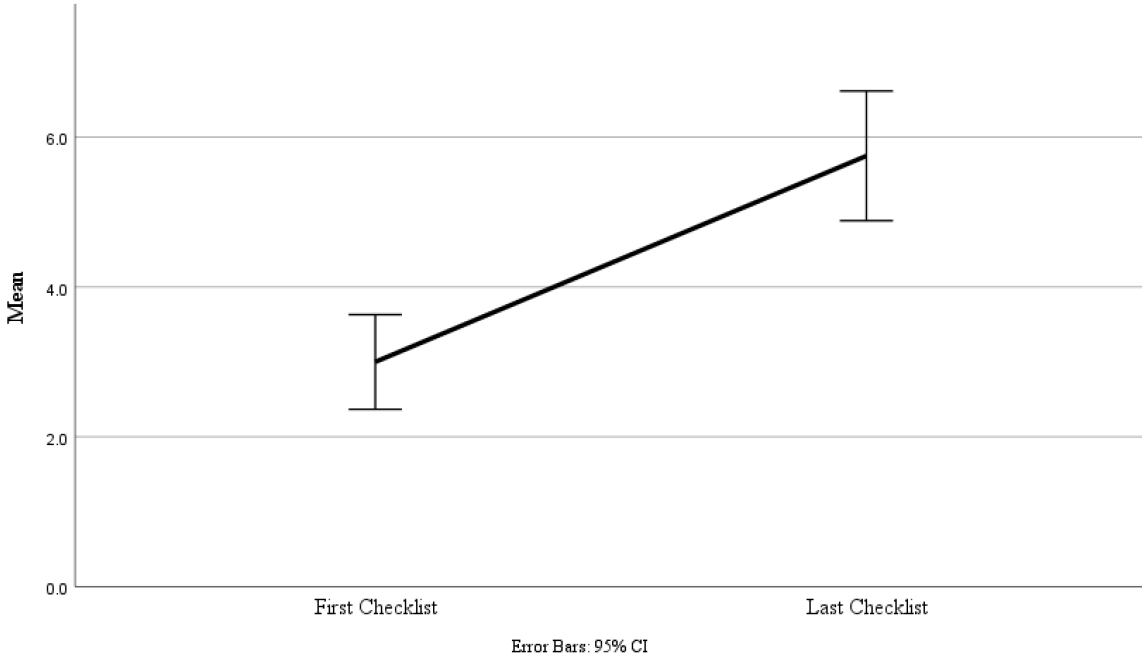
Observation checklist. The Observation Checklist was used by me as a tool to track how many of the 7 components of a guided reading lesson the participants were implementing during their lesson. The 7 components that I was looking for during the observation included: 1) teacher introduced the text, 2) teacher listened to students read the text, 3) teacher lead a group discussion about the text, 4) lesson had a clear teaching point, 5) letter/word work activity, 6) writing about the reading activity, and 7) lesson was between 15-20 minutes.

Reliability. The checklist was created using Google forms and was only used by me. The same checklist was used for all observations for each participant. The checklist was filled out by me while conducting the observations.

Repeated measures *t*-test. A repeated measures *t*-test was conducted to compare the average scores from the first observation checklist to the last observation checklist. The scores from the first observation checklist ($M = 3.00$, $SD = .76$) and last observation ($M = 5.75$, $SD = 1.04$) indicate that the participants' scores increased after participating in the TTS cycle, $t = 6.07$, $p < .001$, *mean difference* = 2.75, 95% CI [1.68, 3.82]. The effect size for this analysis ($d_{rm} = 2.14$) was large which indicates that TTS was successful in improving participants' delivery of guided reading lessons. On average, scores increased by 2.8 points on a scale containing 7 items. See Figure 1.

Figure 1

Mean Changes Between First Observation Checklist and Last Observation Checklist



Feedback and Reflection Form

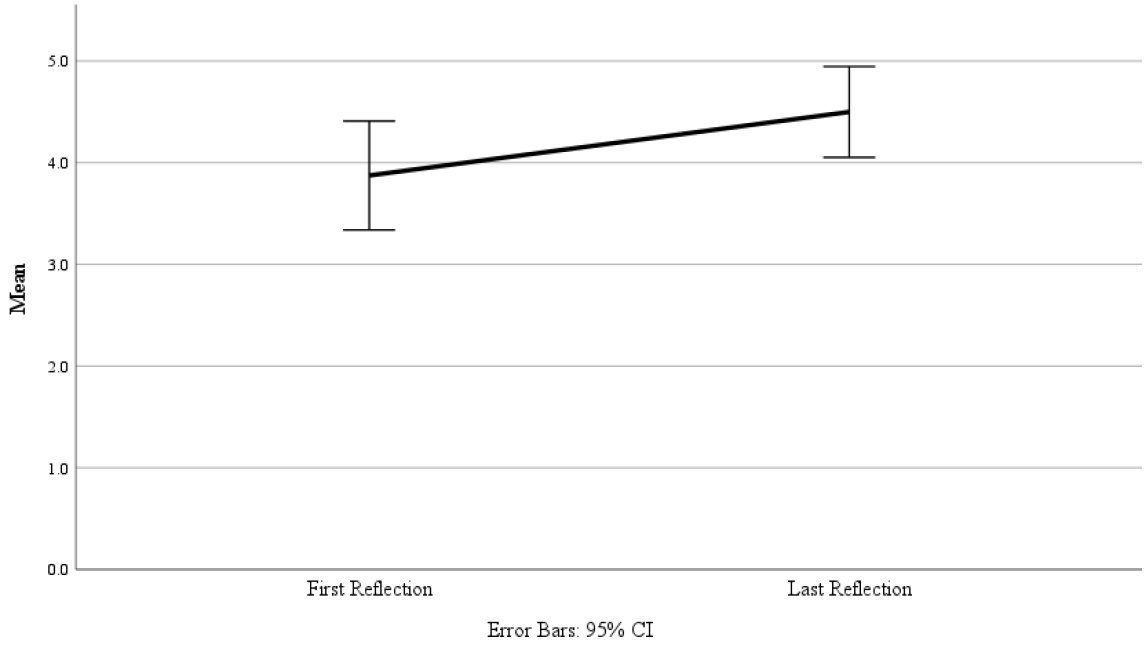
On the Feedback and Reflection form, each participant rated their observed guided reading lesson using a scale of 1-6, with 6 being the highest. This form was completed by each participant after each observation. For data purposes, only the first and the last form were used. I wanted to use this tool to compare their pre-innovation and post-innovation scores for data purposes, but I wanted participants to also get comfortable with self-reflection on their weekly improvement or regression.

Reliability. The Feedback and Reflection form was created with Google Forms to collect the data. Each participant filled out the form after I had observed them doing a guided reading lesson in their classroom. The form included the question, "how would you rate your guided reading lesson?" and participants rated themselves on a scale of 1-6. This form was completed by each participant a total of five times throughout the duration of the study.

Repeated measures *t*-test. A repeated measures *t*-test was used to compare the average self-ratings from the participants' first and the last Feedback and Reflection forms. The scores from the first Feedback and Reflection form ($M = 3.88$, $SD = .64$) and the last Feedback and Reflection form ($M = 4.50$, $SD = .53$) indicate that the participants' self-ratings increased after participating in the study, $t = 3.42$, $p < .001$, *mean difference* = 0.63, 95% CI [0.19, 1.05]. The effect size for this analysis ($d_{rm} = 1.20$) was large. This large effect size shows a significant difference which shows that TTS had a positive impact on the participants' self-reflection scores when comparing their first reflection to their last. On average, scores increased by 0.63 points on a scale from 1 to 6. See Figure 2.

Figure 2

Mean Changes Between First and Last Feedback and Reflection Forms



Pre- and Post-innovation Survey

The pre- and post-innovation survey contained 33 items: 7 demographic and 26 related to the study. The items were divided into 5 sections: 1) Feelings and Perceptions: Guided Reading, 2) Familiarity with Planning and the Structure of a Guided Reading Lesson, 3) Self-efficacy & Guided Reading, 4) Comfort Levels of Implementing New Innovations on campus, and 5) Feelings and Perceptions about TTS. The questions in these sections were Likert-scale items using a scale of 1-6, 1 being Strongly Disagree and 6 being Strongly Agree.

Reliability. The Pre- and Post-Innovation Survey was created with Google Forms and email addresses were not collected. On the form, participants created a unique identifier that they used for both the pre- and post-survey. The survey was given to the participants before the TTS Cycle of the study began and again at the completion of the

study. Given the small sample of participants, Cronbach's Alpha was used to evaluate the values to actuate the significance reliability for the perception subscale for each construct.

Analysis. For the pre-and post-innovation surveys, I conducted two types of analysis: a paired samples *t*-test and descriptive statistics. For the paired samples *t*-test, I transformed the data for each construct to find the mean value for all the items per construct. This process was done individually for the pre- and post-data sets. After getting the means for each construct, I conducted a paired samples *t*-test to compare construct to construct from both surveys. This was done to identify which construct showed the greatest change and least change. Moreover, to analyze the quantitative data from the pre- and post-innovation surveys, I used descriptive statistics to identify the mean of each of the items on the survey. This process was done for both the pre- and post-items individually for each of the five constructs of the survey.

Paired samples *t*-test. For construct one, the mean on the pre-survey ($M = 5.38$, $SD = .55$) and post-survey ($M = 5.75$, $SD = .46$) indicate that the average of the data in this construct increased, $t = 1.31$, $p < .001$, *mean difference* = 0.38, 95% CI [-0.30, 1.05]. The effect size for this analysis ($d_{rm} = 0.46$) was medium which means TTS had some positive impact on participants' beliefs and perception about guided reading. However, it is important to note that their beliefs and perceptions were already pretty strong before starting the study. Therefore, the small increase can still be considered a positive impact. On average scores for the first construct increased by 0.38 on a 6-point scale.

Descriptive statistics. For the first construct of the survey, Table 4 below shows that participants' responses for this construct ranged from *Agree* to *Strongly Agree* before

the innovation began. This section of the survey aimed to measure participants' feeling sand perceptions of guided reading. After the innovation, the participants' responses for this construct were all closer to the range of *Strongly Agree*. The standard deviations also decreased which indicate that participant responses were more consistent in the post survey. This consistency is important because it shows that after participating in TTS, the data were more closely clustered to the mean, which indicates that by the end of the study, their collective beliefs in guided reading improved. The data shows that there was positive improvement in their beliefs about guided reading instruction. See Table 4 for average responses. Cronbach's Alpha was found to be good ($\alpha = .85$) on the pre-survey and excellent (α=1.00) for the post-survey.

Table 4

Descriptive Statistics (Feelings and Perceptions: Guided Reading)

	Pre-Innovation Survey		Post-Innovation Survey	
Item	Mean	Std. Deviation	Mean	Std. Deviation
I believe guided reading instruction increases students' reading levels.	5.63	.518	5.75	.463
I believe guided reading instruction increases students' reading fluency.	5.25	.707	5.75	.463
I believe guided reading instruction increases student reading comprehension.	5.50	.535	5.75	.463
I believe guided reading instruction is the best way to differentiate reading instruction for students.	5.13	.835	5.75	.463

Note. The Likert scale for these items were (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, and (6) Strongly Agree.

Paired samples *t*-test. The second construct of the survey aimed to measure the participants basic knowledge and familiarity with the structure and components in a guided reading lesson. For construct two, the mean on the pre-survey ($M = 4.84$, $SD = .68$) and post-survey ($M = 5.63$, $SD = .50$) indicate that the average of the data in this construct increased, $t = 2.99$, $p < .001$, *mean difference* = 0.78, 95% CI [0.16, 1.40]. The effect size for this analysis ($d_{rm} = 1.05$) was large which shows that TTS positively increased participants' overall knowledge about guided reading instruction. On average scores for the first construct increased by 0.78 on a 6-point scale.

Table 5

Descriptive Statistics (Familiarity with Planning and the Structure of Guided Reading)

	Pre-Innovation Survey		Post-Innovation Survey	
Item	Mean	Std. Deviation	Mean	Std. Deviation
I am familiar with and knowledgeable about all components and structure of a guided reading lesson.	4.50	.926	5.75	.463
I am familiar with and knowledgeable about how to plan for a guided reading lesson.	4.62	.744	5.62	.528
I am familiar with determining each student's reading level.	5.13	1.13	5.50	.756
I am familiar with differentiating each guided reading group based on student's levels.	5.13	.835	5.62	.518

Note. The Likert scale for these items were (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, and (6) Strongly Agree.

