

Once a Coach, Always a Coach
Creating Professional Development for a Co-teaching Model

Designed to Support Second Language Learners

by

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ABSTRACT

Second Language Learners face a unique set of challenges when it comes to the learning process. This dissertation study specifically focuses on those challenges and how to train teachers working within a co-teaching model in an international school in Bangkok, Thailand. Using the ideology proposed by Stephen Krashen as a part of his Input Hypothesis Theory and framing the results through the lens of Albert Bandura's Self-Efficacy Theory, I studied the effects of a professional development model that focused on phonemic awareness, comprehensible input, and a collaborative teaching approach. Using this as my methodological framework, I found that teachers were able to improve their teaching skills and become more confident in their approach when provided with training that gave them specific responsibilities to address within the process of teaching.

Through the use of pre-post surveys, interviews, and observations, I was able to examine how resource sharing and collaborative lesson planning allowed teachers to be more confident in their approach to teaching and their abilities to support students that were attending an international school that was a part of one of the most successful and academically rigorous networks of schools in the United States of America. It was through an intentional designation of tasks and a collaborative training approach that teachers were not only able to better understand the needs of their students but also find ways to work with and learn from one another in the training process. Ultimately, I discovered that allowing teachers to share resources and best practices allowed them to build quality and far more engaging lessons for their students.

DEDICATION

To my wife, Amanda:

Amanda, where do I even begin? It is no coincidence that your words begin this dissertation because your advice throughout the years has always been anchored in reason and unwavering support. There were a lot of changes that took place throughout the course of this dissertation but you kept me grounded and never lost faith in my abilities. I am so proud of the fact that this research took place in a school that we were lucky enough to open together. It honors the fact that we are able to be successful partners in all aspects of our life. This was our school; we built it together and none of this would have been possible without your hard work and dedication. Thank you hardly says enough. In the most difficult of times, and there were a few in this process, you were always there to remind me of who I am as an educator and person and what I was meant to accomplish with this research. You kept me on track by constantly reminding me of my goals. As a part of this dissertation, I talk about “students” and “teachers” but to you and I, they were so much more than that. They were a part of the community that we built together. When plans changed and my path was no longer clear, it was your guidance that allowed me to reset and focus on remaining authentic in my approach. Thanks to you, this study remained something that still had the ability to make a positive and meaningful impact. I love coaching and I love professional development but without your uncanny ability to understand me as a person, I don’t know that I would have been able to incorporate all of those things into this process. Never forget, I may be the head coach but none of this would ever be possible without you as my partner and my biggest fan.

To my daughters, Madelynn and Sarah:

I wanted to dedicate this dissertation to both of you as a reminder that learning is a process. One of the first things that we discussed as doctoral students was that our work should be iterative in nature because there will always be more that we can accomplish. I want you both to know that the same is true in life. Nobody expects you to have all of the answers or solutions right away. Life, like research, is complex. You will definitely come across obstacles. Sometimes all you need to do is stay calm and stay focused and think about what it is that you need to do to sincerely accomplish your goals. Even when you make mistakes, understand that they, too, are a valuable part of the learning process. Don't be ashamed of missteps. Instead, be proud of your journey. It is unique to you and makes you who you are. Don't rush the process. Allow yourselves to be lifelong learners and never stop working to be the best version of yourselves. Celebrate your accomplishments both big and small along the way. No matter the size, they are an important chapter of your story. You two are amazing young women and I am incredibly proud of both of you. As you continue your path in adulthood, I want to make sure that you never forget two things. The first is that I love being a teacher and the most rewarding "teaching position" that I have ever held is that of your parent. For that, I am eternally grateful to the both of you. The second is, of course, that you will absolutely need to call me Dr. Idish now.

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To all of the incredible teachers at BASIS International School Bangkok. Thank you for being brave enough to invest in the success of a brand-new school. This would not have been possible without your hard work and dedication to the success of students.

Finally, I want to acknowledge the hard-working students in Thailand. I am so proud of all of you and the hard work that you put in to be successful at an academically rigorous school where the primary language of instruction was not your first language. What you have accomplished and continue to accomplish is nothing short of amazing.

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CHAPTER 1

INTRODUCTION AND CONTEXT

Introduction

“You are still the head coach; your team just looks a little bit different.”

-Amanda Thies

My wife told me this in 2016, the morning of my first day of work as a Head of School. At that point in time, I was working at BASIS Oro Valley in Arizona and getting ready to take over one of the most successful schools in the nation. This remains the best piece of professional advice that I have ever received because throughout the course of my career as a school leader, I have found that at the root of any obstacle or challenge is the opportunity to approach the situation from a coaching mentality. When I am able to do this, I am at my best. The action research project described in this dissertation is no different as it required me to build a strong team to address a site level issue in an authentic manner.

In an effort to remain authentic to the approach that I took, I have designed this dissertation in a similar manner using a “playbook” to relate coaching to each chapter of my research. Within this “playbook” section, I will highlight my methodological approach to the research along with the coaching ideology that outlined these decisions. As an inaugural Head of School in Bangkok, Thailand I found that I had two responsibilities. The first was to ensure that my students were set up for success as they entered a new school with an advanced curriculum and the second was to build a team. As you will discover, this dissertation focuses heavily on professional development. However, it was only when I found a way to combine coaching with the structure of the training that I truly understood

what it took to ensure my teachers were both prepared and invested in working hard to support their students at a brand-new international BASIS Curriculum School.

The problem of practice at the center of this study was the creation of a professional development model designed to support the teachers working within a two-teacher model at BASIS International School Bangkok and help them best serve the needs of the second language learning population that they teach. In Chapter 1, I will talk about the importance of gathering as much information as possible before developing a strategy. This will be demonstrated as I discuss the local and larger context for my study as well as several cycles of research and conditional changes that factored into my decision making as I worked from one iteration to the next in the design of this research. In Chapter 2, I will discuss the importance of framing your goals by looking at research that already exists, applying theories to practice, and finding ways to build best practices from there. Chapter 3 will serve as an overview of the methodological approach and pedagogy related to the study topic, while Chapter 4 will provide an in-depth look at the results of this endeavor. Finally, Chapter 5 will focus on exactly what is needed to build a strong team to ensure that the teachers at BASIS International School Bangkok can work collaboratively to best support their students.

In short, this dissertation will provide an account of the action research study I conducted from March of 2020 to May 2023, examining the role of a professional development program centered on language learners and specifically supporting the teachers at our BASIS International School in Thailand as they prepared to tackle the challenges of implementing the high standards and academic rigor associated with the BASIS Curriculum in a foreign country.

It all starts with building a strong team. In the case of the action research study at the center of this dissertation, the team that I am referring to is the group of teachers that I was lucky enough to work alongside from 2019 to 2021. They were a part of an inaugural staff at a new international school in Bangkok, Thailand. As I discuss my dissertation study in detail, you, as the reader, will learn more about how I used a professional development plan to identify common goals, build a cohesive team, and coach the teachers in best practices. Over the course of this action research study, I looked at the two-teacher model used at BASIS International School Bangkok and the structure of the school's teaching plan to build the foundation for a successful teaching program that allowed the teachers at the school to better support the second language learning environment and understand the needs of their students in more depth and detail. Ultimately, the goal of this study was to create a learning environment where our teachers had the tools and resources to collaborate effectively, make well-informed decisions, and create dynamic and engaging learning opportunities for their students.

The Playbook, Chapter 1: Strategizing

“The only place success comes before work is in the dictionary.”

-Vince Lombardi

There are 32 teams in the National Football League and each team is comprised of athletes that have proven they are elite in their ability. Yet, at the end of each season, only one team gets to call themselves champions. Every team has a roster of exceptional players, yet there is something that occurs throughout the course of the season that separates good teams from bad teams and eventually one exceptional team from the rest.

What is the difference? The simple answer is strategy. Effective strategizing is the key to success. However, it's not a simple process. To effectively strategize, a coach must take the time to understand all of the nuances that exist within their organization. Once a coach has taken the time to do this, they can make well-informed decisions about next steps. In this chapter, I will highlight the first steps that I took in constructing a well-informed strategy by discussing action research, local and larger context, cycles of research and conditional changes. In the end, I took all of this information into consideration and finally made a well-informed decision about what my problem of practice would look like as well as the research questions that would be used to guide the study.

I was selected as the inaugural Head of School at BASIS International School Bangkok in March of 2018. This was also when I took my first trip to Thailand. While there, I had the opportunity to meet our investors, work with selected members of our Thai staff, and learn more about the students that would eventually enroll at our newest BASIS Curriculum School. While every school in the BASIS network benefits from the work of our sister schools, opening new schools in an international setting also presents its fair share of challenges. Some of these challenges are expected while others are unforeseen. This is partly due to the administrative structure varying slightly at each individual campus. While visiting Thailand for the first time and learning more about this particular campus, one thing that I quickly discovered was that a vast majority of the prospective students were Thai and there was no plan to prepare the teachers that were coming to work at the campus to teach students that would be learning in a second language. It became immediately apparent that to meet the challenges of the academic

rigor that is inherent in a BASIS Curriculum school, the teachers would need to have additional training and support. As a school leader, I also had very little experience working in educational environments where students had limited English language skills. So, I knew that I would have to be creative in my approach. Given the fact that I loved to coach, developing a plan that designed professional development (PD) to specifically address these needs seemed like the best and most logical place to start.

Action Research

To explore the design and impact of this planned teacher professional development program, I decided to conduct an action research study. Action research is a methodological approach to research that allows the researcher to examine site-based issues and be an active part of the learning and problem-solving process while doing so (Laudonia, Mamlok-Naaman, Abels, Simone & Eilks, 2018). Action research has become more prevalent in education in recent years because it allows school personnel to be an active part of collecting and analyzing data in a way that empowers them to make well informed decisions (Laudonia, Mamlok-Naaman, Abels, Simone & Eilks, 2018). Action research is iterative in nature and therefore allows the researcher to use a methodological approach where each new step is well informed and each step of the process is well documented through the collection and analyzation of data. Aligned with the goals of action research, my study involved multiple rounds or ‘cycles’ of research that culminated with the implementation and examination of an innovation centered on addressing my “problem of practice”: in this case, a professional development program to supported teachers working with second language learners at a new school in the BASIS Curriculum School

network. While the BASIS Curriculum School network is and continues to still grow, the new campus in Bangkok was unique in that most of the students attending did not speak English as their native language.

Local Context

There are 39 schools in the BASIS Curriculum Schools network, where I have worked since 2007, and, as a whole, this network of schools is considered to be one of the most successful in the world. In fact, according to the Programme for International School Assessment (PISA) results in 2019, BASIS Schools cumulatively outperformed all other schools in the world on Math, Science, and Reading. Additionally, in 2018 BASIS Schools were the top five high schools in the United States according to *US News and World Report*. In 2019, BASIS graduates across the nation had an average SAT score of 1397, approximately 59% were identified as AP Scholars, taking an average of 11 AP exams and earning an average score of 3.7 on these exams (BASIS.ed, 2020). These statistics were and continue to be well above the national average and they are just a glimpse into the outstanding achievements of BASIS Curriculum School students and the results that can be achieved when students are educated in an academic setting that is geared towards college preparation and student success.

BASIS Schools were founded in Tucson, Arizona in 1998 by Michael and Olga Block and their initial school charter was developed around the idea that students are capable of achieving at high levels as long as they have the right academic environment and the support of excellent teachers (BASIS.ed, 2022). The fundamentals embedded in this ideology are that passionate teachers instill a love of learning in students and this, in

turn, develops a genuine interest in the subject along with a high level of engagement in the overall learning process. At the time this philosophy was developed, BASIS was very small. The first school opened in 1998 with roughly fifty students, grades 5 thru 9, and the curriculum catered to students and parents that had high educational expectations and were, therefore, willing to put in the work to be successful.

The expectations of the entire BASIS network were established in the early years at the flagship school in Tucson and the second expansion school, located in Scottsdale, Arizona. In 2010, BASIS opened an additional school, BASIS Oro Valley, and this became the first of many expansion campuses across the United States. In 2015, the BASIS network grew again, only this time, the school founders chose to expand outside of the United States, opening the first international school in Shenzhen, China. This was swiftly followed by five other schools being opened in China over the course of the next four years. Finally, in 2019, the network expanded further into Southeast Asia by opening the campus that I was selected to lead, BASIS International School Bangkok.

The Chief Executive Officers of what was then a large global network of schools, the BASIS founders, along with their upper-level echelon of leadership, have always worked hard to evaluate their successes and make the appropriate changes needed to best support the needs of the students attending their schools across the world. But, as more BASIS Curriculum Schools were opening, it became apparent that not all students were academically ready to begin attending in the 5th grade, which until that time, had been established as the entry level grade at every BASIS Curriculum School campus. So, in 2012, BASIS opened its first primary school to help build foundational skills for students

before exposing them to the more rigorous classes that we offer as a part of our middle and high school program.

This new primary school campus, located in Tucson, offered ground breaking initiatives in several different areas. It not only piloted a newly written primary school curriculum that focused on making connections and active engagement, but the students at BASIS Tucson were the first to learn within a unique two-teacher model that was geared towards building foundational skills in young students and delivering lessons using a collaborative teaching approach. Within this model, two teachers worked together to establish best practices and present content in a way that best fit the needs of the students within their classes. These teachers were called Learning Expert Teachers and Subject Expert Teachers. Within our network, each teacher has their own specific set of qualifications that must be met as well as responsibilities that must be executed in order to teach in our primary school classrooms. The Subject Expert Teacher (SET) specializes in the management of the content and, as such, is required to have a degree in the area that they teach. The Learning Expert Teacher (LET) is required to have a degree in education and is expected to focus on pedagogy or how the material is delivered within the classroom.

Before opening our first primary school, all BASIS Curriculum School teachers were only required to be experts in their field or Subject Expert Teachers. As a matter of fact, in the 5th-12th grade school curriculum, our teachers are not required to have a degree in education. Rather, the idea is to find highly qualified content experts who are capable of creating dynamic lesson plans and allowing students to explore each subject in depth and with a more meaningful engagement in the material presented.