Paired samples *t*-test. The third construct of the survey aimed to measure the participants' thoughts about self-efficacy in relation to guided reading. In the third construct, the mean on the pre-survey ($M = 4.90$, $SD = .71$) and post-survey ($M = 5.40$, $SD = .26$) indicate that the average of the data in this construct increased, $t = 1.60$, $p < .001$, *mean difference* = 0.50, 95% CI [-0.24, 1.24]. The effect size for this analysis ($d_{rm} = 0.56$) was medium. This means that there was some improvement in their thoughts about self-efficacy in relation to guided reading. On average scores for the first construct increased by 0.50 on a 6-point scale.

Descriptive statistics. Table 6 below shows that participants' responses for this construct fell in the range of *Agree* before the innovation began. After the innovation, the participants' responses for this construct were all closer within the range of *Strongly Agree*. The data shows that there was positive improvement in their thoughts about their own self-efficacy regarding guided reading instruction. The item with the greatest increase between means was *I can confidently deliver a guided reading lesson.* Within this construct, standard deviations also decreased which indicate that participant responses were more consistent in the post-survey. See Table 6 for average responses. Cronbach's Alpha was found to be good ($\alpha = .87$) on the pre-survey and good (α=.89) for the post-survey.

Table 6

Descriptive Statistics (Self-Efficacy and Guided Reading)

	Pre-Innovation Survey		Post-Innovation Survey	
Item	Mean	Std.	Mean	Std.

		Deviation		Deviation
I can confidently plan for guided reading instruction.	4.88	.991	5.50	.535
I can confidently deliver a guided reading lesson.	4.38	.744	5.25	.463
My self-efficacy largely depends on the support I receive.	5.00	.756	5.38	.518
My self-efficacy largely depends on my learning cycle through experience and practice with the activity.	5.13	.835	5.63	.518
Student achievement and growth largely depends on my teaching self-efficacy.	5.13	.991	5.25	.463

Note. The Likert scale for these items were (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, and (6) Strongly Agree.

Paired samples *t*-test. The fourth construct of the survey aimed to understand the participants' comfort levels in implementing and adapting to new innovations in the classroom or on campus. The mean on the pre-survey ($M = 4.68$, $SD = .83$) and post survey ($M = 5.15$, $SD = .59$) indicate that the average of the data in this construct increased, $t = 1.30$, $p < .001$, *mean difference* = 0.48, 95% CI [-0.39, 1.34]. The effect size for this analysis ($d_{rm} = 0.46$) was small which indicates that TTS had little positive impact on participants' comfort levels regarding implementation of future innovations. On average scores for the first construct increased by 0.48 on a 6-point scale.

Descriptive statistics. Table 7 below demonstrates that participants' average responses for all items in this construct fell in the range of *Agree* to *Strongly Agree* before and after the innovation. The data shows that there was positive improvement in four out of the five items. The item with the greatest increase between means was *I can*

confidently implement any innovation in my classroom. There was a decrease in the fourth item which states *I require a lot of support when implementing new changes/innovations.* However, the regression in this average can be a positive undertaking because it can signify that participants' felt they needed less guidance or support after the innovation. Within this construct, standard deviations also decreased which indicate that participant responses were more consistent on the post-survey apart from the item that regressed. See Table 7 for average responses. Cronbach's Alpha was found to be good ($\alpha = .86$) on the pre-survey and questionable (α=6.00) for the post-survey.

Table 7

Descriptive Statistics (Comfort Level of Implementing New Innovations)

	Pre-Innovation Survey		Post-Innovation Survey	
Item	Mean	Std. Deviation	Mean	Std. Deviation
I can confidently implement any innovation in my classroom.	4.38	1.408	5.37	.744
I am comfortable implementing new changes/innovations on campus.	4.48	.916	5.13	.835
I adapt well to changes/innovations in my teaching profession.	4.63	1.061	5.37	.744
I require a lot of support when implementing new changes/innovations.	4.63	.916	4.25	1.581
I believe in trying new things to improve instruction and my teaching practices.	5.38	.744	5.63	.518

Note. The Likert scale for these items were (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, and (6) Strongly Agree.

Paired samples *t*-test. The final construct included in the survey aimed to understand the participants' feelings and perceptions about the Tailored Training and Support Cycle they participated in throughout the study. This section included eight items that described their beliefs on the components of the TTS cycle and their thoughts about its effectiveness with future campus innovations. For the fifth construct, the mean on the pre-survey ($M = 4.92$, $SD = .89$) and post-survey ($M = 5.73$, $SD = .36$) indicate that the average of the data in this construct increased, $t = 2.22$, $p < .001$, *mean difference* = 0.81, 95% CI [-0.05, 1.67]. The effect size for this analysis ($d_{rm} = 0.78$) was medium. The medium effect size shows that overall, TTS had some positive influence on participants' feelings and perceptions about the TTS cycle. On average scores for the first construct increased by 0.81 on a 6-point scale.

Descriptive statistics. Table 8 below shows that participants' responses for this construct initially fell in the range of *Slightly Agree* to *Agree* before the innovation began. After the innovation, the participants' responses for this construct were all closer to the range of *Strongly Agree*. The data shows that there was positive improvement in all eight of the items presented. The item with the greatest increase between means was *I believe the TTS system can increase my self-efficacy*. The least amount of change can be seen in the last item which states *I believe participating in a Community of Practice is beneficial.* Within this construct, standard deviations also decreased which indicate that participant responses were more consistent on the post-survey. See Table 8 for average responses. Cronbach's Alpha was found to be excellent ($\alpha = .94$) on the pre-survey and acceptable (α=.80) for the post-survey.

Table 8

Descriptive Statistics (Feelings and Perceptions about TTS)

Item	Pre-Innovation Survey		Post-Innovation Survey	
	Mean	Std. Deviation	Mean	Std. Deviation
I believe the TTS system can be effective in improving my teaching practices.	4.75	.886	5.63	.744
I believe the TTS system can increase my self-efficacy.	4.38	.916	5.75	.463
I believe participating in the TTS system can facilitate student growth.	4.25	.707	5.63	.744
I believe the TTS system can be applied to support any campus innovation.	4.50	.926	5.63	.744
I believe the observation component of TTS is effective.	4.63	.916	5.88	.354
I believe the feedback and reflection component of TTS is effective.	5.00	.926	5.88	.354
I believe the personalization component of TTS is effective.	5.13	.991	5.88	.354
I believe participating in a Community of Practice is beneficial.	4.88	.835	5.63	.518

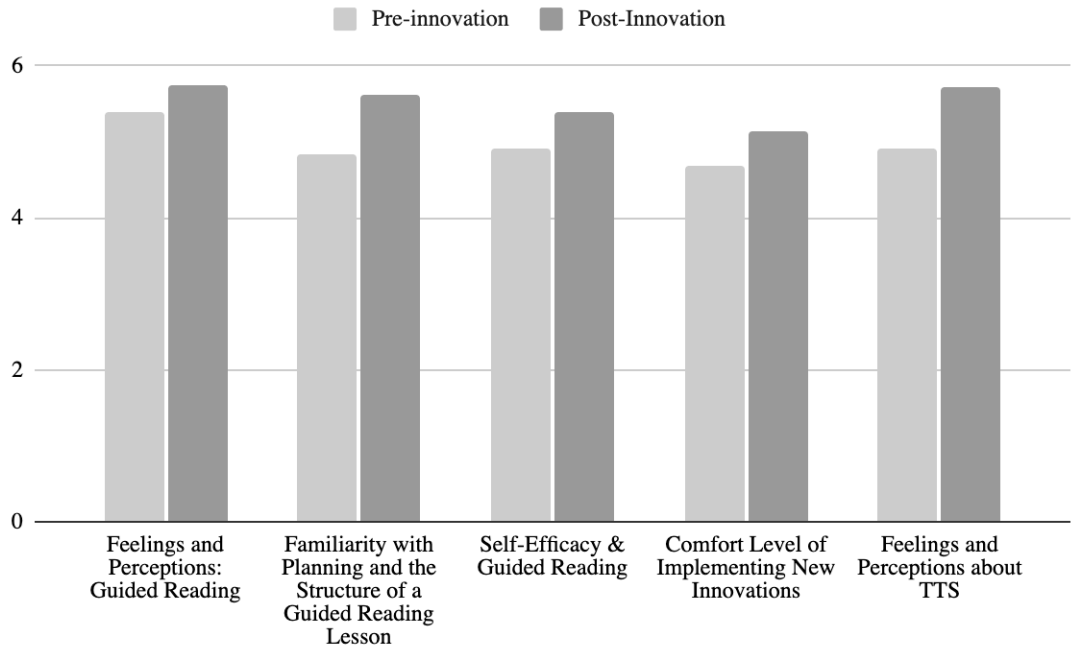
Note. The Likert scale for these items were (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, and (6) Strongly Agree.

When comparing the averages of each construct, it is evident that scores increased in all areas from the pre- to the post survey. The construct with the most growth was the fifth construct which measured participants' feelings and perceptions about the components surrounding the Tailored Training and Support cycle of the study. The construct with the least amount of growth was the first construct which measured feelings

and perceptions about guided reading instruction. Though, it is important to note that this construct was the one with the highest means in the pre-survey. See Figure 3.

Figure 3

Pre- and Post-Innovation Survey Construct Means



Quantitative Data Summary

The findings from the quantitative data support the idea that the Tailored Training and Support innovation was a positive influence on guided reading implementation, participants' self-efficacy levels, as well as feelings and perceptions surrounding guided reading and implementation of new innovations. There was a positive correlation between the Observation Checklists and the Feedback and Reflection Forms. As their guided reading practices improved (Figure 1), their self-reflection ratings also improved (Figure 2). By providing teachers with a consistent cycle of observation, feedback,

reflection, and support, their self-efficacy levels increased which led to improved beliefs and perceptions on the post-innovation survey.

Qualitative Data Analysis and Results

The qualitative data was collected through two sources, the participants' written responses from their Feedback and Reflection forms (see APPENDIX C) and the pre- and post-interviews (See APPENDIX E). Data sources from their Feedback and Reflection forms included written responses to two open-ended questions. Data sources from the pre- and post-interviews included transcripts of the recorded interviews which included 13 questions for the pre-interview and 17 questions for the post-interview. The qualitative data are organized into parts based on the themes that came out of the codes and the relevant research questions. In general, the preset categories were *perception* and *self-efficacy*. An additional category that emerged was knowledge.

Feedback and Reflection Forms

The Feedback and Reflection forms were filled out by each participant a total of 5 times each. It was a Google form that they would fill out after I observed them conduct a guided reading lesson. Aside from the participants' having to self-rate themselves on a scale of 1-6, they also had to answer two open-ended questions. The open-ended questions were: 1) What went well? and 2) What issues did you encounter? / What do you need support with? The open-ended responses were used by me to gain a better understanding of how I could support each participant before their next guided reading observation. In addition to it being a tool to see how I could support each of them, I was also able to see if my support and training was helping them improve their practice and/or self-efficacy.

Procedures. Before analyzing their responses, I first read them a few times with some wait time of approximately 2 days in between. I decided to organize them in the Google Sheets table that was generated by the Google Form and separate them by question to begin analyzing the questions individually. I did a content analysis for the responses to the first question followed by a separate content analysis with the second question.

Question 1. I started with the first question, *What went well?* and from those first few readings, common words started sticking out, so I began by color-coding the words that were similar by changing the font color. The words that were most frequently used to describe what went well during their guided reading lesson were *engagement* and *participation.* During the second read, I began to notice similar phrases or phrases relating to the same concept. One concept that was frequently referenced were phonics and phonemic awareness related words such as *short vowels, decoding, blending,* and *letter sounds.* Another concept that was common was student progress which emerged from words/phrases such as *improving, huge progress, advance,* and *successful*. Mertler (2007) explains that you will start to identify categories of narrative information as you go through qualitative data in search of trends and themes. With that in mind, for the third coding, I used the preset categories of *perception* and *self-efficacy*. If the statements fit any of these categories I color-coded the background of the text. If it was a perception statement, shaded the cell light blue and light yellow for both self-efficacy and perception. Figure 4 shows what the coding looked like after the third coding was applied.