While designing the primary school teaching model, the BASIS network leadership did not want to stray from their core philosophy that SETs provide content expertise and more engaging lessons. However, they also knew that primary school children required the classroom management and pedagogical expertise that is normally possessed by teachers that have a degree and specific training in education. So, in the hopes of creating a co-teaching partnership where one teacher focused on content while the other focused on classroom management and pedagogy, BASIS developed the SET-LET primary school teaching model that is now used in 1st-4th grade classrooms around the world in BASIS Curriculum Schools.

Larger Context

I joined the BASIS Curriculum School network in 2007 as a Physical Education Subject Expert Teacher, soccer and flag football coach, and Athletic Director in Tucson, Arizona. Since that time, I have worked as an Academic Support Specialist, Dean of Students, Director of Student Affairs, and Head of School. Over the years, my specialty has been creating systems of support for students that need additional academic assistance to find success and empowering educators in an effort to establish best practices. In my first role as Head of School, I led our BASIS Oro Valley campus in Arizona. During my time as the school leader, my students received exceptionally high scores on the Advanced Placement (AP) exams and the school also received national recognition from The Organization for Economic Cooperation and Development (OECD) for our positive survey results when it came to measuring student-teacher relationships and satisfaction. I also had a lot of experience building thriving school communities that

specifically focused on student support. As a result, I was asked to move from BASIS Oro Valley, a highly successful BASIS Curriculum School, to be the inaugural Head of School at BASIS International School Bangkok. When the plans were initially made to open a new BASIS Curriculum School in Thailand, it was believed that we would be able to recruit both children of expatriates and Thai children and that the students coming to this new BASIS Curriculum School would be transferring from international schools that used English as the primary language of instruction. Furthermore, it was also assumed that our students would come from English-speaking households where language was reinforced both in school and at home.

I had concerns after my initial visit in March (2018), but during my first few months of living in Bangkok full time, I was able to meet with more prospective students, speak to potential families, and review the scores of our entrance exams. It was then that I recognized that the students that we were recruiting would not be prepared for the academic rigor that is a natural part of the BASIS Curriculum School program if they were asked to do so without English language support. Given that we offer our teachers autonomy in their teaching approach but are required to strictly adhere to the same curricular standards as our sister schools, I began to worry that we would be faced with some real barriers in our traditional style of teaching and the implementation of our mandatory curricular standards. Our prospective students struggled to communicate with me in English during family meetings and their English and Math entrance exam scores, on average, were lower than any other BASIS Curriculum School campus. We had to fill our school. So, regardless of language abilities, I knew that many of the students that we were assessing would be accepted.

BASIS Curriculum Schools across the world all teach the same content in the same succession. As a Head of School, I have never been granted the authority to make any changes to our overall curriculum or the progression of our courses, especially in the primary years. It is mandated that all of our teachers use what we call Course Curriculum Documents (CCDs) to ensure that every school adheres to the same curricular standards. So, as we were making plans to open this new school, I had to begin to think about creative approaches that would allow us to address the needs of our prospective students without modifying the standards and expectations that are clearly laid out within the BASIS Curriculum.

Educating such a high percentage of second language learners immediately presented its own unique set of challenges because struggling to speak and understand the language of primary instruction is not a characteristic that exists in isolation. As a matter of fact, a student's language skills can be directly traced to their belief in their own abilities to be successful when it comes to mastering several facets of learning, including reading, writing, and engaging in meaningful educational dialogue (Wang, Harrison, Cardullo & Lin, 2018). As we approached our first day of school, it was clear that I would have to be creative about how we planned to teach our students and this challenge eventually translated into the identifying an effective structure for this action research dissertation. In short, my focus was to build on something that already existed.

Preliminary Stages of Research

The following section describes the preliminary work that I conducted, as a school leader, to help provide more resources for my teachers and better fit the

educational needs of my students. After a full year of actively recruiting students and hiring teachers from all over the world, we began the training process. Given the fact that we were a new school, our initial training (in-service) was a month long and designed to empower the teachers and best fit the needs of our students. I knew we would have to immediately place a heavy emphasis on language and literacy skills to keep up with the rigor associated with our school curriculum, so I also added several sessions of collaborative training that focused on best practices for teaching second language learners. During this training time, I worked with teachers in an effort to get them to understand three key concepts. They were speak slowly, provide several opportunities for students to engage in material, and frequently check for understanding to ensure that our students were making the progress that was expected of them. The idea was to begin with these simple concepts and then build more in-depth and robust training as the year progressed and I developed a better understanding of the ability level of our students.

During the first few months of school, and as a BASIS Curriculum School standard, we always administer both internal (Baseline Tests) and external (FastBridge) benchmark exams, in English, to assess our students' entry level math and literacy skills. The FastBridge tests are designed to “combine Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading, math and social-emotional behavior (SEB), and deliver accurate, actionable reports for screening, skill analysis, and instructional planning” (FastBridge, 2020). In October, internally generated Baseline Tests (BLTs) were also given to our students in an effort to assess reading and math scores and compare student performance data network wide. In our inaugural year, we were not expected to perform at the same level of our more mature sister schools, yet the

data proved to be very meaningful in the overall evaluation of the academic progress of our students. The results of both tests painted a very clear picture; our students were drastically behind and horribly underprepared. According to our teachers, the issue was two-fold. They found that the students' early performance in class aligned with these low test results. This indicated that most of our students did not have strong foundational skills in math and reading. They also reported that the students were not progressing as quickly as they should have been due to their inability to effectively understand and communicate in English.

I spent the next several months working with my teachers and conducting formal classroom observations to get a better idea of exactly what obstacles the students faced in their day-to-day classroom interactions. As I observed classes, the first thing that I noticed was that our students were struggling with basic English language speaking skills and this seemed to be driving every other aspect of their learning. My observations echoed the findings of Hruby (2020) who directly addressed this concern in his research and emphasized the importance of repeated practice in the non-native language to help build basic foundational skills. All of this information helped me understand that additional measures had to be put into place to help support the students and that fidelity in the implementation of these measures would be vital in order to create a consistent environment of support for our students (Echevarria, Richards-Tutor, Chinn & Ratliff, 2011).

An additional discovery that I made during the course of my classroom observations was that most of the co-teaching work that our 1st-4th grade Learning Expert Teachers were doing came in the form of literacy and language support. However, very

few of the Learning Expert Teachers had the appropriate training or expertise to fully support our students in these areas. Most of what they were using was piecemealed together from information or training that they had found on their own. It also bears mentioning that our Bangkok campus did not have an ELL department or any site-specific ELL support allocated as a part of the inaugural year-staffing plan. In fact, to the best of my knowledge, there was not a plan to include any staff in a department such as this over the next five years. This meant that the work that the Learning Expert Teachers were doing in the classroom to help support language understanding was the first and only level of support available to our students throughout the course of their school day. We did not have additional staff to supplement the learning or secondary curricular materials to use either.

These observations, combined with the low assessment results, made me look at our situation and our teaching model in a different light. I realized that I had to be more creative about how I tackled the problem. I also understood that my teachers needed far more English literacy and language support training available to them to make sure that they felt as if they could successfully support our students. The first step in this process was to identify something that was working and build from there rather than trying to immediately invent and implement something completely new (Weick, 1984). One resource that I had at my immediate disposal was our Logic of English literacy curriculum. This curriculum was being used across all grade levels and it was designed to teach students to naturally decode words by emphasizing phonemic awareness and reinforcing spelling analysis rules (Eide, 2012).

As a network, we had recently shifted to this program because of the high level of success teachers were finding at various BASIS Curriculum Schools within the network. At BASIS International School Bangkok, as we opened, I designed the implementation plan for this literacy curriculum to begin with the use of Logic of English and an emphasis on phonemic awareness in our early years (Pre-Kindergarten and Kindergarten) and to continue throughout the Primary years until our students moved from learning to read to reading to learn. As students progressed from the early years to primary school, the focus would shift from simply focusing on phonemic awareness to adding the spelling rules that allowed our students to have a better understanding of how to appropriately use the phonograms that they learned as a part of this program. I also knew that we only had a small amount of time to help our students master these skills because our Humanities and English curriculum shifts from learning to read to reading to learn around 5th grade. After that time, I believed it would be far more difficult to support our students and provide effective language and literacy-based interventions.

As the teachers were beginning to get to know their students a little better and become more comfortable with Logic of English, they reported that they were finding success when they could focus on a few phonograms at a time and build confidence in their students as they naturally worked through this process. Furthermore, Logic of English (LOE) focused on phonemic awareness and this was a concept that was familiar to our Thai language learners because Thai is a tonal language and our students were already familiar with placing a high emphasis on the division of sounds as they acquired language. To them, using the sounds and tones of words to decode and find meaning was not a new concept. In fact, in our initial stages of using the curriculum, we discovered

that our students quickly caught on to concepts that required them to focus on specific sounds and the relationship that they had to the formation of words. Although we were still in the first few months of operating a brand-new school, I could already see that this literacy program fit our needs and made sense for our students. So, my next step was to find a way to make the teaching of these skills more prominent in my teachers' everyday practice.

Logic of English Master Training

After some research, my Senior Director discovered that there was an online Master Teacher Training course that was available for teachers through the Logic of English website (Logic of English). This training was specifically designed to show teachers how to naturally integrate the learning of the 75 different phonograms and 31 spelling rules that made up the foundational strategies of the Logic of English curriculum. This training (provided by Logic of English) was a 40-hour online course that contained 35 interactive modules and allowed teachers to workshop various ideas presented throughout each unit.

I believed that once my Learning Expert Teachers completed this training, they would immediately have more tools and resources at their disposal that allowed them to focus on literacy in every class. While this would not solve our problem in its entirety, it did give me a starting point to build on molding our co-teaching model to better serve our second language learning community. Therefore, in November of 2019 (our inaugural school year) all Learning Expert Teachers and Humanities-based Subject Expert Teachers

were given access to the Logic of English Master Teacher online training and asked to complete it by Winter Break.

To build on this plan, I began to explore the structure of our curriculum and the school day to see what other measures could prove to be helpful. First, our students visit several different classrooms throughout the course of the school day. This means that they worked with a wide variety of teachers with a plethora of teaching approaches. Specifically in our primary school, our schedule and co-teaching model combined to naturally create excellent opportunities for our Learning Expert Teachers to focus on literacy skills throughout the school day while our Subject Expert Teachers continued to build content-based vocabulary and knowledge. At BASIS International School Bangkok, throughout the course of a week, our primary school students visited a Math/Science SET, Humanities SET, Thai Language and Culture SET, Physical Education SET, Fine Arts (Art, Drama, Music) SETs, and an Engineering SET. Therefore, I believed that if our Learning Expert Teachers had more training and expertise on how to effectively teach literacy according to the Logic of English curriculum and I coupled this initiative with additional training and observational feedback, I believed that the Learning Expert Teachers could be an instrumental part of helping other teachers understand the curriculum and incorporate it into their lesson planning as well. Essentially, the LETs would become phonogram experts and, as such, they could ensure that there was a focus on literacy in every class that our students attended throughout the course of the week.

But this only addressed one facet of the massive obstacle that our second language learning population was facing. The first concern was the low English reading skills and the second was our students were clearly not understanding the instruction that they were receiving in the classroom because it was delivered in their non-native language. Without proper language skills, our students simply did not have the access to our curriculum that they were promised and deserved. Further research proved to be essential to establish a baseline of understanding about how second language learners engaged in the learning process and how my teachers could enhance their lessons plans to best fit these needs.

While our Learning Expert Teachers were focusing on literacy, our Subject Expert Teachers also needed resources that would allow them to present their lessons more appropriately. Our students were not fully comprehending the lessons, instructions, or key vocabulary that was associated with building foundational skills and our teachers were struggling to find effective ways to overcome this obstacle. As the School Leader, I knew that it was my responsibility to support my teachers by finding something that would help them improve. When I explored various ways to address this, I was reminded of the idea of servant leadership, first introduced by Robert Greenleaf in 1977. In his original text, Greenleaf talks about the importance of serving first and then aspiring to lead from there (Greenleaf, 2002). It was in this mindset that I began to think about how, as a leader, I could work to best serve the needs of the teachers in this particular situation and what tools would be the most effective. I soon found that the work of Stephen Krashen could provide valuable guidance.

Krashen's Theory of Comprehensive Input

Early in his career, Stephen Krashen began to explore theories that centered around how language was acquired and as a part of his research, he developed five different hypotheses that centered around language acquisition. One in particular, the Input Hypothesis, focuses on how individuals move from one stage of language understanding to the next. It also discusses how one begins to attach meaning to words as they work through the learning and language acquisition process (Krashen, 1982). In this research, Krashen identified a key element that leads to the successful development of meaning making in the acquisition of language. He refers to this as comprehensible input. According to Krashen, when additional cues, manipulatives, or information is given as the speaker is communicating, it allows the listener to use these cues to help build meaning around words or phrases that they don't already know (Krashen, 1982). Essentially, it is through the processing of these cues that language learners begin to attach meaning to words and can ultimately develop a more robust vocabulary and a deeper understanding of words that they are repeatedly exposed to as a part of this process.

I knew that diving deeper into this theory could help the teachers at my school develop a better understanding of the challenges that their students faced as well as build skills to help them address these issues. Finally, I felt like I had a basis for creating professional development for the remainder of my staff. So, beginning in January 2020, I started to prepare a variety of professional development sessions that centered around training teachers in the understanding and implementation of Krashen's Input Hypothesis Theory and more specifically, a focus on intentionally adding comprehensible input to

lesson plans and learning opportunities. Ultimately, my goal was to create a school wide initiative that focused on ensuring that all lessons were created with an aspect of phonemic awareness (as defined within the Logic of English curriculum) and the creation of comprehensible input. I believed that by focusing on both of these skills, especially in the primary school, I would be able to use our co-teaching model to the best of our ability and create a learning environment that was conducive to success.