Figure 4

Content Analysis of Feedback and Reflection Form Responses (Question 1)

Unique Identifier (fir	What went well?
Hil9839	Student were engage and have seen a huge progress with fluency and deciding.
SHE8190	The Flow of the lesson was a lot smoother, both were engaged and working well on their letter sounds. Blending sounds went better this time.
glo4675	Questioning, COmprehension
SIL3651	The books are more decodable and less repetitive
Mod0476	This is a new group to advance to level B reading. I love that they were able to self correct and identify the difference between a question and exclamation mark.
hil9839	I think that I hit all the small group components and the students were able to understand the learning target and able to apply it.
She8091	Going over vocabulary before hand helped me gain a picture of what words they already understood. The picture walk really helped them have pre understanding of what we'll be discussing in group next time we meet.
glo4675	Phonics/High Frequency Word Practice/ Comprehension
glo4675	Transitioin from phonics routines to vocab/HFW flashcards to actually reading.
SIL3651	Students are decoding, slowly becoming more and more familiar with blending.
Tere9851	Student's engagement in sight words
Tere9851	Students' engagement in reading.
GUA5574	They liked the dinamic of the dictation of the letter sounds
GUA5574	They are eagerly participating in reading, I will check for comprehension.
SIL3651	Students were able to decode the text, students were able to write a word (small win)
Mod0476	Self correcting by understanding their error in blending or substitution of beginning and ending sounds.
lin7223	kids know routines and expectations
lin7223	Kids liked to use the movable alphabet to build the words.
lin7223	Kids are use to do picture walks.
GUA5574	How engaged are in writing...
SH8190	Started to understand the concepts of the sounds of short e and a vowels
GUA5574	V is more engaged to participate with the group

Note. Sample not exhaustive.

Results. I found that there were more statements that included perceptions than there was about self-efficacy. Most of them were perception statements about student improvement, instead of their own improvement on guided reading practices. For example, for statements relating to perception, participants stated that "Students are decoding, slowly becoming more and more familiar with blending" and "Students were engaged and have seen a huge progress with fluency and decoding." Some of the comments that related to both self-efficacy and perception included "The flow of the

lesson was a lot smoother, both [groups] were engaged and working well on their letter sounds" and "I think that I hit all the small group components and the students were able to understand the learning target and able to apply it."

Themes. Combining categories and coded text results in a main idea or theme (Creswell & Guetterman, 2019). Table 9 shows the coded textual evidence from the first question participants responded to on their Feedback and Reflection Forms. It is sorted into pre-set categories followed by a one-sentence theme that ties everything together.

Table 9

Themes, Category Features, and Coded Text Evidence (Question 1)

Theme	Category Description	Coded Text Evidence (sample not exhaustive)
Participants mostly responded to this question with specific components of the guided reading lesson that students were engaged in and improving on.	PERCEPTION: when a participant expressed an opinion relating to student progress, either positive or negative.	● I can tell that students are gaining confidence in decoding CVC words. I think pictures and/or hands-on motions help students relate to words they initially struggled to read. ● My students understand decoding and blending and word building. ● Students were able to read the book with minor difficulty, that being said tells me that they are improving their reading level. ● Students answered questions and had good comprehension. ● Kids' engagement/ topic was interesting to them. ● Actual reading and comprehension. ● My kids are showing slow yet still progress. ● Kids were engaged and participating. ● Participation and excitement. ● Students were engaged and have seen a huge progress with fluency

		and [decoding]. ● Questioning, comprehension ● Phonics/High frequency word practice/comprehension ● [Students] self-correcting by understanding their error in blending or substitution of beginning and ending sounds.
Participants responded to this question with a reflection on their guided reading group *and* specific components of the guided reading lesson that students were engaged in and improving on.	SELF-EFFICACY: when a participant reflected on their own practice PERCEPTION: expressed an opinion relating to student progress, either positive or negative.	● I think that I hit all the small group components and the students were able to understand the learning target and were able to apply it. ● This is a new group to advance to level B reading. I love that they were able to self-correct and identify the difference between a question and exclamation mark. ● Going over their vocabulary beforehand helped me gain a picture of what words they already understood. The picture walk really helped them have pre-understanding of what we'll be discussing in group next time we meet. ● The flow of the lesson was a lot smoother, both [groups] were engaged and working well on their letter sounds. Blending sounds went better this time.

Summary. Participants responded to this question mostly with positive opinions on student progress they experienced during their guided reading lessons. Overall, the main concepts that participants' saw growth in were phonics/phonemic awareness and student participation/engagement in the lessons. Additionally, most responses included positive perceptions of student progress. This data showed that the participants valued the student progress they were seeing and acknowledged which pieces of their guided reading lessons were successful throughout their participation in the study. The data also

demonstrated that participants focused more on student performance and progress than self-efficacy.

Few participants reflected on whether their knowledge and implementation of the guided reading lesson went well or improved from previous lessons. This indicates that their focus was more student centered which is a positive thing because they appreciate seeing their students' progress and become better readers.

Question 2. What issues did you encounter? What do you need support with?

I followed the same coding process for the second open-ended section of the Feedback and Reflection form which asked participants, *What issues did you encounter? What do you need support with?*

From the first few readings, common phrases that stuck out to me were *time management* and *redirection/disruptions.* During the second read, I began to notice that the issues encountered with time management were related to their pacing of the lesson. For example, participants mentioned, "Time management! (too long) and "Pacing," and "timing." I also noticed that for other concept of redirection/disruptions, participants were referring to the students that were not in the guided reading groups with them. Some of the comments included, "The only issue is the disruption with the other students while doing guided reading" and "Class was a little too loud." For the third coding, I used the preset categories of perception and self-efficacy. If the statements fit any of these categories I color-coded the background of the text. If the response was a perception about their lesson, I used a light blue fill color for the cell. If it was in relation to self-efficacy, I used a light-yellow fill color for the cell. Figure 5 shows what the coding looked like after the coding was completed.

Figure 5

Content Analysis of Feedback and Reflection Form Responses (Question 2)

Unique Id	What issues did you encounter? What do you need support with?
glo4675	Time Management! (too long)/Writing Extension as well as adjusting it to the group's level.
Gua5574	Pacing
SH8190	Need more work with the vowels outside of the lesson. might incorporate the Montessori works as well during these lessons.
Mod0476	One of my littles loves to over talk, keeping his focus took some doing but he did well.
Ter9851	Students developing Fluency
SIL3651	Finding a focus for the lesson.
lin7223	time management
Hil9839	I would like support in finding a more variety of guided reading books. Maybe printing out some from reading a to z. I did encounter some disruption during the lesson and that I would need to address with the class. Also, I didn't have everything I needed in hand for my lesson.
glo4675	Interruptions; Level A-C Sound/letter routines (word work)
Gua5574	With one student if he does not have the right answer or his response is scaffolded he he might shuts down.
she8190	rigor and incorporating handwriting
Mod0476	I welcome any feedback and support.
Ter9851	Students confusion of letter and sound relationship.
lin7223	time management
Sil3802	More support for students who are missing sounds
Hil9839	The only issue is the disruption with the other students while doing guided reading.
glo4675	Time Management,
SHE8190	I didn't really feel there was anything big that I had issues with. Felt a lot better about this lesson than the last one. Work on comprehension skills with them more since they are lower, and vocabulary acquisition.
GUA5574	
mod0476	I am open to any feedback in order to help my students succeed. I wonder if my guided reading practices are sufficient and or if they can be enhances and if yes; how?
Tere9851	Independent reading
Sil3651	The book was a Level B and I ideally wanted an A-some students were able to decode and some were not. It was a mistake but see which ones might be able to handle a Level B.
lin7223	closing
Hil9839	Students that were not in small group were a little loud.
glo4675	Time Management (too short)/Didn't get to read enough.
GUA5574	I would like to have more time for K writing workshop
She8091	None
Rod0476	Timing. This group of kids are severely behind and trying to keep their interest when they are not up to speak is rather timely.
Tere9851	Reading fluency

Note. Sample not exhaustive.

Results. I found that there were more statements that indicated what they specifically needed support or help with than perception statements. For example, for statements relating to self-efficacy, participants responded with comments such as "Finding a focus for the lesson" and "More support for students who are missing sounds." The most common parts of the guided reading lesson that they needed support with were time management, pacing, phonics/phonemic awareness, and disruptions. Some of the comments that were categorized as perceptions included statements such as "I wonder if my guided reading practices are sufficient and if they can be enhanced and if yes; how?" and "I didn't really feel there was anything big that I had issues with." There were also a few that left the question blank or did not ask for anything specific.

Themes. Table 10 shows the coded textual evidence from the second question participants responded to on their Feedback and Reflection Forms. It is sorted into pre-set categories followed by a one-sentence theme that sums it all up.

Table 10

Themes, Category Features, and Coded Text Evidence (Question 2)

Theme	Category Description	Coded Text Evidence (sample not exhaustive)
Participants mostly responded to this question with specific components of the guided reading lesson that they needed support with.	SELF-EFFICACY: when a participant identified component(s) they needed support with.	● Time management ● Pacing ● Need more work with the vowels. ● Students developing fluency ● Finding a focus for the lesson ● Time management ● I would like support with finding [more] variety of guided reading books. ● Interruptions ● Levels A-C sound/letter routines ● Students' confusion of letter and sound relationships ● Time management ● More support for students who are missing sounds ● The only issue is the disruption with the other students while doing guided reading.
Participants responded to this question with a reflection of their guided reading group that day.	PERCEPTION: expressed an opinion relating to their guided reading lesson	● One of my littles loves to over talk, keeping his focus took some doing but he did well. ● I didn't really feel there was anything big that I had issues with. ● Felt a lot better about this lesson than the last one. ● I wonder if my guided reading practices are sufficient and/or if they can be enhanced and if yes; how? ● The book was a Level B and I ideally wanted an A. Some students

	were able to decode and some were not. It was a mistake but [got to] see which ones might be able to handle a Level B.

Summary. For this question, most of their statements suggested that participants needed assistance with things such as time management and managing classroom disruptions. Some of their answers to this question were somewhat vague, especially when they answered with just two-word answers such as "time-management." It helped to meet with them after every form was filled out to get more clarification. Were they having issues with the lesson being too short, or too long? What was nice to see was that a lot of the issues being encountered were concepts that were not covered in the initial training before the TTS cycle. Not only did this indicate that the professional development session was beneficial and effective, but it also gave me a better understanding of what topics a follow-up professional development session should cover.

Interviews

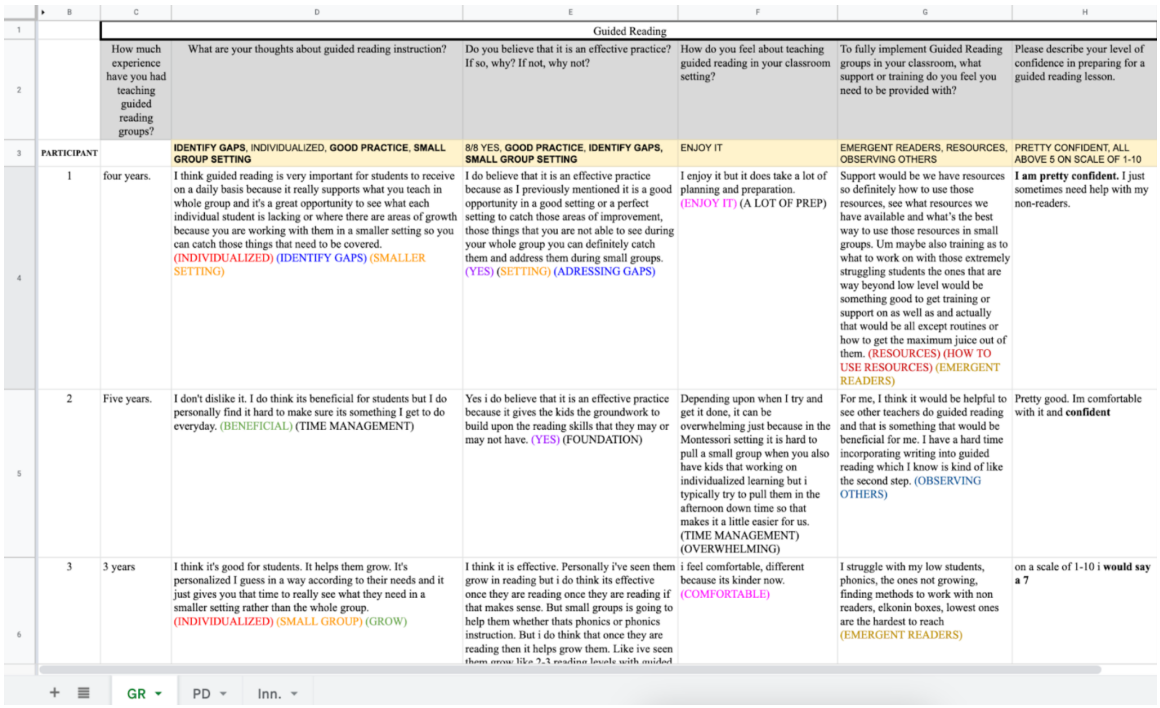
The pre- and post-innovation interviews were used to assess participants' feelings and perceptions about guided reading, professional development, and TTS before and after participating in the study. The pre- interview questions aimed to get more background information and preconceived notions either from experience or from training they had received. The post-innovation interview questions aimed to identify any changes in participants' feelings and perceptions after participating in the TTS cycles. The questions for these interviews can be found in the Appendix (see Appendix E).