Collaborative Teaching

While I believed that I had discovered the key focal points that would help our teachers support their students effectively, I knew that the last piece, and probably the most important, depended on me. When I was a coach, I always spent the first week of every season observing my players. This was the week where I sat back and made a mental note of their strengths, weaknesses, and ability to work effectively and efficiently with their teammates. I knew that, as their coach, I could help them build on their strengths and improve their weaknesses but none of that mattered if I didn't ensure that every one of my players was also able to effectively work as a part of the team. I had a similar realization once our teachers began to get more comfortable with the skills that we had been focusing on. The teachers at BASIS International School Bangkok are highly experienced and creative in their teaching approach. They are truly invested in the success of their students and wanted to perform to the best of their ability. I never doubted their efforts or abilities. So, I knew that part of building an effective strategy to support them was not only to train each entity appropriately but to also intentionally build team building ideology into this approach as well.

As the months went by, I was pleased to see that our Learning Expert Teachers were constantly finding creative ways to bring literacy into each and every classroom. I also noticed that all of the teachers (not just the SETs) were more cognizant of designing and delivering lessons in a way that gave students several access points to the information. As I popped into classrooms, I was constantly impressed by each individual teacher's effort to provide our students with comprehensible input as they worked through key material and attempted to build stronger foundational skills in the areas where our students had been struggling in the past. But there was still a lot of work to be done when it came to bringing the two teachers together and establishing guidelines and expectations that allowed them to be cohesive in their approach as well as work with and appropriately support one another.

In her book about co-teaching strategies, Wendy Murawski (2010) compares the relationship of co-teachers to that of a marriage because there are so many nuances involved in successfully building a co-teaching partnership. Additionally, she discusses the important role that the school administration plays in this dynamic as each teacher needs to be supported in their own unique way. If they are not, many co-teaching partnerships run the risk of falling back into the classic "one teach, one support" relationship where a single teacher takes the lead in the building and implementing of the instruction while the other plays a less important support role (Murawski, 2010, p. 64-67). There are several concerns with this dynamic. But, at my school in particular, the largest concern was that both teachers working within the LET-SET model were meant to be equally empowered in the classroom. Allowing one to fade into the background

would not only create frustration, it would also mean that we were straying away from the integrity of what we are meant to accomplish as a BASIS Curriculum School.

Therefore, I knew that as I was building the structure of this action research project, all three areas had to be addressed and monitored throughout the process of the study. That is to say, I knew that I needed to coach our teachers in a way that helped them build their understanding of phonemic awareness, their ability to provide comprehensible input within their lessons, and work with one another successfully as they added these new resources to their daily routines.

Action Research Questions

After the Winter Break in 2019, our students began to make progress in their understanding of phonograms based on the fact that our Learning Expert Teachers and Primary School English and Humanities teachers, who were all now officially trained in how to use the Logic of English curriculum, had begun to reinforce these skills regularly in their classrooms. Integrating aspects of Krashen's Input Hypothesis theory and comprehensible input into professional development while continuing to train all of our teachers collaboratively using tools and resources from the Logic of English Master Teacher Training sessions seemed to provide a structure that allowed us to address the obstacles in an effective and efficient way. This structural approach allowed my Subject Expert Teachers to build more language appropriate lesson plans for their students and continued to help my Learning Expert Teachers find creative ways to add literacy into every class that they were responsible for co-teaching. It was this line of thinking that led me to design this action research project and focus on providing professional

development to help build each teacher's skills and self confidence in their ability to appropriately support our second language learning community. In an effort to continue to build a learning environment at BASIS International School Bangkok that was conducive to student success, I used the following questions as the foundation for my dissertation study. As I will explain later, an additional question was added based on the circumstances that existed at the time of the actual innovation.

1. How does participation in the Logic of English Master Teacher Training impact the Learning Expert Teachers' self- efficacy in regards to the successful implementation of phonemic awareness strategies in lesson planning and delivery?
2. How does participation in professional development impact each teacher's overall understanding of Krashen's theory of comprehensible input and their level of self-efficacy in regards to their ability to effectively use this methodology in lesson planning and delivery?
3. How does collaborative training allow teachers to build more robust lesson plans when it comes to the application of Logic of English methodology and Krashen's Theory of Comprehensible Input?

Action Research

In an effort to work towards discovering the most effective methods of supporting the teachers at BASIS International School Bangkok, I employed action research as a methodology through the dissertation process, with the current study and the data gathered within as the culmination of the process. Action research is an iterative process that requires the researcher to look at their problem of practice in several different cycles. Within each cycle, valuable information is gathered and analyzed and then next steps are planned as a result of the discoveries made. In my action research project, I explored the impact of theory-based professional development on teachers'

understanding of and efficacy with supporting second language learners at an international BASIS Curriculum School. Prior to the culminating study that is the focus of this dissertation, I conducted two preliminary cycles of research that focused on current practices and teacher feedback. The results of these cycles of study (labeled Cycle 0 and Cycle 1) are discussed in more detail below.

Cycle 0 Research, September-December 2020

After completing some informal research, I conducted a more formalized investigation as part of my action research project. To begin this formal investigation, I wanted to gather feedback from teachers on site as well as professionals in the field of literacy to ensure that I was moving in the right direction and considering all aspects of support when it came to appropriately teaching second language learners. In order to address the problem one step at a time, my Cycle 0 research focused primarily on gathering data and information from my teachers, an Intervention Specialist, and two outside experts on the challenges that we are faced at the school in Bangkok, along with the effectiveness of the most recent tools and resources that each teacher had at their disposal at that time. Our teachers provided valuable feedback that allowed me to understand the obstacles that they faced on a daily basis. However, to establish a more well-rounded understanding of the needs of second language learners, I also included Denise Eide, the founder and creator of the Logic of English curriculum and Katie Bernstein, an Associate Professor at Arizona State University who specializes in second language learning with an emphasis on global challenges that students face while learning new material in their non-native language. The following questions were used to guide conversations in this preliminary cycle of research:

1. What are some of the most difficult challenges that you face in regards to teaching second language learners?
2. Why do you find these obstacles to be more challenging than others?
3. What resources and/or interventions have you used that you found to be effective in building literacy skills?
4. How do you think these resources were more effective than others?

Supplemental Question: Did you use them here, at BASIS International School Bangkok, or are they resources that you have used elsewhere and believe would be helpful to incorporate into your daily practice here?
5. What additional support could be provided to you as the teacher/staff member to help better support second language learners in the development of their literacy skills?

During this cycle, the BASIS International School staff was interviewed on site while Denise and Katie were interviewed virtually via Zoom because they are both based in the United States. After completing each interview, I hand transcribed them and reviewed and coded the transcripts in an effort to find common themes that I then used to identify important areas to focus on as I began to build a professional development model that was meant to help provide additional training and resources for the teachers at BASIS International School Bangkok.

Furthermore, by giving teachers a voice in the initial stages of this process, I hoped that this would allow me to create an authentic system of support and buy in from the staff. Frequently, interventions or professional development sessions are designed based on what the school administration deems necessary and pertinent rather than taking the direct feedback of the teachers involved. This often creates obstacles when it comes

to creating authentic resources (Kennedy, 2016). I wanted to be aware of this pitfall and avoid it by speaking to my teachers directly and early in the data collection process; I continued to do this throughout the course of my dissertation work as well.

Meaningful feedback from the teachers throughout this action research project was instrumental in both the short- and long-term success of my innovation. Moreover, if there were training systems or resources already in place that teachers found to be useful, I wanted to ensure that I discovered that early so that I did not miss the opportunity to explore these things in more depth in future phases. I also wanted to ensure that I took the time to examine how I could expand on the things that had already been proven to be effective.

Additionally, all staff participants chosen as a part of my Cycle 0 research were returning teachers. While we added several new Learning Expert Teachers and Subject Expert Teachers during the year I conducted my initial research (2020), at this stage of the data collection process, I chose to focus on teachers that had at least one year's worth of Logic of English training and had been working with our students for over a year. I believed that they had a better foundational understanding of the skills that were needed to effectively work with the students at our school. Additionally, they provided a unique perspective because they could compare the challenges that we faced in our first year to the challenges that we faced in the second year. They also had more time to discover different resources when it came to educating our second language learning population and therefore were able to provide more robust feedback on the overall effectiveness of any training that they had received and any valuable resources that they had been using.

Cycle 0 Findings

After conducting the interviews, I discovered that there were three main themes that each participant discussed in their interviews. They were time, interventions, and vocabulary building. Each theme is discussed in further details in the paragraphs below.

Time

Although time was specifically mentioned in each interview that was conducted. The way in which it was discussed varied slightly based on the participant's background. Initially, the conversations about "time" centered on processing time and how a true understanding of the amount of time that second language learners need to process material is instrumental in successfully teaching children in their non-native language. The second aspect of "time" that was mentioned related to the amount of time that it takes to learn and implement new initiatives. Each teacher that was involved in the study specifically discussed the challenges that they faced related to the amount of time that they had to commit to learning and fully understanding new initiatives.

Interventions

The second theme that I discovered after transcribing and coding each interview was "interventions". For the purpose of the cycle 0 research study, the interventions that are discussed are defined as the additional support and resources that we dedicate to students that need assistance outside of their regular classroom instruction in hopes of staying on pace with their peers. In the case of BASIS Curricular Standards, our Learning Expert Teachers are responsible for providing intervention time to any student that is identified as below grade level in reading or math as determined by our benchmark

exams and teacher input. Within this portion of the study, each teacher discussed their desire to have this time streamlined so that the goals that are meant to be accomplished during the 10–15-minute mini pullout lessons that they use to help our students build these skills are clear. Each teacher also understood the value of this time but expressed concerns about whether it was being used effectively as they were not all seeing a significant amount of progress after working with their students on a regular basis.

Vocabulary Building

The final and overarching theme that I found all participants discussed in detail during the course of their interviews was vocabulary building. When it came to the teachers, the discussion centered around concerns that our students were still not able to attach meaning to words due to a limited English vocabulary, even when they could sound them out phonetically. Denise Eide expanded on this in her interview, by discussing how second language learners build vocabulary and the process that they use to build vocabulary alongside literacy. This means that they learn what each word means at the same time that they are discovering how to naturally sound out these words phonetically. She reminded me that students need to be able to do this or they will be left with literacy skills that don't truly allow them to decode as they read. This was in line with the challenges that my English teacher had expressed when I asked her to conduct the literacy activity with her students that I discussed earlier in this proposal. Both participants talked about how these skills had to work in tandem or students would be faced with the challenge of sounding out words but still not improving their reading comprehension skills because, ultimately, they still struggle with understanding what they have read. The data collected in this first cycle of research allowed me to develop a

better understanding of what the teachers needed to teach effectively and what my students needed in order to be engaged in a meaningful way. I considered these points as I moved into the second cycle of my action research, Cycle 1. The approach to that iteration of my action research project is described in the next section.

Cycle 1 Research, January-April 2021

For my second cycle of research (Cycle 1), I wanted to create a more concrete understanding of the themes that emerged through Cycle 0 while also getting a chance to observe how certain teachers were implementing the training that they had already received in both Logic of English as well as Krashen's Input Hypothesis theory. As teaching methodology and pedagogy are very important, so grew the need to establish a system that laid out very clear school wide initiatives for my teachers. Within this systematic approach, I recognized that the teachers would benefit from a clear breakdown of their responsibilities. Our school was still very new, so I believed that creating transparency as far as what was expected of the teachers would help them function effectively within the system that I aimed to create. Furthermore, as the Head of School at our newest BASIS Curriculum School campus, the responsibility fell directly on me to set specific curricular and performance-based goals for our teachers that both aligned to our curricular expectations and the needs of our students. In fact, in the first few months of operation in our inaugural year, I found that providing teachers with concrete feedback as they worked through the process of getting acclimated to the expectations of working within a culture with such high expectations was a necessary step in becoming a successful BASIS International School Bangkok teacher.

As with all processes, the approach to my action research study started small. It was chunked into different cycles and evaluated at the end of each cycle to determine the effectiveness of the system and overall plan. To keep in line with this ideology, during my Cycle 1 research, I used a framework of designing incentives and checking their effectiveness. The goal was to create a process for classroom observations and post-observation evaluations and interviews that allowed me to record live teaching sessions and then conduct post-observation interviews with the teachers about the lessons that they taught. This approach allowed me to have an open dialogue about the effectiveness of their current practice in relationship to teaching second language learners, using resources from the Logic of English curriculum, and adding comprehensible input. At the time of this cycle of research, there were six Learning Expert Teachers working with our 1st-4th grade students and twelve Subject Expert Teachers. However, only two Learning Expert Teachers and two Subject Expert Teachers were selected (randomly) from those that were willing to be participants in this part of my dissertation study. Choosing a smaller number of participants for this cycle allowed me to provide concrete observation notes to the teachers and dedicate an appropriate amount of time to post-observation interviews directly following these observations.

One Learning Expert Teacher who was initially selected to participate was removed from this portion of the study because he had received a disciplinary notice and was placed on a structured improvement plan while the research was being conducted. Given that I was also his direct supervisor at the time, I felt like it was no longer appropriate to include him in this portion of the study. It should be noted that he was removed very late in the process, so I ultimately made a final decision not to replace

him with another Learning Expert Teacher. In the end, one Learning Expert Teacher and two Subject Expert Teachers participated in this cycle of research.

The following questions were used to guide my research during the Cycle 1 study:

1. When and how are Logic of English (LOE) literacy-based strategies used in instruction?
2. What type, if any, of comprehensible input do the teachers currently supply during the course of their teaching?
3. How are literacy responsibilities vs. comprehensible input responsibilities divided out between the Subject Expert Teacher and Learning Expert Teacher?
4. What are the biggest literacy or second language learning based challenges that teachers see within the context of their specific teaching?

Unfortunately, the state of education in Thailand, and more specifically Bangkok, was quite tumultuous during the first few weeks of this cycle of research. While we spent several months COVID free and began our 2020-2021 school year with live learning, a resurgence of cases forced us to move to online learning in early January of 2021, when we returned from our Winter Break. For safety reasons and to align with the procedures approved by the Institutional Review Board, I gathered all of my data during this cycle of research virtually. That is to say, the classroom observations and post observation interviews that I conducted during this cycle took place online and via Zoom.