Procedures. To analyze the data from the pre-innovation interviews, I conducted a content analysis. To do this I transcribed the interview responses into a Google Sheet so

that I could have all the responses organized together by question and by participant. I created three separate tabs for each of the three constructs. For the first read, I typed a word or short phrase in capital letters at the bottom of each response. This word or phrase represented the main topic or summary of the response. The second read was done two days later and this time I re-read and added more of these topics or summary words/phrases. After that I began reading the responses per question and noticing patterns in the responses. I color coded the words that repeated or were similar to each other. Then, on the second row of the spreadsheet, I wrote down the main answers for that specific question. Lastly, I analyzed all of the main topics and created categories for the entire construct. This process was done for both sets of interview questions. Figure 6 shows the process of coding and categorizing my content analysis.

Figure 6

Content Analysis Process of Pre- and Post-Innovation Interview Responses



			Guided Reading				
		How much experience have you had teaching guided reading groups?	What are your thoughts about guided reading instruction?	Do you believe that it is an effective practice? If so, why? If not, why not?	How do you feel about teaching guided reading in your classroom setting?	To fully implement Guided Reading groups in your classroom, what support or training do you feel you need to be provided with?	Please describe your level of confidence in preparing for a guided reading lesson.
	PARTICIPANT		**IDENTIFY GAPS**, INDIVIDUALIZED, **GOOD PRACTICE**, **SMALL GROUP SETTING**	8/8 YES, **GOOD PRACTICE**, **IDENTIFY GAPS**, **SMALL GROUP SETTING**	ENJOY IT	EMERGENT READERS, RESOURCES, OBSERVING OTHERS	PRETTY CONFIDENT, ALL ABOVE 5 ON SCALE OF 1-10
	1	four years.	I think guided reading is very important for students to receive on a daily basis because it really supports what you teach in whole group and it's a great opportunity to see what each individual student is lacking or where there are areas of growth because you are working with them in a smaller setting so you can catch those things that need to be covered. (INDIVIDUALIZED) (IDENTIFY GAPS) (SMALLER SETTING)	I do believe that it is an effective practice because as I previously mentioned it is a good opportunity in a good setting or a perfect setting to catch those areas of improvement, those things that you are not able to see during your whole group you can definitely catch them and address them during small groups. (YES) (SETTING) (ADRESSING GAPS)	I enjoy it but it does take a lot of planning and preparation. (ENJOY IT) (A LOT OF PREP)	Support would be we have resources so definitely how to use those resources, see what resources we have available and what's the best way to use those resources in small groups. Um maybe also training as to what to work on with those extremely struggling students the ones that are way beyond low level would be something good to get training or support on as well as and actually that would be all except routines or how to get the maximum juice out of them. (RESOURCES) (HOW TO USE RESOURCES) (EMERGENT READERS)	**I am pretty confident.** I just sometimes need help with my non-readers.
	2	Five years.	I don't dislike it. I do think its beneficial for students but I do personally find it hard to make sure its something I get to do everyday. (BENEFICIAL) (TIME MANAGEMENT)	Yes i do believe that it is an effective practice because it gives the kids the groundwork to build upon the reading skills that they may or may not have. (YES) (FOUNDATION)	Depending upon when I try and get it done, it can be overwhelming just because in the Montessori setting it is hard to pull a small group when you also have kids that working on individualized learning but i typically try to pull them in the afternoon down time so that makes it a little easier for us. (TIME MANAGEMENT) (OVERWHELMING)	For me, I think it would be helpful to see other teachers do guided reading and that is something that would be beneficial for me. I have a hard time incorporating writing into guided reading which I know is kind of like the second step. (OBSERVING OTHERS)	Pretty good. Im comfortable with it and **confident**
	3	3 years	I think it's good for students. It helps them grow. It's personalized I guess in a way according to their needs and it just gives you that time to really see what they need in a smaller setting rather than the whole group. (INDIVIDUALIZED) (SMALL GROUP) (GROW)	I think it is effective. Personally i've seen them grow in reading but i do think its effective once they are reading once they are reading if that makes sense. But small groups is going to help them whether thats phonics or phonics instruction. But i do think that once they are reading then it helps grow them. Like ive seen them grow like 2-3 reading levels with guided	i feel comfortable, different because its kinder now. (COMFORTABLE)	I struggle with my low students, phonics, the ones not growing, finding methods to work with non readers, elkonin boxes, lowest ones are the hardest to reach (EMERGENT READERS)	on a scale of 1-10 i **would say a 7**

GR PD Inn.

Note. Sample not exhaustive.

Pre-Innovation Interviews

The pre-innovation interview included three constructs with a total of 13 questions: 1) Guided Reading Instruction with six questions, 2) Professional Development with two questions, and 3) Campus Innovations with five questions.

Themes. After analyzing the information, the following themes that emerged for the Guided Reading feelings and perceptions construct included: good practice, individualized, small group setting, and closing the gaps. For feelings and perceptions about professional development, participants' responses showed that they value observation, feedback, modeling, follow-up, individualization, and time for implementation. The responses for the last construct about campus innovations revealed resounding themes of staff buy-in and time. Table 11 shows the coded textual evidence from pre-innovation interviews.

Table 11

Pre-Interview Constructs, Themes, and Coded Text Evidence

Construct	Themes	Coded Text Evidence (sample not exhaustive)
Feelings and perceptions about guided reading	Beneficial Individualized Small group setting Closing the gaps	● I think guided reading is very important for students to receive on a daily basis because it really supports what you teach in whole group and it's a great opportunity to see what each individual student is lacking or where there are areas of growth because you are working with them in a smaller setting so you can catch those things that need to be covered. ● I think it's good for students. It helps them grow. It's personalized I guess in a way according to their needs and it just gives you that time to really see what they need

		in a smaller setting rather than the whole group. ● I think it is because like I said, you just focus on those 4 or 5 kids at a time. When it's the whole group, it is kind of hard to pinpoint what the student is struggling with, and you can hit those target areas.
Feelings and perceptions about professional development	Observation Feedback Modeling Follow-up Individualization Time for implementation	● Time for implementation and once there's an opportunity, observation along with feedback, seeing what we're putting into place and what we're doing right and what we need to improve. So, definitely that feedback. Even before, modeling could be something that we could benefit from. ● Seeing it in a lesson, modeling, to see how it's supposed to look like. ● I think it is the same as guided reading for the kids. It needs to be targeted to what the teacher is needing because sometimes we go to PD's and "[I'm] like this doesn't even pertain to me. I shouldn't be here." ● I feel that if we have professional development, what we need is guidance on how to implement it correctly. So I feel that if I went to a training, I would want someone to come and observe me to give me feedback to see if I'm doing it right or to watch someone do it so that I could be able to implement it the way we are supposed to, because everyone has a different way of doing something but if you want it to be a certain way, then we should be able to see what it looks like. ● The implementation of it, so following up and not just kind of releasing us to do what we're trained on but also seeing it in action.

Feelings and perceptions about campus innovations	Buy-in Time	● The timing, and how it's taught. Making sure that we were given that time to be able to get familiar but without setting a deadline. Without having to learn it and teach it at the same time. ● I think that the admin needs to really believe in it and really see that there's gonna be positive changes towards the campus and of course the teachers need to be willing to buy in. Sometimes you have to get out of your comfort zone but if it's for the kids then it's good. ● Having buy-in, at least with me. Telling up, “this is why we think it's going to be effective and it's going to be a success for our students.” When you give us an overview of what we're doing and why, that's better than throwing something at us and saying, “Ok you have to go to training, and you have to do this next week.” So, I think of buy-in and courtesy of your instructors so that we know something new is coming and we have time to plan and prepare for it. ● I feel that if we are going to do an implementation, we also have to have in mind that it's going to take time. It's not gonna be something that we say, “ok, we are going to do it now and gonna be masters at it.”

Summary. Overall, participants believe in the practice of guided reading because through small group instruction, they can identify and address students’ reading gaps through the use of individualized reading strategies and materials. All participants' responses indicated that they enjoyed teaching guided reading and believe that it is an effective practice. The main supports they felt that they needed in order to implement guided reading in their classrooms were strategies for their emergent readers, observing others, and more clarity on types of resources they should use. On the topic of

professional development, they communicated that modeling and follow-up were essential for it to be beneficial. Many participants indicated that they need to see it in action, whether that be by observing others or someone modeling it at the professional development sessions. They also mentioned the idea of follow-up and how important it is to check in on the implementation of it every so often through observation and feedback. They feel that this is necessary, so they know whether they are doing what they learned correctly or incorrectly. For the last portion of the interviews, the participants all inclusively agreed that buy-in is very important when campuses introduce innovations. They all passionately spoke about how the staff of a campus, including administrators need to believe in the innovation and be able to explain the benefits, the plan of implementation, and explicitly train them on how it should be implemented. The concept of time was a common theme for this construct of the interviews as well. Participants indicated that in order for innovations to be effective, they need to be given time before and during the implementation. They expressed that they were given enough time to learn it, practice it, and observe it before implementing it. During implementation, participants said that time was important as well because we couldn't give up on the innovation after just a short period of time.

Post-Innovation Interviews

The post-innovation interview included three constructs with a total of 17 questions: 1) Guided Reading Instruction with ten questions, 2) Professional Development with two questions, and 3) TTS and Campus Innovations with five questions. The questions for this interview intended to learn more about changes in feelings and perceptions about guided reading, professional development, campus

innovations after participating in the study. The third construct also included questions about the TTS cycle to gain perspective on what they thought about it and whether or not they believed it was effective in improving their self-efficacy with guided reading.

Themes. Following the analysis of the data, the themes that surfaced for the guided reading questions were differentiation, enjoyment, student growth. The themes revealed within the responses of the professional development construct were time and staff buy-in. Effectiveness, enjoyment, and helpfulness were the themes that emerged from the questions about the TTS cycle of support. Table 12 shows the coded textual evidence from post-innovation interviews.