For the Cycle 1 study, quantitative and qualitative data were collected simultaneously and analyzed to identify patterns in teaching methodology as it applied to second language learning (Ivankova, 2015). Quantitative data was collected based on the frequency that teacher performance was recorded in the of the four categories listed on the evaluation form that was used. It should be noted that this was also given to the teachers prior to their classroom observations. The categories used and clearly listed on

the form were: *Not Meeting, Approaching, Effective, and Distinguished*. Qualitative data was simultaneously collected by documenting specific examples that could be discussed and shared with each teacher during the course of their post-observation interviews. These notes were cross referenced with the candidate in an attempt to create a clear understanding of their performance in the areas discussed above. In other words, the quantitative data was used to expand upon the findings clearly documented in the course of collecting the qualitative data (Creswell & Guetterman, 2019) and helped provide concrete feedback to reinforce each teacher's understanding of the information that was gathered in order to arrive at their categorical placement in each area specifically designated on the *Teacher Observation Form* that can be viewed in *Appendix A* and the criteria outlined for each designation can be viewed *Table 1* below.

Table 1. Categorical Definitions for Teacher Observation Standards

Not Meeting	Approaching	Effective	Distinguished (in addition to effective)
<ul style="list-style-type: none"> • Few or none • Lacking or absent • Negative examples • Few students 	<ul style="list-style-type: none"> • Limited • Inconsistently • Occasionally • Somewhat • Sometimes • Partially • Infrequently • Lacks intentionality • Teacher-directed • No extensions • Lack of critical thinking 	<ul style="list-style-type: none"> • Consistently • Frequently • Connects • Explicitly • Acknowledges • Interacts • Supports • Demonstrates • Evaluates • Intentional • Purposeful • Teacher-facilitated • Majority 	<ul style="list-style-type: none"> • Self-efficient • Depth • Student contributors and designers • Executes • Meta-practices • Student ownership • Enables • Choices (with parameters) • Structures support students' leadership/learning • Collaborates • Interdisciplinary • All students

It should be noted that this criterion was familiar to each teacher as it was also a part of their yearly teacher evaluation program. While originally defined within the LEAP Teacher Evaluation program drafted to support teachers working within the Denver Public School System, I found that these terms were highly effective when it came to providing concrete feedback to teachers in a way that was clear and easy for them to understand (Denver Public School System, 2019). However, to ensure this, they

were also given another copy of these definitions for reference during their post-observation interview.

Cycle 1 Findings

After observing and interviewing the three randomly selected participants in the Cycle 1 study and assessing the results of the data, I identified common themes about the struggles those teachers faced in the teaching of second language learners. I was also able to begin to identify effective tools and resources that had been used by either or both the Learning Expert Teacher and/or Subject Expert Teacher in the course of their observed teaching practice. It should be noted that all of the teachers were rated as either “effective” or “distinguished” in their teacher observation form for these observations. Meaning, their teaching strategies were deemed to be effective. The information discussed with the participants in the post-observation meetings is discussed in the following paragraphs.

Understanding of Responsibilities

In my preliminary evaluation of this data, one common thread that appeared was that both of the teachers (LETs and SETs) had to have strong foundational skills when it came to their particular responsibilities. Whether this was content specific or literacy specific in nature, having confidence in these respective areas allowed them to exist in their teaching partnership more fluidly and effectively. I found it interesting that all three teachers involved in the research also expressed that they liked the flexibility of allowing or being allowed to complement the learning when they saw fit because they knew their responsibilities and wanted to be an active part of the learning process in a more holistic way. In the case of the LET, this meant advocating for the students when necessary and

reinforcing phonemic awareness within the lesson when they found the appropriate time to do so. For the SETs, this meant allowing space for the LET to create learning opportunities by making connections and reinforcing literacy skills in a way that complemented the subject specific learning.

Shortened Learning Schedule

I also discovered that the biggest challenge in the transition to online learning was the condensed classroom learning schedule. All of the teachers recognized, understood, and appreciated that young students could not be expected to stay actively engaged in live learning for more than 30-40 minutes without a break. However, taking a lesson that normally is taught in 85 minutes, as was the case with the classes that were observed, and transitioning them into a 40-minute lesson (that included 20 minutes of activity time) while also including space and time for the LET to be involved in the learning process, was quite difficult. This concern was expressed frequently in all of the interviews conducted.

Manipulatives and Visual Aids

During the course of the lessons that I observed, I also noticed that most of the comprehensible input provided during the online lessons came in the form of manipulatives or visual aids. The Subject Expert Teachers in this study taught Math/Science and Music and while their subjects are very different, I found that their methodology was very similar and effective. Both Subject Expert Teachers introduced key concepts verbally first and then reinforced the curricular material by presenting pictures or using manipulatives to give their students more than one access point to the

material that was being discussed. In both cases, this action was followed by some type of check for understanding to either an individual student or the class as a whole.

For example, in the Math/Science class, the Subject Expert Teacher was conducting a lesson about stars and used a video that contained several pictures of the stars that were a part of her lesson. I asked her about this choice during our follow up meeting and she explained, that it is a method she prefers “to expand their vocabulary, to learn all of these new words, we just have to use as many pictures as possible because that’s how they are going to learn what it is.” In the case of the Learning Expert Teacher, I noticed that she used key vocabulary words that were already included in the lesson to identify and practice phonograms. The practice came through the use of phonogram identification in written words contained within the lesson and/or fingerspelling practice of key terms that were used during the course of teaching the lesson.

Observation Ratings

Given the fact that this cycle of research involved observations as well as post observation discussions, it is also worth mentioning that all of the teachers observed within this portion of the research were rated as “effective” or “distinguished” in all areas listed on the Teacher Observation Form (found in Appendix A). Meaning that each teacher involved in this portion of the research was either meeting or exceeding the standards that I clearly outlined for them at the beginning of the school year. This is important as it indicates that the methods discussed above were directly connected to effective teaching methodology rather than an indicator of teaching methods that needed to be improved according to BASIS Curriculum School standards.

As I was the school leader at the time of conducting this stage of my research, I benefited from learning firsthand from the results of each of these cycles of research. It reminded me to think of training and professional development in a way that is applicable to both online learning, as well as face to face learning because the scope and delivery of education was rapidly changing, especially in Thailand. COVID was handled in a unique way in Thailand. As of the time of this dissertation study, Thai schools never moved to a hybrid form of learning, instead the government often vacillated between allowing students on campus and suddenly forcing all schools back to learning online, with very little notice, when the number of cases dramatically increased in any given area. Once I had enough experience to see and understand this pattern, I realized that, if necessary, I could use it to better train and support each teacher within the co-teaching model in both facets of the school's operation. For BASIS International School Bangkok, there were only two options of learning that were being used at that time, online or in-person. So, this allowed me look at what I hoped to accomplish with my teachers and then identify ways to accomplish this with students attending their classes in person or attending virtually. While it meant that I had to create two different approaches to key skills, it also helped create clear training initiatives for my teachers as we fluctuated between the two styles of teaching.

Conditional Changes

In July of 2021, I was asked to relocated back to the United States to open another BASIS Curriculum School in Bellevue, WA. While I was able to conduct two cycles of preliminary research in Thailand as the Head of School and focus specifically on the needs of second language learners, moving back to the U.S.A. forced me to rethink my

process. I had to come up with a different strategy for moving forward that reflected my new role as researcher rather than my previous role as both researcher and school leader. This shift forced me to make some choices and to identify ways that my initial stages of research could be used to support the teachers in Bangkok, knowing that I would no longer be the one reinforcing these initiatives on the ground level. The work that I was doing was still meaningful because it was aimed at setting students up for success, but the simple fact was that there were parts of the study that I no longer controlled and so I had to let them go. I also had to ask myself what I really aimed to accomplish with this research. Was I only going to focus on Thailand? Was there a much bigger picture that I had been missing?

I am now the Head of School at BASIS Independent Bellevue and, in many ways, when I made the change from a school leader in Thailand to a new school leader in the U.S.A. responsible for recruiting and hiring for our school that opened for the 2022-2023 school year, I felt like I was right back where I started when I began my doctoral program. However, as I approached this new phase of both my career and my dissertation research and began to make a new plan. It was important to me to look back on what had worked in my preliminary cycles of research, and what I hoped to accomplish with my action research project overall. The reality is that I began a doctoral program that focused on site specific innovations because I wanted to coach BASIS Curriculum School teachers and provide training tools and resources that allowed them to perform at a high level. I was now at a new school but, honestly, that goal had not changed. What had changed was that the students at the school in the U.S.A. would most likely not need the same kinds of language support that the students in Thailand

needed. In fact, a large portion of my current students performed quite well on their entrance exams and have been enrolled in one or more advanced level courses at the schools that they transferred from. It is because of this that I had to rethink the direction of my action research project, and of the dissertation portion of the study in particular.

The solution was two-fold. First, I believe that there is a very real need to create training sessions that allow the teachers at BASIS International School Bangkok to continue to improve their skills and better support their second language learners. Although the Bangkok campus will eventually grow from a new school to a mature campus, the students will still be facing the same challenges as the day the school opened. Given the iterative nature of an action research project, once I understood that there would always be a need for this research, I realized that the change in my role would not prohibit me from working through the rest of this research up to and including the collection and analysis of the data needed to complete it. Really, the only difference was that during the dissertation study and the implementation of the professional development, I worked in the capacity of a lead training facilitator, rather than the school leader. Basically, I had to return to the understanding that I was a coach and whether I was on site or across the world, I still had a responsibility to structure a program that brought out the best in the teachers that I had been working alongside.

Problem of Practice

As stated above, my original problem of practice centered on expanding the skill set practiced within our current two-teacher model of Learning Expert Teacher and Subject Expert Teacher, particularly in support of second language learners. Within this

model and across our network of schools, both kinds of teachers have different teaching responsibilities and areas of expertise. Our Subject Expert Teachers (SETs) are required to have a degree in the area that they teach and are responsible for managing the content of each lesson. Our Learning Expert Teachers (LETs) are required to have a degree in education and are responsible for the pedagogical approach and implementation of this content. At all BASIS Curriculum Schools, the Learning Expert Teachers are with their students all day and in every class. They get to know their students exceptionally well and are aware of the uniqueness of each of their pupils, as well as the dynamic that they create as a collective whole. The Subject Expert Teachers see their students once a day for the instruction of specific subjects. Their responsibility lies in managing the content. While each kind of teacher has a specific responsibility in every BASIS Curriculum School classroom, this dissertation study was centered on the belief that more could be done to support these teachers and ensure that they are teaching their lessons in a way that is specific needs of their students.

The core of my original research plan focused on two main topics and one subtopic. The main focal points were professional development for teachers centered on the Logic of English curriculum and training on Krashen's theory of Comprehensible Input. The subtopic or additional tool that I planned to incorporate as part of the dissertation study was an understanding of collaborative teaching. However, to finish the training appropriately and create resources that best supported the Bangkok teachers, I decided to add a portion of training that specifically focused on collaboration and lesson planning to my innovation. The professional development session that the participating teachers completed still focused on phonemic awareness and comprehensible input but it

also examined the role that collaboration played in the successful implementation of these skills.

In the case of the Learning Expert Teachers, this meant expanding their responsibilities associated with implementing phonemic awareness as a part of the Logic of English curriculum and continuing to include literacy as a focal point in their approach to co-teaching. For the Subject Expert Teachers, their focus was on building skills associated with comprehensible input. As a part of the training that I designed for the dissertation study, each entity (LET/SET teacher) learned from one another and then worked together to use these skills to create dynamic and engaging lesson plans.

While our LET/SET co-teaching model exists in our 1st-4th grade classes, co-teaching exists in many different forms at BASIS International School Bangkok. In our Early Years (PreKindergarten and Kindergarten) co-teaching exists in the form of a Lead Teacher and Thai Teaching Fellow. Additionally, all of the Early Years teachers have completed the Master Teacher Logic of English training as well as attended professional development sessions that have introduced the idea of comprehensible input. Therefore, the training that was provided as a part of this dissertation study was offered to the whole staff at BASIS International School Bangkok. While I did not collect data from all of the participants, I believed that giving all of the teachers an opportunity to participate in the professional development was advantageous.

Professional Development Structure

As the Lead Training Facilitator, I approached professional development from the perspective of a coach and designed it in a way that allowed each team member to

highlight their area of expertise. The training module implemented for the dissertation study had two parts. In the first portion of the training, teachers shared effective tools and resources that they have used successfully in their classrooms, and the second part was structured collaboration time that allowed the teachers to work with one another to build lesson plans using the various tools and resources that they learned about during the first part of the training.

At BASIS International School Bangkok, the Learning Expert Teachers and Subject Expert Teachers have weekly collaboration time scheduled for them. This time is meant to allow them to plan lessons together and divide out teaching responsibilities. This is why I also structured a portion of the professional development training module to examine the Learning Expert Teacher's teaching and collaboration responsibilities in relationship to the Subject Expert Teacher. In other words, I specifically collected data that allowed me to evaluate their responsibilities in lesson planning and implementation. To create a full understanding of how each teacher involved in the study was using the training they had received, I structured interview and survey questions around the effectiveness of collaboration in the co-teaching process. I also designed the training to include collaboration time in the hopes that this period of open discussion would allow them to strategize ways to clearly identify their roles and responsibilities within each lesson.

Although I was no longer the Head of School, my hope was that after this professional development training, the teachers at BASIS International School Bangkok felt as if they had more ideas, tools, and resources to use to support the literacy and

language initiatives that I had established in our inaugural year and reinforced throughout my time as the school leader. Since the school was in its third year of operation during the final phase of my research, I assumed that student performance had begun to increase as the teachers continued to build their knowledge base and ability to add comprehensible input into their everyday practice. Due to the lack of an English Language Learning (ELL) department at BASIS International School Bangkok, the responsibility to appropriately support these students continues to rest solely with these teachers, so it is important that they continue to be trained appropriately. I believe that by focusing on building literacy skills as well as drawing more specialized attention to the needs of 2nd language learners, this research can serve to help them create a teaching model that is conducive to student success, regardless of their entry level language skills. Furthermore, by providing professional development opportunities that allowed teachers to work together and share strategies, I believed that the teachers could build a stronger foundational understanding of their roles and responsibilities when it came to effectively addressing the needs of second language learners.

While in Thailand, I was able to accomplish the first step, creating a foundational understanding of the work of Stephen Krashen and his Input Hypothesis theory, as well as to highlight key areas and focal points within the Logic of English curriculum that could be used to best support the Thai students. The next step, and the focus of the dissertation study, was to work with the teachers to create a better understanding of how to collaboratively pair these skills and build more appropriate lesson plans.

CHAPTER 2

THEORETICAL PERSPECTIVES AND RESEARCH GUIDING THE STUDY

The Playbook, Chapter 2: Framing the Game Plan

“I never learn anything talking. I only learn things when I ask questions.”

-Lou Holtz

There is rarely a time in coaching or in education when you are attempting to solve a problem that is unique to you or your experiences. While there may be new facets to the problem, it is helpful to break it down into smaller chunks so that you can identify areas that others have successfully navigated. As you are constructing your strategy for successful coaching, it is imperative that you take the time to learn from those before you and around you. That way, you can build a framework around your game plan that is not just based on luck, persistence, or hard work. It is based on previous success. In this dissertation study, the framework that was used built on the work of Stephen Krashen and Albert Bandura. Krashen and Bandura’s work is clearly defined within this chapter along with the criticisms associated in an attempt to arrive at a full understanding of what I learned and how I applied it to the framing of a successful research and coaching plan for the teachers at BASIS International School Bangkok.

As I described in chapter 1, our network of schools has expanded into Asia, and as we have done so, we have found that our international students struggle in different areas than our US based schools due to a lack of foundational language skills. However, the expectation to bring our students to the high global standards that have become a staple of the BASIS Curriculum Schools educational systems is no less prevalent in

Thailand than it is in the United States. As a part of this research, I explored the impact of a professional development curriculum that combines an existing PD program (Logic of English Master Teacher Training) with elements focused on training about Krashen's Input Hypothesis Theory and the use of comprehensible input in lesson design on teacher learning and self-efficacy. In this chapter, I will describe Krashen's Input Hypothesis Theory and the use of comprehensible input in an effort to better explain how and why the professional development training was focused on encouraging the Subject Expert Teachers to find ways to model information that they present to students during the course of their lessons. Additionally, I will also clarify some definitions that are used within this theoretical framework to make the work that I did as a part of this dissertation exceptionally clear.

I will then provide an overview of Albert Bandura's theory of self-efficacy to create a better understanding of how it relates to teacher performance and their belief that they have the tools and resources that they need to be successful. While I did not conduct formal classroom observations as a part of my dissertation study, I did give each teacher participant an opportunity to complete a post training survey that allowed them to gauge their self-efficacy about their overall preparedness and ability to best serve their second language learners after participating in the professional development sessions.

Krashen's Input Hypothesis Theory

Stephen Krashen first published work in the 1980s that focused on best practices for second language learning. He has since published several more books and academic articles that have built on these ideas. However, as a part of his original research, he

identified five different theories that each address a unique aspect of the language acquisition process and this research will specifically focus on one. The theories, as Krashen described them are, the Acquisition-Learning hypothesis, the Monitor hypothesis, the Input hypothesis; the Affective Filter hypothesis; and the Natural Order hypothesis. In his book, *Principles and Practice in Second Language Acquisition*, Krashen states that the Input Hypothesis is one of the more prevalent of these theories because it has both theoretical and practical measures of application (Krashen, 1982). As opposed to the foundational knowledge that has been used to design language learning programs over the course of many years, Krashen used his Input Hypothesis to assert that language is not acquired in a structured format using traditional scaffolding such as focused grammar rules. Instead, he believes, humans acquire language first by attaching meaning to words and then they follow up this skill by adding formal structure to their practiced language.

As a part of this theory, Krashen also explained that meaning is created through the understanding of “comprehensible input”, and it is through a gradual understanding of words and the connection of meaning that language is built over a period of time (Krashen, 1982). This is not the first language acquisition research study to focus on Krashen’s work. In fact, the principles of comprehensible input have been cited as “intellectually appealing and supported by research and studies” and the engagement of pedagogical practices that reflects this ideology allows us to see significantly positive results in our classrooms (Patrick, 2019). Along with the idea of comprehensible input and within this same theoretical framework, Krashen also described how learners move from one level of understanding to the next, defining this process as $i + 1$, where i

represents the learner's current language ability and +1 represents the movement to the next level of understanding (Krashen, 1982). However, one of the main points of Krashen's Input Hypothesis theory is that effective language instruction should not be centered on or focused around the singular goal of transitioning students from one stage to the next. Instead, realistic objectives within language learning programs should create "comprehensible input" or opportunities for non-native language speakers to attach meaning to the words and concepts being taught within each of their lessons (Krashen, 1982). Krashen believed that when language acquisition is approached in this manner, students will begin to naturally build an understanding of vocabulary in a more fluid yet concrete way because they are developing the ability to effectively attach meaning to words as they hear them. One skill reinforces the other. Krashen also believed that, over time, the development of this skill eventually leads to a child's willingness to confidently practice speaking their non-native language. By naturally attaching meaning and providing comprehensible input, children inherently progress at different rates (Krashen, 1982). Within the parameters of this research, he emphasized that, "speaking fluency cannot be taught directly. Rather, it emerges over time, on its own" (Krashen, 1982).

Criticisms

While Krashen specifically focuses on the role that comprehensible input plays on the successful acquisition of language, some of his critics claim that one flaw of this theory is that "comprehensible input" is not clearly defined within this process (Lai & Wei, 2019). In other words, there is not an absolute definition of what tools and resources are appropriate to use within this framework or for that matter, which specific

tools are the most effective. For this reason, and as a part of my dissertation study and professional development training I defined comprehensible input as “tools, resources, and manipulatives that teachers use to model key concepts or demonstrate the meaning of key terms within their lessons”. More specifically, the training sessions were designed to allow the Subject Expert Teachers to focus on strategies that they specifically used to model information as it was being taught in their classroom.

Connection to My Study

While there are several theories Krashen explored within his work on language acquisition studies, the Input Hypothesis theory was best suited to help the teachers at BASIS International School Bangkok understand the importance of helping their students build language and vocabulary skills in a meaningful way. I originally introduced this ideology to our staff in an effort to help them design activities and lessons that gave their students a better understanding of content-related vocabulary, as this was an area that they struggled in as they attempted to navigate our curriculum. As a means to reinforce this idea in the classroom, the professional development sessions I implemented in my dissertation study were also designed to allow teachers to collaborate and brainstorm best practices and learn to provide comprehensible input within their specific subject areas and as a collaborative co-teaching team. Furthermore, the training was designed to give each teacher the opportunity to share resources and watch their peers demonstrate how they used these tools effectively in their classrooms.

In the end, the goal was simple. I want each teacher to create a learning environment where their students are able to actively participate in class while

simultaneously building their language skills through meaningful language building opportunities and interactions with the material being presented. “Generally, all teachers use some techniques to clarify concepts. However, high-performing teachers use a wider variety of techniques and consistently model what they want students to do” (Echevarria, Richards-Tutor, Chinn & Ratliff, 2011). Since the learning expectations at all BASIS Curriculum Schools are centered around a student’s active participation in the learning process and we strive to instill a love of learning as our students explore different content areas, having a strong foundational understanding of how to effectively provide comprehensible input was a key part of marrying the standards that the teachers are expected to implement with the needs of the second language learning population at BASIS International School Bangkok. To build a full understanding of the effectiveness of this approach, I collected data in the form of post training interviews that allowed each participant to discuss this in a more dynamic way. This methodological approach, in particular, is discussed in more detail in Chapter 3.

Focusing on comprehensible input within the classroom to better support second language learners is not a new concept. In fact, the Sheltered Instruction Observation Protocol (SIOP) Model that is used in many schools incorporates the use of comprehensible input and highlights the importance of its use in English as a second language (ESL) classrooms. Within this model, comprehensible input is defined as “demonstrations and modeling, gestures, pantomime, and role-play, pictures, real objects, and graphic organizers, restating, repeating, and speaking slowly” (Short, 2019). This model also emphasizes the importance of being clear with all directions and providing

examples that allow second language learners to have a visual representation of the expectations that are required as a part of each assignment. (Short, 2019).

In 2004, Stephen Krashen worked with his colleagues Rodrigo and Gibbons to examine the effectiveness of comprehensible input when used to teach intermediate level Spanish students. Within the context of their study, the researchers found that incorporating comprehensible input into everyday teaching practice allowed students to build important foundational skills as well as “outperform students in classes that supplied less comprehensible input when the tests were communicative and do at least as well, or better, when tests were grammar-based” (Rodrigo, Krashen & Gibbons, 2004). Language development is incredibly important and does occur naturally. However, it develops in response to a child’s instructional learning environment (Hruby, 2020). This highlights the significance of methodology and reinforces the need to build effective resources for teachers that are responsible for teaching in classrooms that are predominantly occupied by second language learners. This is why developing an understanding of comprehensible input and creating classroom resources that allow teachers to effectively implement the academically rigorous expectations of a BASIS Curriculum School, while learning and practicing key vocabulary, was one of the main focal points of my dissertation study. I describe this in more detail in Chapter 3 as I explain the professional development that I conducted and the role that comprehensible input played in the overall collection and analysis of data within this research project.

Albert Bandura's Theory of Self-Efficacy

Teaching students is not easy and pushing students to rise to a specific challenge creates even greater obstacles. As we work with our students to further develop their language and literacy skills, it is also important that we find the appropriate way to support them in this endeavor. In order to find success, teachers must feel like they have the tools and resources that they need to accomplish all of the tasks set out before them. When teachers feel as if they cannot support their students effectively, it affects their job performance. In his early research, Albert Bandura explored the concept of self-efficacy and the idea that people are more likely to look at challenges through a lens of possible mastery than avoiding the tasks altogether (Bandura, 1994). Put more simply, as humans, we are not afraid to take on challenges when we feel like we have the tools to overcome them. Furthermore, Bandura highlights the idea that teachers with a high level of self-efficacy are more likely to make creative decisions and adapt to changes when they exist within organizations (Bandura, 1995). When teachers feel like they are supported by their administration and are given the ability to function within collaborative teams, they are more likely to exhibit a high level of efficacy. In BASIS Curriculum schools, we value teacher autonomy but make a concerted effort to give very clear guidance about the learning objectives and teaching expectations so as to be clear about what our teachers are meant to accomplish over the course of the school year. However, we do not tell teachers how we want them to teach within their specific classrooms. The idea is that when you give teachers appropriate training to meet the needs of their students, you can then allow them to guide the teaching in a way that is authentic to them. Many teachers are drawn to working at a BASIS Curriculum School

because of this fact and, over the years, it has become an incredibly valuable part of our primary school two-teacher model.

Connection to My Study

Within this model, BASIS teachers are given the opportunity to collaborate with one another and plan lessons together. This allows them to share ideas and resources as well as discuss how to best address the needs of the students within their given classes. Our students rotate to each Subject Expert Teacher's classroom throughout the day but stay with their Learning Expert Teacher during the entire day. This creates a situation where our Learning Expert Teachers become incredibly familiar with the strengths and weaknesses of the students within their classroom. They are then expected to share this information with their Subject Expert Teachers and work alongside them to develop lesson plans that are specifically tailored to best meet the needs of the students in each class.

When applied to performance, Bandura identified four experiential factors that influence self-efficacy. They are mastery experience, vicarious learning or modeling, emotional arousal or anxiety, social persuasion, and encouragement (Anderson & Betz, 2001). This dissertation study focused specifically on measuring self-efficacy as it applied to mastery experience and modeling. In other words, the data collected within this study explored the impact of professional development on each teacher's level of self-efficacy in the form of mastery experience and modeling. A primary construct for measuring self-efficacy is to identify patterns that exist, including areas of strengths as well as perceived limitations (Bandura, 2006). By measuring teacher self-efficacy, my

hope was to identify the effectiveness of the structure and implementation of professional development at BASIS International School Bangkok.

In order to enhance both LET and SET teachers' sense of self-efficacy, the professional development implemented in my dissertation study focused on providing tools and resources that allowed the teachers to work together to establish more effective practices to teach second language learners. More specifically, the structure of the training was designed to allow the teachers to share ideas, collaborate, creatively problem solve, and design lessons. According to Bandura, self-efficacy constructs are formed in four distinct ways. They are "enactive mastery experiences; vicarious experiences that alter efficacy beliefs through transmission of competencies and comparison with the attainment of others; verbal persuasion and allied types of social influences that one possesses certain capabilities; and physiological and affective states from which people partly judge their capableness, strength, and vulnerability to dysfunction" (Bandura, 2000). The professional development training at the core of this dissertation research was structured using situations and scenarios that allowed teachers to listen to valuable feedback, learn from one another, and build their skills in a collaboratively.

Bandura's research also highlights the importance of creating an environment that allows individuals to learn and grow within a system where mastery is guided. More specifically, he states that learning situations should include three key components. They are modeling the skills that are required to execute specific tasks, allowing teachers to participate in guided practice exercises in which they have to apply these skills, and then gradually allowing them to utilize these skills in the workplace in a way that allows them to find some level of success (Bandura, 2000). I used this ideology to structure the

training implemented for the dissertation study in a way that allowed each teacher to demonstrate their strengths, practice new skills, and then brainstorm with their colleagues about best practices as far as implementation. Although I will not be able to control when and how the teachers will use the skills that they learned as a part of the professional development, clear guidance was given during the training about methodology and utilizing an iterative process of implementation to check in on effectiveness.

To be flexible and understand that tools and resources can be used in a variety of situations, the teachers were also given the opportunity to brainstorm with one another and build lesson plans together as a part of the training process. Feedback plays an important role in the building of self-efficacy and, therefore, must occur regularly so that participants can “detect and correct mistakes” that they may be making. They also have to learn how to address these appropriately and, in a situation, where they feel both comfortable and confident that their actions will not elicit a negative response from their peers or the school administration (Bandura, 2000).