Table 12

Post-Interview Constructs, Themes, and Coded Text Evidence

Construct	Themes	Coded Text Evidence (sample not exhaustive)
Feelings and perceptions about guided reading	Differentiation Enjoyment Student Growth	● "My beliefs changed a lot because I self-reflected a lot especially for each group and how to differentiate within each group" ● "I learned that you need to wear a lot of hats and switch gears between groups because every group is at a different pace, so ensuring that you are teaching to your audience and that the lesson is appropriate for the audience." ● "It is very necessary, very helpful. I enjoy parts of it, and I say parts because the planning can be frustrating, but in the reading groups, it's very enjoyable not only for me as the teacher, but I've seen the kids enjoy it as well." ● "It feels good. It feels like there is growth especially with the changes we've made. I like it." ● "Oh, I love it! I think I have learned quite a bit along the way, and I see it in my

		kids. I also see them pointing out things that we learn in a whole-group, making connections, so I really enjoy it." ● "Yes, definitely seeing growth even in my kids who are still at an A [level]. Their decoding skills have gotten better." ● "It is effective because you are able to personalize it according to the group's needs and you can help them grow." ● "I have seen growth in their reading levels and other components." ● "I started the year with the majority of my kids not reading at all and now they are levels C's, D's, and E's, so I've seen the growth." ● "I would say it changed a lot. It helped me know what elements I needed to add. For me it helped a lot.
Feelings and perceptions about professional development	Time Buy-in	● "Time for implementation and practice." ● "Just giving teachers time and space to start implementing and then coming back and giving feedback and seeing how they are doing." ● "Time to implement the skills" ● "Time to reflect on the implementation and then tweak it as needed." ● "I would say getting feedback and having buy-in from staff." ● It has to be something that you are eager to implement, that you need and are ready to implement." ● "The how. How can I use this? How will this help?" ● "That it is targeted and that it is something that you actually need and something that is connected to other things we are doing on campus."
Feelings and perceptions about TTS	Effectiveness Enjoyment Helpful	● "I think it definitely could help [other innovations.] It helped me and I definitely think it could help others as well in implementing new practices because training is important but not just giving out what needs to be done but getting in

there to observe, getting feedback and yeah, we all need to reflect on ourselves."

- "It has to be done because otherwise how are the teachers to know what is working? and it gives you time to reflect on the question, "What went well?" Something we don't have time for or make the time to reflect on your teaching and that is helpful and then also having someone else tell you."
- "I really liked our sessions because it was such a quick turnaround. I didn't have to wait for a long time to be able to get feedback. So, when we had our conversations, it was quick, this is and talked like, 'this is what I saw, this is what we have to change,' and right there I was able to adjust for the following week. So, the quick turnaround was great because I didn't have to keep making the same mistakes while waiting for feedback.
- "I think it can be applicable to everything. The fact that we are learners and teachers it's important to have that constant pulse check for everyone so that we are all adhering to the vision and mission statement of our school."
- "It was a great experience. Even my kids, now when I'm doing guided reading, they're like, 'Where is Ms. De La Cruz?' They wanted someone else to see their improvement. It benefits them and it benefits me."
- "It was very good. I liked it because it was a way to be more prepared, checking for the feedback, and implementing it."
- "I really enjoyed it because I was able to get feedback. And over the years the only time you get feedback is when they come to observe you informally or formally so having someone to come to specifically watch you do one thing, it forces you to make it a habit and to be able to see if you are doing it right."
- "It was good it went by quickly and it

	made me more comfortable being observed and getting feedback." ● "I would say [my self-efficacy] did improve just because I now know what elements should be included. I always thought I wasn't doing guided reading correctly, but I now understand that each group is different depending on what the kids need." ● "I feel very confident doing it on my own now. At the beginning like I said I just wasn't sure I was meeting the expectations of how the campus wanted it to look and now I feel great."

Summary. To a large extent all responses for all three of the constructs were collectively positive. Feelings and perceptions about guided reading predominantly continued to be positive and many of the participants shared that they began to enjoy doing guided reading groups more. All participants felt more comfortable and confident in being able to fully implement guided reading instruction in their classrooms and they all talked about seeing actual growth in their students' reading abilities and reading levels. Likewise, they all stated that they believed that guided reading should be continued at our campus. There were two main areas of support mentioned by participants—time management and strategies for helping their emergent readers. For professional development, responses showed that they really valued professional development that was relevant to them and that they needed time to implement and practice what they learned for it to be successful. To conclude, questions about TTS were very complimenting. Across the board, participants denoted that TTS was effective, helpful, and enjoyable. Moreover, they voiced that their comfort levels, confidence, and self-efficacy increased after participating in the study

Pre- and Post-Innovation Interview Changes

Feelings and perceptions about guided reading predominantly continued to be positive but I did notice a shift in language. For example, one of the themes that came from the pre-interviews was the word individual or individualized. During the post interviews, I noticed that more of the participants started using the word differentiated. I frequently used this word in our feedback sessions, so it was encouraging to see that it was being used vertically among the participants. For professional development, initial responses during the pre-interviews demonstrated that they all valued observation, feedback, modeling, time to implement, and follow-up. During the post interviews, although these words were still mentioned, the elements that were more prominent in their responses were time to implement and staff buy-in. Because the third construct was different in the pre- and post-survey questions, they were not comparable. However, I did note that what participants mentioned they believed was important about implementing new practices in the pre-interview, were also alluded to in their responses about TTS in the post-interviews. Their beliefs about observation and feedback, their assurance about guided reading, remained the same if not reinforced.

Qualitative Data Summary

The three tools used to collect data were the open-ended responses from their weekly Feedback and Reflection Forms, the pre-innovation interviews, and the post innovation interviews. All data analysis results unveiled that TTS was a productive system of support that increased participants' self-efficacy, confidence, and guided reading instruction. Further, something I was not expecting to come out of this was

increased enjoyment while conducting guided reading lessons and while participating in a cycle of observation, feedback, and reflection.

Support for Research Questions: Combining Quantitative and Qualitative Data

Quantitative data were supplemented with qualitative data. By combining the quantitative and qualitative analyses, I was able to draw links between the verbal statements participants made through the qualitative data collection process and measurements from the Observation Checklists and survey calibrations. See Table 13 for combined quantitative and qualitative results.

RQ 1: How and to what extent does the implementation of Tailored Training and Support affect teachers' self-efficacy in implementing guided reading instruction? Participants demonstrated increased self-efficacy in implementing guided reading in their classrooms. Eight out of the eight participants responded yes when asked '*Did your level of self-efficacy change regarding guided reading implementation? Why or why not?'* during the post-innovation interviews. 100% of them shared that their confidence and/or comfort levels also improved after participating in Tailored Training and Support.

The positive results from the quantitative data correlate to the positive improvements seen in the qualitative data. Overall, participant scores from the Observation Checklists increased by an average of 2.75 points on a scale containing 7 items. This showed that participants improved their practice of guided reading after participating in TTS. This suggests that their improvement is attributed to self-efficacy and confidence in implementing guided reading.

From the Feedback and Reflection forms, participants' self-ratings also increased when comparing the first and last data collection. This analysis showed that their self-ratings increased an average of 0.63 going from a mean of 3.88 to a mean of 4.5. This increase was proportionate to their positive responses presented in the qualitative data.

Increased measurements for each of the constructs measured in the pre- and post-survey data analysis also coincide with the participants' increased self-efficacy after participating in this study. Participants benefited from this innovation of support which can correspondingly be seen in the qualitative data. When asked *How much would you say your experience with teaching guided reading change along with the support of TTS?,* one participant responded by saying, "I would say it changed a lot. It helped me know what elements I needed to add. For me it helped a lot." Another participant shared "My experience with guided reading along with TTS changed because you were able to tell me what components were missing and then I was able to redirect my teaching to incorporate those components and have better aligned guided reading to the expectations of the campus."

Conclusively, it is evident that as participants guided reading institutions improved, so did their self-reflection scores, their self-efficacy, and their confidence. To answer the research question, the implementation of Tailored Training and Support affected teachers' self-efficacy in implementing guided reading instruction in a very positive way.

RQ 2: How and to what extent does the implementation of Tailored Training and Support affect teachers' attitudes and perceptions about:

(a) guided reading implementation?

Both the qualitative and quantitative data revealed positive effects on participants' attitude and perceptions. Data from the pre-innovation interviews verified that they believed that guided reading was beneficial because it provided individualized instruction to students in a small group setting and helped close reading gaps for students. In the post-innovation interviews their beliefs and attitudes were simply reiterated and enjoyment became a new factor for them. To add to that, in the post-innovation interviews, all participants responded with yes to the question, *'Do you believe that guided reading should continue to be implemented at Lorenzo De Zavala?'*

The quantitative data collected from the pre- and post-innovation surveys showed that TTS did have a positive influence on their thoughts and attitudes towards guided reading as well. On average, scores from the first construct of the survey which was about guided reading, scores increased by 0.78 on a 6-point scale. This increase reflects what their responses were in the pre- and post-innovation interviews.

(b) implementation of new innovations?

Qualitative data from the pre-innovation interviews demonstrated that participants initially believed that innovations were important and needed so long as they had staff buy-in and were given time to implement and practice it. After participating in TTS, all participants responded positively to the post-innovation interview question, *'What are your thoughts on the use of the TTS system to support other campus innovations?* Eight out of eight participants described it as beneficial.

As mentioned previously, when looking at the pre-and post-surveys, the construct about TTS showed the greatest increase. The survey included statements such as *'I believe that TTS can be applied to support any campus innovation'* and *'I believe the*

personalization component of TTS is effective' which showed that initially participants' beliefs were reinforced after participating in TTS.

To answer the research question, the implementation of Tailored Training and Support positively affected participants' attitudes and perceptions about guided reading implementation and implementing innovations. Table 13 shows both quantitative and qualitative results and combined results for the research questions.

Table 13

Integrated Results Matrix for Combining Quantitative and Qualitative Data

Research Question	Qualitative Results	Quantitative Results	Combined Results
RQ 1: How and to what extent does the implementation of Tailored Training and Support affect teachers' self-efficacy in implementing guided reading instruction?	Interviews: ● All participants' self-efficacy regarding guided reading implementation increased. ● All participants' confidence and/or comfort levels also improved after participating in Tailored Training and Support.	Pre- and Post-Surveys ● The construct about participating in the TTS cycle showed a 0.48 increase on a 6-point scale. Feedback & Reflection Forms: ● All participants' self-ratings increased an average of 0.63 points on a 6-point scale. Observation Checklists ● Participant scores increased by	The implementation of Tailored Training and Support affected teachers' self-efficacy in implementing guided reading instruction in a very positive way.

		an average of 2.75 points on a scale containing 7 items.	
RQ 2: How and to what extent does the implementation of Tailored Training and Support affect teachers' attitudes and perceptions about: (a) guided reading implementation?	Interviews: ● In the post-innovation interviews their previous beliefs and attitudes were positively reiterated and enjoyment became a new factor for them. ● All participants stated that guided reading should continue being implemented at Lorenzo De Zavala	Pre- and Post-Surveys: ● On average, scores from the first construct of the survey which was about guided reading, scores increased by 0.78 on a 6-point scale.	The implementation of Tailored Training and Support positively affected participants' attitudes and perceptions about both guided reading implementation and implementing innovations.
(b) implementation of new innovations?	Interviews: ● All participants believed that innovations were important and needed so long as they had staff buy-in and were given time to implement and practice it.	Pre- and Post-Surveys ● The construct about participating in the TTS cycle showed a 0.48 increase on a 6-point scale.	

	• All participants described TTS as beneficial for implementing new innovations on campus.

Conclusion

The correlation between qualitative data and quantitative data was very strong, indicating that the Tailored Training and Support system helped participants improve their guided reading skills, their confidence in planning and delivery, and their self-efficacy. The data also authenticated that as participants beliefs about guided reading and innovations were reinforced and as their performance improved, so did their self-efficacy. According to the quantitative data and the participants, TTS was effective in not only improving their self-efficacy but reiterating and positively reinforcing their beliefs in guided reading but in the importance of innovation. Although the TTS was successful, it is unclear if it would have the same effect with supporting teachers with implementation of other campus innovations.

CHAPTER 5

DISCUSSION, CONCLUSIONS, & IMPLICATIONS

This chapter presents a discussion of the qualitative and quantitative results in relation to the previously reviewed literature for each of my research questions.

1. How and to what extent does the implementation of Tailored Training and Support affect teachers' self-efficacy in implementing guided reading instruction?
2. How and to what extent does the implementation of Tailored Training and Support affect teachers' attitudes and perceptions about: (a) guided reading implementation? (b) implementation of new innovations?

Results in Relation to Reviewed Literature

The innovation TTS was designed using two research theories and one guiding concept. The self-efficacy component of the Social Cognitive Theory was considered when creating self-reflection opportunities for the participants through the use of the Feedback and Reflection forms, the questions presented in the pre- and post-surveys, and in the pre- and post-interviews. The Communities of Practice learning theory was used to have the participants collaborate and observe reading instruction in other colleagues' classrooms as well as create a reading instruction community on our campus. The 'See It, Name it, Do It' feedback framework was used to design the cyclical nature of TTS which included observation, feedback, and reflection.