When the theory of self-efficacy is applied to the education of students, it can best be described as an understanding that students who have confidence in their skills and abilities are more likely to take on challenges. The more researchers expanded on this understanding, the more they found that self-efficacy is usually directly tied to a student's overall performance results (Raofi, Tan, & Chan, 2012). This is important to keep in mind when learning a new language, as the ability to speak the language is not the same thing as the willingness to try. If students are not confident in their abilities, they will most likely refrain from attempting to speak the language at all, regardless of their skill

set. Teachers can help overcome this obstacle with second language learners by recognizing and valuing small gains and then making a conscious effort to turn those small gains into large accomplishments through the use of positive reinforcement. This is a highly effective tool when it comes to building self-confidence, as it allows students to slowly build confidence and, in turn, create a higher level of self-efficacy.

In a recent study, Wang, Harrison, Cardullo, and Lin (2009) found that the academic success of US international students at the university level was directly connected to whether or not the students were comfortable actively engaging in English dialogue during the course of their classes. Their success was not dependent on whether they were proficient English speakers. Instead, it was based on whether or not they believed that they were proficient and therefore felt brave enough to participate in the lessons. This study further emphasizes that teachers have to be well-versed on how to effectively give their students confidence-building strategies within the classroom. While this aspect of self-efficacy was not a primary focus of my dissertation study, it is important to understand this aspect of Bandura's work and the role that self-efficacy plays in both the performance levels of teachers and students alike. Creating situations in which students can also practice language skills in a non-evaluative learning environment is always helpful. One mechanism that explores this is that of activating a student's prior knowledge.

Similar to the incorporation of comprehensible input, this ideology has also been explored in greater detail in the Sheltered Instruction Observation Protocol (SIOP) curriculum. This curriculum is used to guide the methodological approach to support students in the United States that are second language learners. Within this construct,

teachers are encouraged to use strategies and techniques that allow students to make natural connections and develop a natural understanding of the material being presented to them. This makes the information that students receive during the course of a lesson more accessible to second language learners. The point is to “activate students’ prior knowledge so as to reinforce foundational skills and make the content more familiar as well as keep them actively engaged in the learning process” (Polat & Cepik, 2016). This concept is further explored in its applicability to social language acquisition skills when discussed within the context of second language learning. For instance, methods such as “turn and talk” or small group discussions that take place in the classroom can help reinforce language skills and push students to practice and learn at a faster rate than would be expected due to the help and support of their peers. These methods and ones that are similar could be easily used in Thailand and therefore, were encouraged to be discussed as a part of the professional development training session.

Within the two-teacher model at a BASIS Curriculum School, it was important to continually communicate and collaborate in an effort to create lesson plans that authentically serve the needs of each individual class. Allowing teachers to strategize best practices together can create an opportunity to build the level of self-efficacy in the teachers as well as the students.

One of the main goals of providing additional support through professional development was to expand each teacher’s understanding of the needs of second language learners and equip them with more tools and resources that allowed them to practice their language skills within the classroom. I believed that, as students’ language skills improved, so would each teacher’s belief in their ability to appropriately support

them. This direct relationship creates an opportunity for both the teacher and student to build their level of self-efficacy naturally throughout the course of the school year, if the teacher is able to use the tools and resources learned throughout the training effectively. Initially, as the Head of School in Bangkok, I had intended to collect additional data that looked specifically at student centered self-efficacy using surveys and benchmarking exam results. After leaving that role, I no longer had access to that information. As an alternative, my dissertation data collection focused on how the professional development helped define teacher roles and responsibilities, and the overall affect that the professional development had on each teacher's level of self-efficacy.

CHAPTER 3
METHODOLOGY

The Playbook, Chapter 3: The Game Plan

“A good coach will make his players see what they can be rather than what they are.”

-Ara Parseghian

Setting a team up for success means training the players in a way that allows them to feel confident, prepared, and empowered. Coaches do this by understanding the needs of the team and bringing out the best in each individual, all while making sure that the end goal is one that they work to reach together. A strong team consists of a group of individuals that trust their leaders and are willing to work towards a collective goal. While the players have to execute to find success, the coach has to have a clear vision in order to get them there. In the first two chapters, I discussed the importance of strategizing and framing the game plan so that well-informed decisions can be made. In this chapter, I will bring the “game plan” to life through a detailed description of the step-by-step process that I used to construct the professional development training for the teachers at BASIS International School Bangkok, and provide a detailed overview of the measures and methods I used to explore the research questions related to the impact of the training.

The teachers at BASIS International School Bangkok are still facing a unique set of challenges. Unlike any other school in our network, their students are being asked to master key foundational skills and create a deep understanding of higher-level concepts while the primary language of instruction is not their native language. Additionally, each

teacher's role is different, yet their responsibilities are connected. For this reason, it was important for me to approach the training I implemented for my dissertation study in a way that was both creative and collaborative in nature and that helped each teacher continue to build on the skills I began developing when I was the school leader in Bangkok. The reality of the professional development curriculum that I implemented is that it becomes more challenging as the students progress through their course load. Therefore, building each student's understanding of the English language while teaching the skills that are necessary to master the foundational skills needed to be successful within a BASIS Curriculum School has to be a top priority for every teacher at BASIS International School Bangkok. In addition, the teachers must have the tools and resources necessary to do this. This was a guiding principle in the study that I conducted.

Chapter 3 discusses the students and staffing and reviews the key challenges faced by the teachers at this campus. Additionally, I lay out the plans for the professional development that I designed to enhance the students learning experience, build participating teachers' sense of shared responsibility, and ultimately work towards demonstrating that they can collectively overcome challenges when they work together. Within the PD design implemented for the dissertation study, I continued to focus on Krashen's Input Hypothesis Theory as well as phonemic awareness as defined within the Logic of English curriculum.

Moreover, in chapter 3 I describe the methodological approach used in the dissertation study. This includes the instruments that I used as well as the qualitative and quantitative methodologies that allowed me to analyze the collected data in a way that

assesses the effects of the training and helps establish best practices for appropriate development of the LET/SET model throughout all BASIS Curriculum Schools. Finally, I discuss the role that I played in the dissertation study implementation as the researcher, head facilitator, and former Head of School, and describe what I accomplished through the design of the research that I conducted.

The Innovation Outline

Research Questions

As I have described, the research that I conducted was centered around answering the following questions.

1. How does participation in the Logic of English Master Teacher Training impact the Learning Expert Teachers' self- efficacy in regards to the successful implementation of phonemic awareness strategies in lesson planning and delivery?
2. How does participation in professional development impact both the LETs and SETs overall understanding of Krashen's theory of Comprehensible Input and their level of self-efficacy in regards to their ability to effectively use this methodology in lesson planning and delivery?
3. How does collaborative training allow teachers to build more robust lesson plans when it comes to the application of Logic of English methodology and Krashen's Theory of Comprehensible Input?
4. At what point in the school year and in what format would training sessions such as the ones implemented for the dissertation study be the most beneficial to those who participate

Setting

Originally, the one-hour professional development session designed for the dissertation study was scheduled to take place in a Blackbox theater at BASIS International School Bangkok. It was planned to take the place of the regularly scheduled staff meeting that the teachers are required to attend each week. I understand that this

time is valued time, so I communicated directly with the BASIS International School Bangkok Head to verify the time and the location of the training. As I moved closer to the date of the training, I continued to keep him informed of the timeline so that he had plenty of time to adjust his school calendar accordingly.

I also hoped to have all of the teachers and administrators at BASIS International School Bangkok to be present in the Blackbox theater for the training and asked the current Head of School to communicate this with his staff at least one week prior to the training. As the facilitator, I was meant to conduct the session remotely via Zoom. To make this work, I met with the on-site operational staff to review the logistics. Once the Head of School approved the date of the training, I met with the operational staff and reviewed the final plans for the training.

I reviewed the following information with them. For the first part of the session, the Educational Resource Speed Dating (described below), they were asked to have 44 desks placed in the Blackbox theater in pairs and each pair of desks facing one another. Additionally, I asked to have the large drop-down screen lowered from the ceiling so that it could be used to project the Zoom session and allow me to appropriately facilitate every step of the professional development training process. I also asked to have a camera set up at the front of the training session facing the teacher participants. This was meant to allow me to see the teachers engage in each designated activity and make notes of the conversations and activities that I observed. This set-up is shown in the *Figure 1* below.

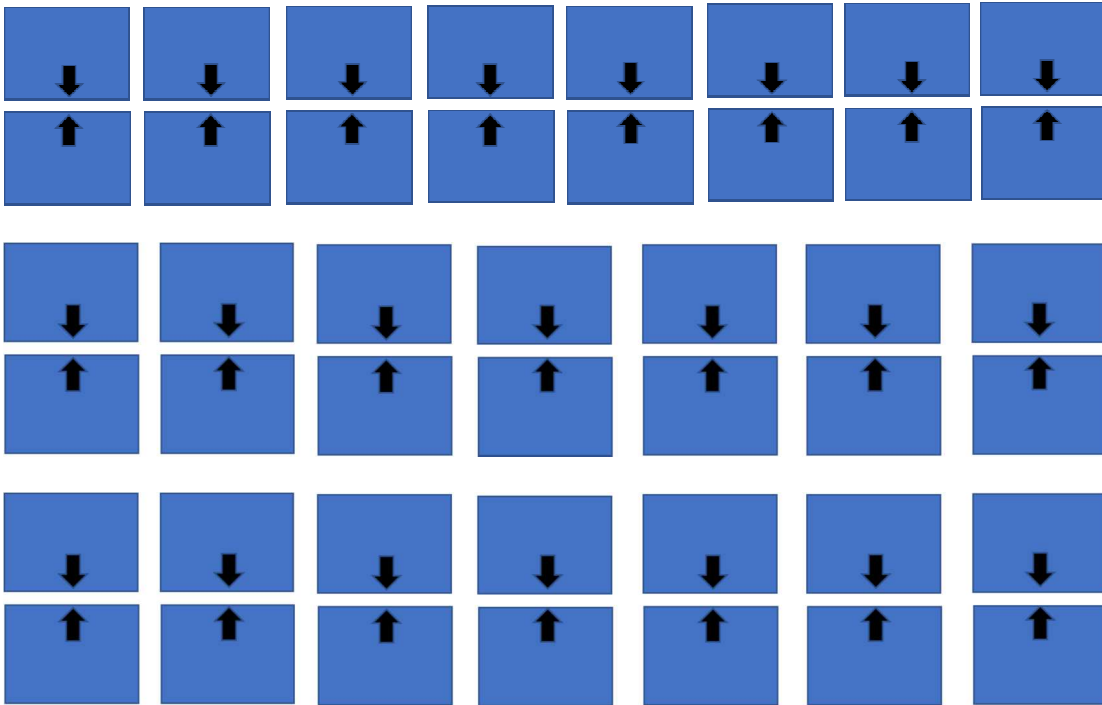
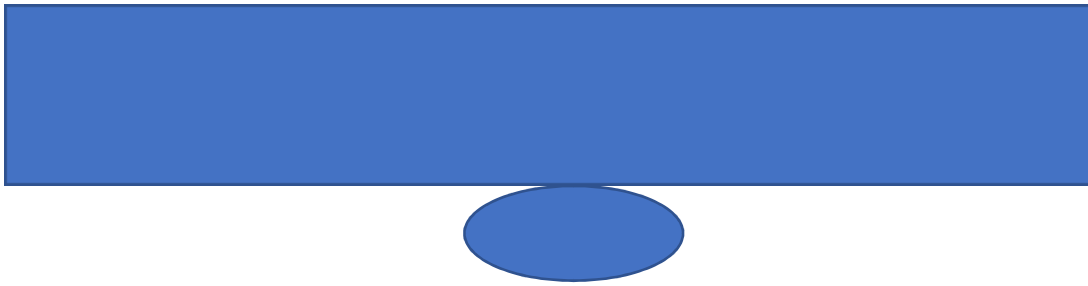


Figure 1

Proposed Blackbox Theater Set-Up for In-service Training

It should be noted that I also asked that the desks be appropriately placed according to all social distancing mandates that were in place in Thailand during the time of the professional development session.

We also discussed the second part of the professional development session, the collaboration session. During this time the teachers were meant to be broken up into subject specific groups. To better facilitate this process, I asked the support staff to

quickly move the desks into an arrangement that was more conducive to collaboration and brainstorming. We also discussed that each group size would vary during the second session as the teachers were meant to be broken up into groups according to their current teaching assignments. More information about the specific group breakdown is listed in the *Innovation* section of this chapter. Finally, we discussed the fact that the support staff would be responsible for setting up one easel with paper for each group to help them facilitate the conversations that were meant to take place during the second part of the professional development training. *Figure 2* shows an example of what I discussed with the support staff at BASIS International School Bangkok prior to the professional development training.

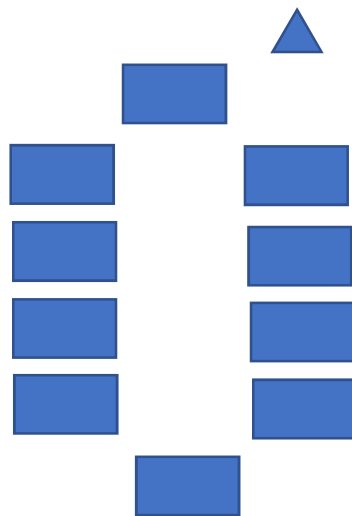


Figure 2

Collaboration Set-up for the Collaboration Portion of Professional Development Training

Participants

As discussed earlier, as a part of the BASIS Curriculum School’s two teacher model, the Learning Expert Teachers are required to have a degree in education and are meant to focus on pedagogy and literacy while the Subject Expert Teachers are required

to have a degree in the area that they teach and/or be highly qualified content experts. The primary responsibility of the Subject Expert Teachers is to manage the content and ensure that all learning goals and objectives identified within the BASIS Curriculum are met. After our initial training took place, the Subject Expert Teachers were also asked to begin incorporating comprehensible input into their daily practice to further develop understanding of content-related material.

Although the co-teaching model is slightly different in the Early Years classroom, the roles and responsibilities can be broken down in a similar fashion to that of the SET/LET model. The Lead Teacher in each Early Years classroom (Pre-Kindergarten and Kindergarten) takes responsibility for the content while the Teaching Fellow helps manage and plan how the material should be taught and what resources can be used to best support second language learners. However, in the case of the Early Years, both teachers work collectively to ensure that phonemic awareness is prevalent in their lesson plans. Due to the similarity of their roles, all teachers at BASIS International School Bangkok were invited to participate in the professional development training as the session was designed to be informative and help all teachers working at BASIS International School Bangkok create a more robust understanding of comprehensible input, phonemic awareness or both.

As of August of 2021, the teaching staff at BASIS International School Bangkok consisted of 7 Lead Teachers in the Early Years, 8 Early Years Teaching Fellows, 7 Learning Expert Teachers, and 22 Subject Expert Teachers. Of these 44 teachers, 42 were currently working within some type of co-teaching throughout the course of their

school week. Moreover, given that BASIS International School Bangkok was a new campus and our focus was on the successful implementation of the academically rigorous BASIS Curriculum, most teachers hired since its opening had prior teaching experience. Only two teachers were exceptions to this rule and they joined the staff in 2020 due to extenuating circumstances. As of the beginning of the 2021-2022 school year, all teachers on staff had prior teaching experience and most had at least five years of teaching experience either in the United States, their respective home countries, internationally, or a combination of experience teaching in their home country as well as abroad. Therefore, all of these teachers were meant to be invited to attend the training as I believed that each teacher could bring a wealth of knowledge to the training sessions, and I anticipated that their brainstorming sessions would be robust and well-rounded in nature given the variety of experience that existed within the group.

Although our Early Years program teachers also function within a co-teaching model. The structure of their teaching model is slightly different, so they were not included in the data collection process as a part of my original submission to the Internal Review Board. However, after fewer teachers attended the professional development than I originally expected, I submitted and had approved a modified study proposal that included the Early Years teachers. I gave these additional teachers the opportunity to fill out the post professional development survey but they were still not eligible to be included in the interview process that took place after the intervention was complete because the Early Years Teaching Fellows working within the co-teaching model are not highly qualified and experienced teachers like our Learning Expert and Subject Expert

Teachers. For that portion of the dissertation study, I only included 1st-4th grade Learning and Subject Expert Teachers.

A second obstacle that I encountered related to the number of participants. Although the training was optional, I believed that most staff members would attend because I had worked with the Head of School to find a time that did not interfere with any additional training or teacher commitments. However, shortly before the training began, I was informed by one of the on-site facilitators that a team meeting had been scheduled at the same time as the professional development session the staff had been given the option to attend the team meeting or my professional development session. Given that it was nearing the end of the school year, several teachers preferred taking the time to work with their - and set goals that allowed them to close out the school year successfully.

Structure of the Professional Development

The one-hour training session was held on May 23, 2022 at BASIS International School Bangkok and divided into two, thirty-minute sections. Each is described below.

Educational Resource Speed Dating

The teachers at BASIS International School Bangkok received an email from me one week prior to the scheduled training that discussed the concept of Educational Resource Speed Dating. There were several members of the staff that had already participated in this activity. However, to be sure that everyone understood, the email contained a clear description of the activity and the specific responsibilities of each participant.

Educational Resource Speed Dating is an exercise that I created for in-service training in 2019 to give my teachers the opportunity to learn from one another and share resources that they found to be useful. This training combines the structure of speed dating with collaborative resource sharing time. It allows teachers to share best practices with one another in a quick and fun way. While conducting the training previously, I allowed each teacher to select any resource that they used effectively during the course of their teaching to share with their colleagues. However, as a requirement for the session implemented for my dissertation study, I asked the Learning Expert Teachers to select Logic of English specific resources to share. The Subject Expert Teachers, on the other hand, were asked to focus on tools or resources that they used to “model” key concepts during the course of their lesson. In other words, they were asked to select anything that provided comprehensible input during the course of their instruction. The Early Years Teachers and Teaching Fellows were asked to decide amongst themselves within their classroom teams, which person would bring the resource associated with literacy and which focused on comprehensible input.

Each teacher was instructed to bring this resource to the training session and to be prepared to present it to their peers. The Subject Expert Teachers were also asked to prepare a brief description of the Learning Objectives for their upcoming lessons and the Learning Expert Teachers were asked to bring a description of the phonogram(s) of the week that they were working on for their specific grade level.

During the training session, the teachers were required to move from partner to partner and share information about the resource that they chose. The goal was to not

only talk about the item that they brought with them but to also discuss how they used it to enhance their teaching within the classroom. They had approximately one minute designated for each round of presentations. As they worked with a new colleague, each person (in the pair) presented their resource before rotating to a new person. Given the limited number of participants, this exercise allowed the teachers to learn from their peers across all grade levels. While the original intent was to share within the grade level team first, teachers got the opportunity to collaborate with colleagues that they did not usually get the opportunity to communicate with or see teach during a regular school day. During this time, both the Dean of Students and Intervention Specialist made notes about the conversations that were occurring and the resources that were being shared. Due to the small space, I was able to see that all of the teachers were actively speaking with one another. However, due to the noise level, I was not able to specifically hear the details of any conversations during this time.

Collaborative Lesson Planning

The second part of the professional development training was designated as collaboration time. During this portion of the training, teachers were divided into groups associated with their teaching responsibilities. The groups were assigned as follows:

Group 1: Early Years Teachers and Teaching Fellows

Group 2: 1st-2nd Grade SETs and LETs

Group 3: 3rd-4th Grade SETs and LETs

Group 4: 5th-7th grade Subject Expert Teachers

Once in these groups, the teachers were asked to work together to discuss the resources that they liked and collaboratively plan lessons for their upcoming week using the tools and resources that they learned about during the first portion of professional development. The hope was that they not only discussed and used strategies that they learned about, but that they also had an opportunity to talk about various ways that they can expand and/or adapt some of the resources to best suit the needs of their particular lessons.

Data Collection

Because my dissertation study innovation was multifaceted in nature, I used a variety of tools to collect data. I wanted to ensure that I had a well-rounded understanding of the effectiveness of the professional development training as well as the impact that my previous work on Logic of English and comprehensible input initiatives had on the teacher's belief and ability to effectively teach second language learners. I used a combination of observations, interviews, and surveys to collect data. Each method is described in more detail below and a table can be found in *Appendix A* to describe the methodological approach as well.

Observations

To describe how I collected data that was appropriate for each of my research questions, I have broken down each measure and coupled it with the appropriate research question. The observation portion of my data collection process was aimed at gathering information specifically associated with the following research question:

How does collaborative training allow teachers to build more robust lesson plans when it comes to the application of Logic of English methodology and Krashen's Theory of Comprehensible Input?

One of the main values of observation notes is that they allowed me to capture situations as they unfolded and document the events as they occurred in their natural environment without the additional procedural obstacles that may exist in the form of interviews and surveys (Mays & Pope, 1995). In the case of my study, this meant observing teachers as they interacted with the material that they were being given throughout the professional development session. Additionally, tackling the study from the view of a participant-researcher using an ethnographic lens was vital to creating a well-rounded understanding of the effectiveness of the training. To clarify, viewing things from an ethnographic lens, in the case of this dissertation study, meant documenting details with an understanding of the cultural needs of this specific group of students and teachers. "Ethnography has its earliest roots in social anthropology, which traditionally focused on small-scale communities that were thought to share culturally specific beliefs and practices" (Savage, 2000. P. 1400). This is important to keep in mind to create a solid understanding of the findings from my dissertation study. The fact that the teachers at BASIS International School Bangkok face a unique set of challenges compared to teachers functioning within the LET/SET model at other BASIS Curriculum School campuses was an instrumental part of this data collection process. So, one of the primary goals of utilizing this specific research method was to create a more robust meaning when I looked at the teachers' actions and explanations during the collaboration portion of the professional development session.

Given that I conducted the research remotely and the setup and space changed so drastically from my original plans, I didn't believe that my observation notes alone effectively documented the actions and reactions of the teachers as they took part in the collaboration process. Therefore, I enlisted the help of my Intervention Specialist and Dean of Students. The Intervention Specialist was assigned to Group 2, 1st-2nd Grade SETs and LETs. She was asked to make a running record of the resources and methodological approaches that the teachers within that group discussed with one another throughout the training.

The Dean of Students worked directly with Group 3, 3rd-4th Grade SETs and LETs. Similar to the Intervention Specialist, she was asked to make a running record of the materials shared and methodologies discussed. It should be noted that both the Dean of Students and Intervention Specialist are well versed in the use of running record note-taking as they use this on a regular basis as a part of the literacy and intervention program used at BASIS International School Bangkok. However, to ensure that they had a clear understanding of expectations, we reviewed the schedule of the training, their responsibilities, and how to take notes during the session prior to the training via Zoom.

As stated above, as a virtual facilitator, I did not have the ability to listen to any up-close and in-depth conversations during the professional development session. Therefore, the structure of my observation notes was slightly different than that of the Dean of Students and Intervention Specialist as my notes consisted of anecdotal records (Bates, Schenck, & Hoover, 2019). Similar to practices used with classroom teachers, my notes simply consisted of documenting behaviors and concrete observable

evidence that was aimed to produce a more robust understanding of each behavior described within the notes (Bates, Schenck, & Hoover, 2019). *Table 2* below indicates the priority of the data collected in this portion of the action research project and the areas that they primarily observed.

Table 2. *Observation Notes Priority Designation Table*

Data Gathered	Importance Assigned	Areas of Focus	Group Assigned
Intervention Specialist Observation Notes	Primary Data Evaluated	<ul style="list-style-type: none"> Resources Discussed in Educational Resource Speed Dating Best practices for implementation 	1 st and 2 nd Grade Learning Expert Teachers and Subject Teachers
Dean of Student Observation Notes	Secondary Data Evaluated	Plans for the coming year	3 rd -5 th Grade Learning Expert Teachers and Subject Teachers
Participant-Researcher Observation Notes	Tertiary Data/Little Significance	Participant Engagement (limited view)	All Participants

As one additional method of observation, I left a final section for general anecdotal notes in my observation notebook. I originally intended to use this section to document any significant stories that I thought would be helpful to recall in detail at a later time as a means to understand how teachers performed in the professional development session as well as record any questions that teachers posed directly to me (as the facilitator) during the course of the professional development session. However,

there were not any additional questions asked during the course of the training. Instead of including this section, I asked the Intervention Specialist and Dean of Students to email me their anecdotal notes as well as the notes discussed in the table above after the training finished. The methodological approach that I used to analyze these observation records is discussed in detail in the *Data Analysis* section below.

Interviews

The interview portion of my data collection process was aimed at gathering information specifically associated with the following research questions.

How does participation in the Logic of English Master Teacher Training impact the Learning Expert Teachers' self- efficacy in regards to the successful implementation of phonemic awareness strategies in lesson planning and delivery?

How does participation in professional development impact each teacher's overall understanding of Krashen's theory of Comprehensible Input and their level of self-efficacy in regards to their ability to effectively use this methodology in lesson planning and delivery?

At what point in the school year and in what format would training sessions such as this be the most beneficial to those who participate?

As described earlier, all of the teachers at BASIS International School Bangkok were eligible to participate in the professional development training session. However, my interviews focused primarily on the Learning Expert Teachers, Subject Expert Teachers, and training facilitators. While the observations collected were meant to give me a solid understanding of how the teachers interacted with one another throughout the training, the focus of my dissertation study was to evaluate the effectiveness of the training coupled with the teachers understanding of Logic of English and Krashen's Theory of Comprehensible Input. For this reason, I believed that it was also important to

hear directly from the teachers as a part of the data collection process. To collect as much data as possible and gain an understanding of the effectiveness of this methodology, I chose to give every Learning Expert Teacher and Subject Teacher that taught 1st-4th grade an opportunity to be interviewed after the training session. It should be noted that each teacher had to agree to participate in the interview process once my research plan was approved by the Internal Review Board. The interview recruitment letter is attached in *Appendix D*. This letter was sent out to all eligible participants along with the training consent form. Those that wished to participate in the interview process emailed me and I worked with each participant individually to set a date and time that we could conduct the interview via Zoom. All in all, I interviewed five Learning Expert Teachers, one Subject Expert Teacher, and both training facilitators.

All teacher interviews were conducted via Zoom within the two weeks following the professional development session. To accommodate the time difference and be cognizant of their teaching schedules, I allowed the teachers to select what times within this two-week period worked best for them and accommodated that schedule to the best of my ability. The interviews were recorded and all teaching participants were asked the same questions. Due to the nature of their roles, the training facilitators were asked different questions. A full list of the interview questions can be found in *Appendix C*.

Surveys

A specific type of survey was designed for this portion of the data collection process. Rather than ask the participants to complete a survey prior to the training and again after the training, I designed a retrospective pre-post survey for the participants. I

selected this method of data collection to ensure “avoid potential response shift bias” which is always a risk when administering the traditional pre-post surveys (Bhanji, F., Gottesman, R., de Grave, W., Steinert, Y. & Winer, L., 2012, p. 192). The use of the retrospective pre-test has gained more popularity in the field of education, especially in relationship to professional development to account for times “when individuals did not have sufficient information to judge their initial level of functioning (i.e., individuals did not know what they did not know), the retrospective pretest provided a more accurate measure of pre-intervention behavior” (Allen & Nimon, 2007, p. 27).

Given the fact that the inaugural teachers had a better understanding of the concepts discussed in the surveys than the teachers newly hired, I feared that the new hires would indicate that they had a lower understanding than they actually possessed in their pre-surveys. After attending the training, the risk was that they would realize that they had a stronger foundation than originally expected, and erroneously indicate a larger growth margin in their pre-post surveys than actually existed. Therefore, I decided that allowing the teachers to reflect on their skills and their progress at the same time was the best way to proceed. As is the case in most retrospective pre-post survey data collection methods, the survey portion of the data collection process was supplemented by an interview process to build a deep understanding of the true growth and development expressed by the teachers. The retrospective pre-post surveys allowed me to gather supplemental information aimed at specifically answering the following research questions:

How does participation in the Logic of English Master Teacher Training impact the Learning Expert Teachers' self-efficacy in regards to the successful implementation of phonemic awareness strategies in lesson planning and delivery?