Social Cognitive Theory

During the early development of my study, I wanted to know how teachers' feelings and perceptions about the implementation of guided reading at our campus were related to their level of self-efficacy. Albert Bandura is known for the development of

Social Cognitive Theory which includes the following 5 components: 1) modeling, 2) outcome expectations, 3) self-efficacy, 4) goal setting, and 5) self-regulation (Frey, 2018). During the early development of my study, I wanted to know how teachers' feelings and perceptions about the implementation of guided reading at our campus were related to their level of self-efficacy. Self-efficacy plays a major role in how a person self-adjusts their motivation and subsequently people use this to choose what challenges to undertake, how much effort to put, the length of their effort, and whether to perceive their failures as motivating or demoralizing (Bandura, 2001). Additionally, several studies have revealed links between teachers' self-efficacy and a variety of educational outcomes, including teacher effectiveness and work satisfaction (Mo Ching Mok & Moore, 2019). This is consistent with my research findings because my study revealed that my participants' delivery of guided reading instruction and their satisfaction increased after participating in TTS, which consequently increased their self-efficacy. In a different study by Hammond and Moore (2018), the researchers used checklists and interviews to document how instructional methods changed as a result of working with and instructional coach. In the study, teachers initially participated in professional development followed by observation and feedback, which were also tools I used in my study as well. This study, like mine, indicated that teachers believed coaching increased their confidence and self-efficacy.

Teacher effectiveness. Both the quantitative and qualitative data reflected growth in participants' self-efficacy. Analysis of the quantitative data from pre- and post-survey items about self-efficacy showed growth. This points to participants' self-efficacy levels being higher after being part of the study. Also, the quantitative data showed

improvement in teacher effectiveness through the increase from the first Observation Checklists to the final Observation checklists. This means that after participating in TTS, participants' guided reading lessons included more of the 7 required components, if not all of them, into their instruction than at the beginning of the study. Qualitative data analysis from the post-innovation interviews uncovered that all of the participants verbalized that they believed their self-efficacy levels regarding guided reading improved after being involved in the study. The essential elements of human agency are captured by an individual's self-efficacy, which functions as an intra-personal motivation variable and is manifested in the effort and perseverance used to achieve desired goals (Klassen & Tze, 2014. A meta-analysis of 43 studies with a total of 9,216 participants done by Klassen and Tze (2014) examined how teachers' self-efficacy was strongly related to observed teaching effectiveness. My findings are similar to those found in other studies that examine the relationship between self-efficacy and teacher effectiveness. For example, all participants agreed that TTS helped them improve their guided reading delivery. This improvement was seen in the qualitative interview data, in the pre- and post-surveys, and in my observation checklist findings. TTS helped and supported teachers with the delivery of their guided reading instruction and as a result, they reached a high level of confidence in their capacity to implement successful instructional strategies that will take action to raise student reading performance (Robinson, 2017). Results from a study by Sehgal, Nambudiri, and Mishra concluded that schools can improve teacher effectiveness through self-efficacy beliefs, which in turn can be improved by collaboration with colleagues and support from the school leadership (2017).

Work satisfaction. Qualitative data showed increased participant work satisfaction. During the post-innovation interviews, participants' responses communicated that they developed a sense of enjoyment during their guided reading groups after participating in TTS. As participants began to enjoy the practice of guided reading, their self-efficacy levels improved as well. Participant responses from the Feedback and Reflections forms also indicated that they were enjoying the student progress and engagement that they were seeing in their guided reading groups. In response to the question *What went well?* they also mentioned noticing more participation and excitement from the students. According to theory, the feeling of enjoyment could behave as an affective experience that affects future self-efficacy beliefs (Granziera & Perera, 2019). This was an unexpected, yet positive result as I had previously not considered how self-efficacy could contribute to work enjoyment. My findings about work satisfaction are congruent with recent research. For example, the results from a study conducted by Malinen and Savolainen (2016) suggest that a favorable working environment and teachers' job satisfaction can be positively mediated by their self-efficacy. There is an agreement in the literature that both internal factors such as self-efficacy have a direct effect on work satisfaction (Troesch & Bauer, 2017). Through the use of a coaching system like TTS, teachers' self-efficacy can be increased which will have a positive impact on work satisfaction as the results of my study showed.

Communities of Practice Learning Theory

The Communities of Practice Learning theory was considered when embedding group collaboration meetings within the TTS cycle. By definition, a Community of Practice (CoP) refers to a small group of people who work together by

collaborating on shared tasks and working together on different projects over a period of time (Mathinson, 2005). By establishing a Community of Practice on campus to foster collaboration to improve reading achievement, teachers were able to come together to discuss best practices, new ideas, ask for help, and support the participants with experiences and collective knowledge about guided reading. Most importantly, I wanted this Community of Practice to build relationships between teachers and to close that gap between the lower grade teachers and the upper grade teachers. We met two times within the duration of the study and both meetings went really well, meaning we had meaningful discussions about the current reading practices on our campus and shared ideas on how to improve instruction vertically from Pre-kindergarten to 6th grade. During the first meeting all of the Pre-K through 6th grade teachers that teach reading, including the participants attended. At this meeting we discussed guided reading, ways to align reading practices vertically, and how the community would benefit our campus. Additionally, because teachers had mentioned wanting to observe their colleagues we planned out and scheduled instructional observation walks for the school year. At the second meeting teachers gave each other feedback and discussed practices from the observations. This kind of learning community fosters the exchange, comprehension, and advancement of professional information (la Velle, 2020). Building professional knowledge communities for teachers requires cooperative, effective communication (la Velle, 2020) and this was achieved by the end of the study because the staff that participated in these two meetings expressed that they would like to continue these meetings in the second semester. There was camaraderie and conversations between teachers that normally do not collaborate with one another. A study conducted by Takahashi (2011) explored teachers' self-

efficacy beliefs by using a communities of practice approach and the findings revealed that teachers co-construct their self-efficacy beliefs in shared practices and through collaboration which points to the value of communities of practice learning theory in better understanding the growth of teacher's effectiveness perspectives. Receiving support and ideas from other teachers and getting opportunities to observe their colleagues was a great way to support the participants throughout their implementation of guided reading instruction.

See It, Name It, Do It Feedback Framework

Paul Bambrick-Santoyo's 'See It, Name It, Do It*' (SND)* feedback framework was used to develop the TTS cycle of observation, feedback, and reflection. The SND framework has seven steps in total and is divided into three sections: See it, Name it, Do it. The *See It* part of the framework refers to the observation component, the *Name It* part refers to the feedback and coaching part, and lastly, the *Do It* part refers to the follow-up portion. The SND framework and teachers' job satisfaction are positively correlated, particularly with regard to teachers' self-efficacy, and feeling supported by their coach (Rhue, 2022). Because this is the framework, I have been using at this campus for the last three years, most of the participants were familiar with it, with the exception of two teachers that are new to the campus. The framework is simple to follow and by the fifth week participants seemed to be accustomed to the cycle because the routine began to run like clockwork. The scheduling of observation and feedback sessions became easier, and participants did not have to be reminded to complete their Feedback and Reflections as much as they did in the beginning. The component that was new was the Feedback and Reflection form. The SND framework does not include a self-reflection piece nor a self-

rating component, but I believe that it was an important piece to add to be able to make those connections to self-efficacy levels. For the purposes of this study, I wanted the participants' to not only answer survey questions and interview questions about their self-efficacy level before and after the study, but to actually take time to reflect on their self-efficacy as they participated in the study. Therefore, I added the reflection piece to the Feedback and Reflection form. Additionally, when we met to discuss the feedback, I wanted to hear their perspectives on how they believed the lesson went because it is important to me personally to give teachers a voice when discussing their teaching performance. A learning trajectory can be created to develop key skills and discuss the role that instructional leaders play in assisting teachers by supporting their own self-directed reflection (Korthagen & Nuijten, 2022). The SND coaching model is currently employed in numerous schools and districts around the country for formal and informal teacher observations (Rhue, 2022). Although the SND framework is typically used for formal and informal teacher observations, it was a very suitable framework for providing coaching for specific innovation observation and follow-up such as guided reading implementation. In this case, it worked well to increase teacher self-efficacy and also helped teachers improve the delivery or their guided reading instruction after 5 weeks. The quantitative data analysis showed that teachers were including more of the 7 components of guided reading in their delivery after participating in TTS. For instance, during the first round of observations, many of the participants were not introducing the text or doing word work such as phonics practice. The qualitative data indicated that they felt that their guided reading lesson instruction improved after participating in the study.

Implications for Practice

In order for teachers to implement innovations well, they must be well-prepared and supported through the process. The support that instructional leaders provide also needs to be tailored to their needs because teachers' levels of self-efficacy all differ. Practitioners have reimagined professional development in the form of individualized and ongoing teacher coaching that give instructors customized feedback about their pedagogical methods (Kraft & Blazar, 2013). Aside from professional development, during implementation, providing them with the guidance they need at the time they need it can make the process of innovation implementation more effective. By addressing teachers' individualized needs, timely feedback is able to be provided through generalized and targeted support (Giamellaro & Siegel, 2018).

Response to RQ 1. Participants' self-efficacy increased as a result of receiving observations, feedback, and reflection through participating in TTS. Qualitative data from the interviews showed that their belief in guided reading practice was solidified and all participants expressed that they would like to continue guided reading at our campus. Quantitative data from the pre- and post-surveys showed that the construct about participating in the TTS cycle showed a 0.48 increase on a 6-point scale. Quantitative data from the Feedback and Reflection forms showed that all participants' self-ratings increased an average of 0.63 points on a 6-point scale and data from the Observation Checklists showed that participant scores increased by an average of 2.75 points on a scale containing 7 items. Combined results concluded that the implementation of Tailored Training and Support affected teachers' self-efficacy in implementing guided reading instruction in a positive way. All participants' self-efficacy regarding guided reading implementation increased and all participants' confidence and/or comfort levels also

improved after participating in Tailored Training and Support. As participants become more knowledgeable and comfortable with the implementation of guided reading, their delivery of guided reading lessons did too. Through this innovation cycle, participants were able to reflect on their practice and pinpoint what part of the lesson they needed help with. This led to specific improvement for each participant and more confidence in themselves after the study was completed as shown in the data. When considering future campus innovations, it is important to identify teachers' initial levels of self-efficacy so that we can provide them with exactly the training and support they need to implement it successfully. To monitor and advance innovations on our campus, we should continue to use a cycle of observation, feedback and reflection that specifically focuses on the components of the innovation so that we can provide targeted support for each individual teacher.

Response to RQ 2a. Participants' feelings and perceptions about guided reading improved as a result of TTS. Although they believed in the practice of guided reading before the innovation, they came out with new complimentary perceptions such as enjoyment and reinforced beliefs about the importance of differentiation. Qualitative data from the interviews indicated that their previous beliefs and attitudes were positively reiterated, and enjoyment became a new factor for them. Also, data showed that all participants stated that guided reading should continue being implemented at Lorenzo De Zavala. Quantitative data from the pre- and post-surveys demonstrated that on average, scores from the first construct of the survey which was about guided reading perceptions, scores increased by 0.78 on a 6-point scale. Therefore, a system like TTS can continue to foster those positive feelings and perceptions our teachers have about guided reading and

positively influence the feelings and perceptions any new teachers that join us will have about guided reading.

Response to RQ 2b. This study demonstrated that teachers' acceptance of and willingness to actively support and participate in campus innovations is very important. It makes a positive difference when they understand the purpose for it and the benefits of the implementation. Qualitative data from the interviews revealed that all participants believed that innovations were important and needed so long as they had staff buy-in and were given time to implement and practice it. Participants all described TTS as beneficial for implementing new innovations on campus. Quantitative data from the pre-and post-surveys revealed that the construct about participating in the TTS cycle showed a 0.48 increase on a 6-point scale. Combined results concluded that the implementation of Tailored Training and Support positively affected participants' attitudes and perceptions about both guided reading implementation and implementing innovations. By providing support to our LDZ teachers that meets their individual needs, we can increase their self-efficacy levels, which in turn will improve their feelings and perceptions of the innovation being implemented.

Implications for Future Research

The study revealed that TTS had a favorable effect on participants' self-efficacy about their guided reading instruction. TTS also had a positive impact on participants' feelings and perceptions about guided reading implementation about future campus innovations. In a large district such as DISD, TTS is a cycle of support that can be applied to many innovations by instructional leaders which could help solidify teacher practices at all campuses. Researchers in this same field could use action research and

conduct their own cycles to explore and refine TTS within their own contexts. Additionally, using TTS across the district could improve consistency and fidelity across campuses if it is applied to a district-wide innovation. With more research data from a wider range of locations, TTS could be honed and become a practice that instructional leaders used throughout the district.

For future research, it is also important to consider the onboarding of new teachers. The usage of TTS with new teachers is another factor to take into account. Whether they are new to the profession, new to the district, or new to the campus, these teachers would benefit greatly from this support. Currently at our campus, we have mentor teachers whom we pair up with new teachers but there is not a solid protocol that they use to assist them. It would be interesting to train the mentor teachers to use TTS with their mentee to determine if there was growth in teacher performance and in their self-efficacy.

Aside from the implementation of TTS, further research could also be used to determine how providing teachers' personalized support affects teacher buy-in of district and campus innovations. If teachers know that they will receive a cycle of support after professional development, will they be more likely to continue to believe in the innovation throughout the implementation process? There is a lot to consider but the first step would be to conduct this research on a greater scale and throughout an entire school year.

Moving forward as a research practitioner, I am interested in teaching this TTS system to our upcoming 'demo teachers' that are essentially taking the roles of instructional coaches. This year, I was one of two assistant principals on our campus and

unfortunately, next year it will just be me. As an assistant principal working with two demo coaches, we would be able to cover more ground by using this system to coach more teachers on one of our other ongoing innovations. Interestingly enough, during the post-interviews some teachers suggested that they would like to see this used with implementation of Leader In Me, which is a school-wide SEL program to improve school culture. For future research, I am interested in measuring the impact it can have on a broader scale and the assistance of two of our demo teachers can provide the opportunity to continue this research with more participants at our campus.

Lastly, for future research, it would be interesting to apply the TTS system but with peer-coaching and explore the effects of this type of coaching. I saw and experienced how much the teachers enjoyed and benefited from visiting each other's classrooms to observe and I believe we have a great school climate and culture to try something like this.

Limitations

To start, I would say that time constraints were the main limitation. Having eight participants to observe each week was difficult to keep up with because of so many other things happening at the campus. Working around assessment weeks was the most problematic because my focus had to shift to ensure everything with testing ran smoothly. Teacher absences, fire drills, last-minute faculty meetings, and changes in the daily schedule also played a factor in the study. After being promoted to assistant principal half-way through the study, sticking to the schedule felt almost impossible with eight participants. As an instructional coach, I had more flexibility with my time once I transitioned to assistant principal, it became clear that this system would not be

sustainable with that number of teachers. Lack of time also played a part in the Communities of Practice meetings. Not as many staff members participated as I hoped for, and I believe that this was due to all of the other things our teachers have on their plates. For a future cycle or when advising on this intervention, I would advise informing staff of the purpose and the benefits of CoP's on a deeper level instead of trying to recruit members through email. Meeting with them in person would be more personable and I would be able to answer any clarifying questions in order to build trust and encourage buy in. For future research, time management and case load should be considered. It would be beneficial to implement the TTS cycle on a two-week schedule and splitting up the case load in half. I could have seen four teachers one week and the other four the following week. Scheduling it like this could make it more feasible for the teachers and the researcher.

Lessons Learned

In terms of my research, my greatest takeaway was that less is more. As I began planning for each cycle, I learned that having a very narrow focus is very important. What I failed to realize was that data collection processes should also be very tightened and concentrated. The excitement of jumping into the data collection, I wanted to capture data from all angles possible and be able to apply many of the concepts I learned throughout my doctoral courses. When it came time to finally analyze the data, I realized I had so much and that I could have aligned some of it better. For example, the purpose behind the open-ended question *What went well?* on Feedback and Reflection forms was to capture participants' thoughts about their practice and implementation. Instead, participants focused on what went well for the students and not what went well for them.

Although I thoroughly enjoyed reading about the student growth and improvement they were seeing in their students, responses that were about their experiences would have been more aligned with my research questions. This was a mistake on my part and for future research, I will remember that wording needs to be more specific. As far as data collection and analysis, for future research I will keep it simpler. Quality is better than quantity and I have learned that that is particularly true when it comes to action research. I also learned that I enjoyed the process of action research and all the good it can do especially in education. Lastly, I learned that action research is not a process that can be done alone. Without the guidance of professors, colleagues, and peers, this experience would have been impossible and overwhelming.

In terms of my experience, I learned a lot about the participants and their love of teaching. Through their interviews, their responses on the surveys, their responses on the Feedback and Reflection forms, and in our weekly meetings, I learned that they truly value student growth the most. They are there to do what is best for the students and they are willing to learn and grow for them. I learned that teachers value buy-in, training, and follow-up and follow through.

Ultimately, I also learned about my own resiliency. Towards the end of my study, our administration team was informed that we would no longer have the positions of instructional coaches. This was devastating news because I originally envisioned TTS being a practice for instructional coaches to use to support and successfully implement district and campus innovations. As an assistant principal, I learned to wear many hats and was able to push through and complete the study. I discovered that it is ok to ask for help and to be patient with myself. More importantly, I realized that I still have more

work to do as an educator and a practitioner. I want to keep being an instructional leader and do what I can to improve education for all stakeholders.

Closing Thoughts

This research study was an excellent learning experience for me in many aspects. From the first reconnaissance cycle to writing these closing thoughts, I have acquired new knowledge, new perspectives, and new understandings. I was able to plan and conduct an innovation at my second home that ultimately helped improve teacher instruction and their self-efficacy. I managed to collect data and apply new learnings to analyze it. I was able to share my research with my colleagues and develop plans to implement my innovation to support new practices next year. Lastly, I was able to build relationships with peers and professors that I would love to continue working with after this.

As an educator, I was able to work closely with eight amazing teachers whose growth mindset never ceased to amaze me. It also reinforced my belief that one of my duties as an educator is to positively impact students, colleagues, the school district, and my community. The work we do as educators is valuable, but with this opportunity, I was able to see the value of research practitioners in education as well.

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APPENDIX A

OBSERVATION CHECKLIST

Observation Checklist

TTS Research

dgrangel@asu.edu (not shared) Switch account

* Required

Teacher *

Choose

Guided Reading Lesson Components 7 points

- [ ] Introduction of Text/Picture Walk
- [ ] Teacher listens to students read the text
- [ ] Teacher leads group discussion about the text
- [ ] Lesson has a clear teaching point
- [ ] Letter/word work activity
- [ ] Writing extension activity
- [ ] Lesson was between 15-20 minutes

Notes:

Your answer

Submit Clear form

APPENDIX B

CONSENT LETTER

Dear Colleague:

My name is Denisse De La Cruz and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Craig Mertler, a faculty member in MLFTC. We are conducting a research study on the effectiveness of Tailored Training and Support sessions to aid teachers through the implementation of guided reading instruction. The purpose of this study is to determine the effect that the Tailored Training and Support system (TTS) has on teachers self-efficacy and feelings and perceptions about implementing guided reading on campus.

We are asking for your help, which will involve your participation in a pre- and post-innovation interview concerning your experiences and attitudes about guided reading practices and what additional training and support you may need to provide students with this practice in the upcoming school year. We anticipate this interview to take 15 minutes total. I would like to audio record this interview. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be recorded; you also can change your mind after the interview starts, just let me know. Additionally, you will be asked to complete a brief 5-minute pre-innovation survey before the study and a 5-minute post-innovation survey on the last week of the study. The study will take 9 weeks and each participant will be involved in the following innovation process called Tailored Training and Support.

TTS Process:

- Each participant will be observed by me once a week during your delivery of guided reading.
- Each participant will fill out a weekly feedback/reflection form to:
    - communicate any issues, concerns, questions, or to request more training/support on specific areas of need. (this will take approximately 3-5 minutes.
    - Give yourself a self-efficacy rating based on the observed guided reading lesson.
- Each participant will attend an initial one-hour session with me and the other participants for training on guided reading during in-service week.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on how the TTS system may help with the implementation of guided reading instruction and the effects on your self-efficacy. Interview responses will also inform future iterations of the study. Thus, there is potential to enhance the experiences of our colleagues and students. There are no foreseeable risks or discomforts to your participation.

Your responses will be confidential. To protect your confidentiality, I will ask you to create a unique identifier only known to you. To create this unique code, use the first three letters of your mother's first name and the last four digits of your phone number. Thus, for example, if your mother's name was Sarah and your phone number was (602) 543-6789, your code would be Sar6789. The unique identifier will allow us to match your post-intervention survey responses and your retrospective, pre-intervention responses when we analyze the data. Results from this study may be used in reports, presentations, or publications but your name will not be used.

If you have any questions concerning the research study, please contact the research team – Denisse De La Cruz at dgrangel@asu.edu or (915) 422-1669 at Dr. Craig Mertler at craig.mertler@asu.edu or (602) 543-2829,

Thank you,

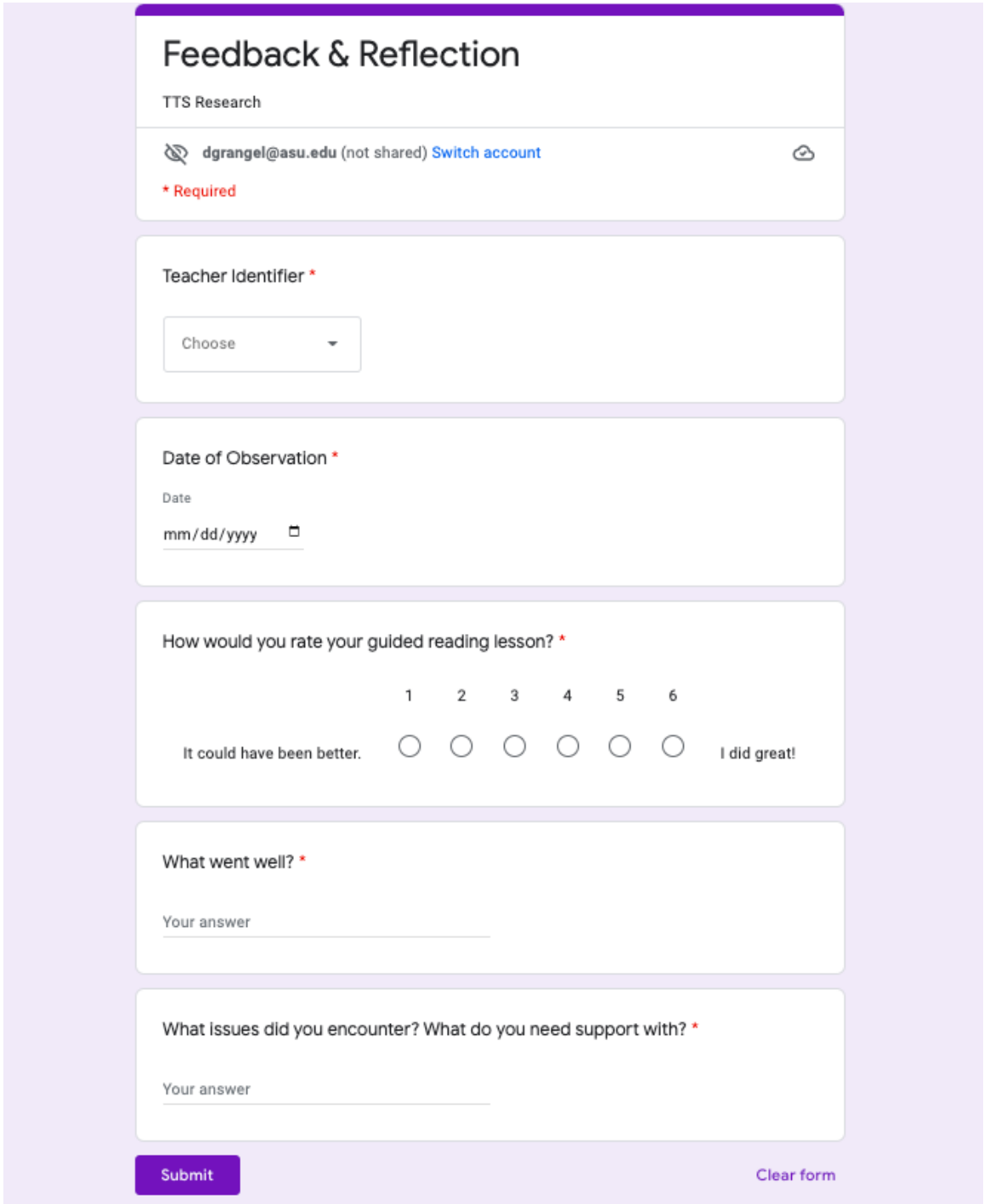
Denisse De La Cruz, Doctoral Student
Dr. Craig Mertler, Professor

Please let me know if you wish to be part of the study and will let me audio record your responses by verbally indicating your consent.

If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, you can contact Dr. Craig Mertler at (602) 543-2829 or the Chair of Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.

APPENDIX C

FEEDBACK AND REFLECTION FORM


Feedback & Reflection
TTS Research
dgrangel@asu.edu (not shared) Switch account
* Required
Teacher Identifier *
Choose
Date of Observation *
Date
mm/dd/yyyy
How would you rate your guided reading lesson? *
1 2 3 4 5 6
It could have been better.
I did great!
What went well? *
Your answer
What issues did you encounter? What do you need support with? *
Your answer
Submit
Clear form

APPENDIX D

PRE- & POST-INNOVATION SURVEY ITEMS

To protect your confidentiality, I will ask you to create a unique identifier only known to you. To create this unique code, use the first three letters of your mother's first name and the last four digits of your phone number. Thus, for example, if your mother's name was Sarah and your phone number was (602) 543-6789, your code would be Sar6789. The unique identifier will allow us to match your post-intervention survey responses and your retrospective, pre-intervention responses when we analyze the data.

Section 1

1. Unique Identifier: _____
2. Pre- or Post-innovation

Section 2 – Demographic Data

1. How many years have you been working at Lorenzo De Zavala?
2. How many years have you taught?
3. How long have you been in your current position?
4. What is your age?
5. What is your gender?
6. What grades have you taught? (Check all that apply)
7. What languages have you taught in? (Check all that apply)

Section 3 – Feelings and Perceptions: Guided Reading

(Likert-scale items: 1 – Strongly Disagree 6 – Strongly Agree)

1. I believe guided reading instruction increases students' reading levels.
2. I believe guided reading instruction increases students reading fluency.
3. I believe guided reading instruction increases student reading comprehension.
4. I believe guided reading instruction is the best way to differentiate reading instruction for students.

Section 4 - Familiarity with Planning and the Structure of a Guided Reading Lesson

(Likert-scale items: 1 – Strongly Disagree 6 – Strongly Agree)

1. I am familiar with and knowledgeable about all components and structure of a guided reading lesson.
2. I am familiar with and knowledgeable about how to plan for a guided reading lesson.
3. I am familiar with determining each student's reading level.
4. I am familiar with differentiating each guided reading group based on student's levels.

Section 5 – Self-Efficacy & Guided Reading

(Likert-scale items: 1 – Strongly Disagree 6 – Strongly Agree)

1. I can confidently plan for guided reading instruction.
2. I can confidently deliver a guided reading lesson.
3. My self-efficacy largely depends on the support I receive.
4. My self-efficacy largely depends on my learning cycle through experience and practice with the activity.

5. Student achievement and growth largely depends on my teaching self-efficacy.

Section 6 – Comfort Level of Implementing New Innovations
(Likert-scale items: 1 – Strongly Disagree 6 – Strongly Agree)

1. I can confidently implement any innovation in my classroom.
2. I am comfortable implementing new changes/innovations on campus.
3. I adapt well to changes/innovations in my teaching profession.
4. I require a lot of support when implementing new changes/innovations.
5. I believe in trying new things to improve instruction and my teaching practices.

Section 7 – Feelings and Perceptions About TTS
(Likert-scale items: 1 – Strongly Disagree 6 – Strongly Agree)

1. I believe the TTS system can be effective in improving my teaching practices.
2. I believe the TTS system can increase my self-efficacy.
3. I believe participating in the TTS system can facilitate student growth.
4. I believe the TTS system can be applied to support any campus innovation.
5. I believe the observation component of TTS is effective.
6. I believe the feedback and reflection component of TTS is effective.
7. I believe the personalization component of TTS is effective.
8. I believe participating in a Community of Practice is beneficial.

APPENDIX E

PRE- & POST-INNOVATION INTERVIEW QUESTIONS

Briefing Statement

Thank you for agreeing to participate in this interview. I am interested in examining how you feel about teaching guided reading and to determine what support or training you may need. I would also like to know what your thoughts and feelings are regarding campus-wide innovations. Please respond with your own thoughts about the questions. In your responses do not mention your name or the names of other individuals. May I record the interview?

Reading Instruction

1. How much experience have you had teaching guided reading groups?
2. What are your thoughts about guided reading instruction?
3. Do you believe that it is an effective practice? If so, why? If not, why not?
4. How do you feel about teaching guided reading in your classroom setting?
5. To fully implement Guided Reading groups in your classroom, what support or training do you feel you need to be provided with?
6. Please describe your level of confidence in preparing for a guided reading lesson.

Professional Development

7. What type of support do you believe is needed after attending a professional development session for an innovation?
8. From past experiences, what do you believe makes professional development effective?

Campus Innovations & TTS

9. What are your thoughts on implementation of new campus-wide innovations?
10. In your opinion, what makes innovations effective?
11. What do you believe is required on a campus to effectively implement an innovation, program, practice etc.?
12. Tell me about your experiences with previous campus innovations.
13. What made them successful or unsuccessful?

Debriefing Statement

Thank you for your responses and your time today. I appreciate it very much. I will be using your responses to inform my work this semester and future efforts on this matter.

Post-Innovation Interview Questions

Briefing Statement

Thank you for agreeing to participate in this interview. I am interested in examining how you feel about teaching guided reading after participating in the Tailored Training & Support (TTS) system. I would also like to know what your thoughts and feelings are regarding campus-wide innovations with the support of TTS. Please respond with your own thoughts about the questions. In your responses do not mention your name or the names of other individuals. May I record the interview?

Guided Reading

1. How much would you say your experience with teaching guided reading changed along with the support of TTS? How so?
2. Do you have any new thoughts about guided reading instruction?
3. Do you believe that it is an effective practice? If so, why? If not, why not?
4. How do you feel about teaching guided reading in your classroom setting now? Did anything change?
5. Do you feel that you were able to fully implement guided reading groups in your classroom with the support and training you were provided with through TTS? Was there anything still missing that could have helped with the implementation?
6. Please describe your level of confidence in preparing for a guided reading lesson. Did anything change?
7. Did you see growth in student reading levels? Fluency? Comprehension?
8. Do you believe guided reading should continue to be implemented at Lorenzo De Zavala?
9. What were the major issues you encountered with guided reading implementation?
10. How do you believe these issues could be addressed?

Professional Development

What type of support do you believe is needed after attending a professional development session for an innovation?

From past experiences, what do you believe makes professional development effective?

Campus Innovations & TTS

11. In your opinion, what components of TTS do you believe were effective? Ineffective?
12. What are your thoughts on the use of the TTS system to support other campus innovations?
13. Which current campus innovations do you believe would benefit from TTS the most?
14. Tell me about your experiences with participating in TTS?
15. Did your level of self-efficacy change regarding guided reading implementation? Why or why not?

Debriefing Statement

Thank you for your responses and your time today. I appreciate it very much. I will be using your responses to inform my work this semester and future efforts on this matter.

APPENDIX D

IRB APPROVAL

Basic Study Information

1. * **Title of study:** ?
   Tailored Training and Support (TTS) for Teaching Guided Reading in K-2

2. * **Short title:** ?
   Tailored Training and Support for Guided Reading

3. * **Brief description:** ?
   This mixed-methods study aims to determine how the innovation, Tailored Training and Support will affect teachers' self-efficacy in implementing guided reading instruction. Additionally, it aims to understand teachers' attitudes and perceptions about guided reading implementation and implementation of other new campus innovations.

4. * **What kind of study is this?** ?
   Single-site study

5. * **Will an external IRB act as the IRB of record for this study?**
   ○ Yes ● **No**

6. * **Local principal investigat** ?
   Josephine Marsh

7. * **Does the local principal investigator have a financial interest relat** ?
   to this research?
   ○ Yes ● **No**

8. * **Attach the protocol:** ?

	Document	Category	ent
View	IRB Protocol(0.01)	IRB Protocol	6/27/2022 History

Need help?

?

9. * **Is this a clinical trial? (Please review the Help T for definition of Clinical Trials)** ○ Yes ● **No**

10. **Does your study involve COVID-19:** ○ Yes ● **No**

Study Funding Sources

1. Identify each organization supplying funding for the study:

Funding Source	Sponsor's Funding ID	Grants Office ID	Attachments
There are no items to display			

Local Study Team Members

1. **ASU Study Team Members: Identify each additional person involved in the design, conduct, or reporting of the research. Students may need to be added to the database (below) before they can be added as an ASU Study Team Member.** ?

Name	Roles	Financial Interest	Involved in Consent	E-mail	Phone
Denisse De La Cruz	Co-PD/PI	no	yes	dgrangel@asu.edu	915/422-1669
Josephine Marsh	PD/PI	no	no	josephine.marsh@asu.edu	480/727-4453

2. **External Study Team Members: Attach a word document(s) listing external study team members. This list should include affiliation, roles, titles, and whether or not they will be going through their own IRB for training and approval. If they have current CITI training, attach a copy.**

Name	Description
There are no items to display	

3. **ASU Study Team Members NOT FOUND ABOVE: Any study team member who cannot be added above needs to be added here to be manually added to the database.**

User Name	First Name	Last Name	Email	Company
There are no items to display				

Study Scope

1. * **Does the study specify the use of an approved drug or biologic, use an unapproved drug or biologic, or use a food or dietary supplement to diagnose, cure, treat, or mitigate a disease or condition?**
   ○ Yes ● **No**

2. * **Does the study evaluate the safety or effectiveness of a device or use a humanitarian use device (HUD)?**
   ○ Yes ● **No**

Local Research Locations

1. Identify research locations where research activities will be conducted or overseen by the local investigator:

	Location	Contact	Phone	Email
View	Lorenzo De Zavala Elementary	Denisse De La Cruz	(972) 892-6400	ddelacruz@dallasisd.org

Local Site Documents

1. Consent forms: (include an HHS-approved sample consent document, if applicable)

	Document	Category	Date Modified	Document History
View	Consent Letter(0.01)	Consent Form	7/2/2022	History

2. Recruitment materials: (add all material to be seen or heard by subjects, including ads)

Document	Category	Date Modified	Document History

There are no items to display

3. Other attachments:

	Document	Category	Date Modified	Document History
View	Letter of Willingness to Serve as PI.png(0.01)	Other	7/21/2022	History
View	Location Consent(0.01)	Off-site authorizations (school permission, other IRB approvals, Tribal permission etc)	5/6/2022	History
View	Description of Innovation(0.01)	Other	4/27/2022	History
View	Pre- and Post-Intervention Interview Items(0.01)	Measures (Survey questions/Interview questions /interview guides/focus group questions)	4/26/2022	History
View	Pre- and Post-Intervention Survey Items(0.01)	Measures (Survey questions/Interview questions /interview	4/26/2022	History

Document	Category	Need help?	cument tory
	guides/focus group questions)		

Suggested attachments:

- Completed checklist of meeting Department of Energy requirements, if applicable
- Other site-related documents not attached on previous forms

Final Page

You have reached the end of the IRB submission form. Read the next steps carefully:

1. Click **Finish** to exit the form.

2. **Important!** To send the submission for review, click **Submit** on the next page.

3. Clicking **Finish** button will only save a draft for this study and does not mean that your study is submitted. If the study is ready to be submitted, please **notify the Principal Investigator** to review this study and, click on **Submit** button to **submit the study** for IRB review.

4. Please note that the study team is responsible for communicating to Principal Investigator when a study is ready to be submitted. Only when the study is submitted, will the IRB review process begin.

5. For instructions on how to find a study and submit the study, click on the weblink: https://researchintegrity.asu.edu/human-subjects/protocol-submission

6. For further assistance, please contact research.integrity@asu.edu with questions.