How does participation in professional development impact each teacher's overall understanding of Krashen's Theory of Comprehensible Input and their level of self-efficacy in regards to their ability to effectively use this methodology in lesson planning and delivery?

In order to give participants the opportunity to reflect on what they had learned originally, only the Learning Expert Teachers and Subject Expert Teachers who participated in the Professional Development were going to complete these surveys. However, given the low attendance, all participating teachers were ultimately given the opportunity to fill out the surveys at the end of the training session. Each attendee received the recruitment letter shown in *Appendix G*, one week prior to the date of the scheduled training and was asked to complete the retrospective pre-post survey within a week after the training was completed.

The survey was designed to complement the questions that were asked of the teachers that were selected to be interviewed. An example of the retrospective pre-post questions listed within the survey can be seen in *Figure 2* and *Figure 3* below. The complete survey can be found in *Appendix B*.

Think back to how you felt **before attending the professional development (PD) session** and please rate your level of confidence in the areas listed below.

	Not very confident	Somewhat confident	Fairly Confident	Highly Confident
Your understanding of comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your understanding of phonemic awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate phonemic awareness into your lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 3

Retrospective Pre-Survey Sample Questions

Now that you have **completed the professional development (PD) session**, please rate your level of confidence in the areas listed below.

	Not very confident	Somewhat confident	Fairly Confident	Highly Confident
Your understanding of comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your understanding of phonemic awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate phonemic awareness into your lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 4

Retrospective Post-Survey Sample Questions

Self-efficacy can be a very difficult characteristic to accurately measure if participants are not given anonymity in the process. Given the fact that I had previously been their supervisor and still worked within the BASIS Curriculum School network, I

wanted to make sure that I removed any obstacles or challenges when it came to giving authentic responses. Therefore, each teacher was given the opportunity to submit the survey online. The only identifiable information that they needed to provide was a code that consisted of the first three letters of their mother's name and the last four digits of their phone number. This same code was given to each interview participant and only used to cross reference the interview and survey answers. The role that each participant played in the overall collection of data and evaluation of the effectiveness of professional development training was clearly described in the recruitment letter (*Appendix F*) that each participant was sent prior to the professional development session. However, I also reiterated this point at the end of the training to help the teachers understand the value of the information that they provided. Ultimately, the completion of the survey was completely voluntary and participants were informed of this fact via email and during the course of the training.

While Albert Bandura's theory of self-efficacy looks at a variety of influences, the dissertation study survey was specifically designed to evaluate mastery experience and modeling (Bandura, 1994). The mastery experience is evaluated through the questions that ask directly about the impact of professional development training whereas, modeling was evaluated through the questions that focused on the collaborative nature of professional development training and co-teaching methodology.

Data Analysis

I used three different methods to gather data for the dissertation study. In this section, I revisit each method and expand on the data analysis tools that are directly

associated with that particular instrument. Additionally, a table of the data analysis plan can be found in *Appendix A*.

Observations Data Analysis

The observations served to add greater depth to my understanding of the conversations and key elements of successful collaboration. Additionally, as the researcher, I wanted to be fully aware of any pitfalls that existed as well. While this study was designed to implement professional development that is specifically geared towards finding appropriate ways to support second language learners within the SET/LET co-teaching model, I believe that future iterations of this research can help build a stronger foundation for the SET/LET model across the BASIS Curriculum School network. Therefore, as I collected and analyzed the data, I was not only looking at it only through the lens of BASIS International School Bangkok, but I also wanted to identify tools, resources, and patterns of behavior that will allow me to continue to build this partnership across the BASIS Curriculum School network.

Each of the observations were gathered from the perspective of a participant observer. As such, I expected that the Dean of Students' and Intervention Specialist's observation notes would give me valuable insight into how effectively the teachers were able to work through the professional development session. Once both parties emailed me their full observation notes, I began to conduct a full qualitative content analysis of the information contained within these notes. The observations conducted by all three of us were geared towards specifically answering the following research question:

How does collaborative training allow teachers to build more robust lesson plans when it comes to the application of Logic of English methodology and Krashen's Theory of Comprehensible Input?

Therefore, this question was the key component to the categorization of data as I sorted through the observation notes and supplemental materials provided by the Dean and Intervention Specialist, along with the notes that I took during the collaborative portion of the training. To ensure that I maintained a systematic approach to qualitative content analysis, I reviewed each piece of material and created main categories and subcategories (when necessary) for any topics that directly related to the research question listed above. This process was completed at least twice to ensure that all of the categories that I created appropriately matched the data that had been collected (Schreier, 2014). This is a key part of the analytic research process.

Historically, qualitative content analysis has been used to create a coding framework that, in turn, allows the researcher to identify key points that are found within the data collected (Schreier, 2014). This is the goal of my analysis as well. Once I identified the coding framework and frequencies found within the observation materials gathered, I used this information to answer my research question. Furthermore, the coding framework that I created within this portion of my data analysis was also cross referenced with the data gathered in the other two facets of data collection (surveys, interviews) to see if there were common themes that presented themselves throughout the dissertation process on the whole.

Interviews Data Analysis

To analyze the data that I gathered from each participant interview, I began by reviewing each interview recording and creating a full transcript of the dialogue. To help with the coding process, I decided to transcribe each interview by hand rather than using computer software. This was in an effort to get the chance to review the interviews again, check for nuanced language, and ensure that I was evaluating what was being said within the appropriate context. Throughout the interview process, I also noted the emotional state of the interviewees. For example, several participants seemed to feel badly when they had not followed through on training that we began when I was the Head of School. I picked this up in the inflection of their voice or their mannerisms as they answered questions. To make sure that I didn't miss things such as this, I made notes about it as I transcribed each interview manually so that I did not neglect to consider this when I was looking for trends and similarities in each participant's interview.

After the manual transcripts for each interview were completed, I reviewed each recording several times to ensure that I was able to accurately record all of the information that was gathered during each interview. Once the script was complete and reviewed, I built a coding framework using the qualitative content analysis methodology described in the section above. I reviewed each transcript and created a coding framework that identified key categories and subcategories where applicable. The interview transcripts were coded and reviewed to answer the research questions discussed in the *Interviews* section above. Additionally, the codes created are discussed in Chapter 4 and can be reviewed in *Appendix E*.

Additionally, it should be noted that the areas of self-efficacy that were considered within the constructs of these research questions were that of mastery experience and modeling. In other words, each interview question was coded in an attempt to answer these research questions and understand how they directly related to self-efficacy developed through modeling and perceived mastery of skills. Each transcript was reviewed at least twice to ensure that the coding framework developed fully encompassed all of the key points that were discussed within each candidate's interview. While the coding framework designed for this part of the research process was meant to help answer the research questions listed above, I did cross reference the coding framework created as a part of the observation content analysis to identify overarching themes present in my action research project. There is more information about the methodological approach to coding as well as the themes and trends that emerged in Chapter 4, *The Coding Process*.

Surveys Data Analysis

The surveys conducted as a part of this study were designed as a cross referencing tool to give me a holistic understanding of each participant's belief about their abilities and the applicability of the training when it comes to serving their student population effectively. To ensure that the test was reliable when compared to the other data collected, I examined the maximum score of each candidate's response and determined whether the data collected matched the qualitative responses, especially with those participants that also volunteered to be interviewed. As this method of data collection was also designed to answer the research questions listed in the interview section as well as the same levels of self-efficacy, looking at the data in a way that shows growth was an

exceptionally effective tool that helped analyze whether or not the teachers truly felt as if the training provided helped them improve their skills.

Combined Data Analysis

This dissertation study was aimed at answering the specific research questions that have been discussed and each step of the data analysis process played an important role in accomplishing this task. My research design was meant to gather data in a variety of ways and to look at the effectiveness of professional development through a multifaceted approach. Therefore, the final step in the analysis of the data collected was to review the coding framework from the observations and interviews, and compare this with the survey results reported by the participants to establish patterns and, ultimately, best practices that can be built upon for future iterations of this dissertation work.

CHAPTER 4

DATA ANALYSIS AND RESULTS

The Playbook, Chapter 4: Defining Success

“It’s not the load that breaks you down, it’s the way you carry it.”

-Lou Holtz

A good coach understands that success is not simple and the approach to it is not one dimensional. In sports, as well as education, finding success often entails approaching the challenge from a variety of angles and taking the time to evaluate what did and didn’t work along the way. The best coaches and the strongest school leaders are creative in their approach and find ways to help their team learn from their mistakes and still move forward. They support one another and don’t allow setbacks to deter their progress. Great teams are not afraid to make mistakes because it is sometimes in the making of a mistake that we learn the most. In this chapter, I discuss the results of my dissertation study and examine the data collected that allowed me to arrive at specific conclusions because ultimately, developing a plan and understanding the effectiveness of its implementation is a key part of defining success in any organization.

Research Results

Observation Notes

The first aspect of data collection existed in the form of observations that I made as the researcher and lead facilitator, as well as the notes by the Dean of Students and Intervention Specialist, the on-site facilitators who helped with the training

implementation. This portion of the research was aimed at answering the following research question:

How does collaborative training allow teachers to build more robust lesson plans when it comes to the application of Logic of English methodology and Krashen's Theory of Comprehensible Input?

As I described in chapter 3, I took a limited number of notes during the training because there was limited space in the classroom where the training unexpectedly took place and the camera only faced a small portion of the participants. Moreover, the room was quite loud which made it very hard to hear any specific conversations. However, the Intervention Specialist and the Dean of Students were both able to take and submit notes after working with their respective groups. To ensure that I had a strong understanding of the content of the notes that they submitted, I conducted a post-training phone call with each of them to review what they had submitted. The data that follows is based both on their notes and the conversation that took place as a part of the post-training conversation with each facilitator.

The Intervention Specialist was assigned to work with the 1st and 2nd Grade Learning Expert Teachers during the collaborative part of the professional development training. During this time, she recorded observations and noticed the following trends. Several teachers talked about the challenge of implementing the spelling rules along with the teaching of phonemic awareness. They shared tools and resources such as a "seek and find" methodological approach that allows the students to identify the spelling rules that are applicable during their reading. She also made note of the time of the training that it took place at the end of the year, which meant the teachers talked a lot about using various games to reinforce both phonemic awareness and spelling rules. One teacher

discussed how she effectively used bingo. In her version, she would read words aloud and the students would have a board of phonograms. Each time they identified the correct phonogram in a word on their board, they could mark off the box that it was in.

Several teachers discussed the value of station-based learning and how this created several opportunities to design activities or stations that specifically targeted phonemic awareness or helped students build a more robust understanding of the spelling rules and how they should be applied as they attempt to sound out words. One recommendation was to have a station where the spelling rules were printed out and then stories were provided. At this station, students would need to identify words that exemplified specific spelling rules. Once they matched a specific number of words to the appropriate spelling rules, they could move to the next station.

Another teacher discussed anchor charts and how they could be used to reinforce phonemic awareness. In her example, the students could design their own anchor chart by specifically targeting a phonogram and then finding words around the room that are examples. They could then write these words on their anchor chart and display them as an opportunity for other students to learn from their work.

The Intervention Specialist also noted that the teachers identified the importance of using manipulatives in lesson planning, and also discussed that many of their students (in 1st and 2nd grade) were struggling to understand and apply the spelling rules as they were working to master the 75 different phonograms.

The Dean of Students also submitted her observation notes after the training was complete. Her group consisted of 3rd and 4th grade teachers and, according to her notes, there were five members of her group in total. Three of them were Learning Expert Teachers and two of them were Subject Expert Teachers. According to her notes, the teachers discussed the importance of identifying phonograms within sentences and discussed different approaches that allowed them to practice this skill in a variety of ways. They also discussed the value of bodily kinesthetic learning in vocabulary building and how useful it was to allow students to act out stories and sentences and then have them write it down to practice phonemic awareness and vocabulary development. The Subject Expert Teachers within the group discussed the importance of vocabulary development. More specifically, the Math Subject Expert Teacher discussed how the students' limited vocabulary presents challenges when it comes to word problems. The Learning Expert Teachers then talked about how they could use a portion of class to reinforce vocabulary using Logic of English. Meaning, they felt like they could reinforce subject specific vocabulary and phonemic awareness at the same time.

One of the Learning Expert Teachers also shared how he differentiates phonemic awareness during various bell work or do now activities. These are the activities that typically take place during the first five minutes of class as the students are getting into their seats and preparing to begin class. In his example, he described how dividing students into groups allowed him to do this. According to the observation notes, he stated, "I want my red squad writing a sentence, blue squad breaking into syllables, yellow squad identifying syllables & vowels." When he approached it in this manner, the students would all be provided with a word and then complete the activity associated with

their pre-assigned color group. Another Learning Expert Teacher commented on how they could also use this plan for station work. Another teacher brought up the idea of acting out words or dancing to reinforce understanding. Several participants also discussed ideas about how to make Logic of English accessible and how to reinforce the learning with comprehensible input. One Learning Expert Teacher talked about “working on it in transitions between class and sending videos home to parents” that allowed students to continue to build their understanding of phonemic awareness and apply these skills appropriately. The Intervention Specialist discussed a strategy used by one of the Humanities teachers not involved in the study and how she successfully made the learning experience tactile in her station-based work by “always having something hands-on that goes into her stations.” She went on to describe a specific activity that she observed where students had synonyms and antonyms that were in flower pots and how this allowed students to explore the concepts in a unique and engaging way.

According to notes from the Dean of Students, the teachers also discussed the value in understanding that students within their classes learn in a variety of ways and one valuable approach to understanding and implementing comprehensible input is to do a self-check to see if, as a teacher, you have found different ways to check for understanding as well as allow your students to demonstrate knowledge during the course of the lesson. Finally, the group discussed the importance of creating opportunities for the students to gain independence and teach one another. One example that they gave was providing “turn and talk” time during the lesson that allowed students to define words and reinforce phonemic awareness skills as well.

While both Subject Expert Teachers were actively involved in the collaborative portion of the training, according to her notes, they did express frustration at the fact that they did not have a full understanding of the Logic of English curriculum and that made it very difficult to support the learning of phonemic awareness to the best of their ability. It should be noted that, at the time of this training, only the Learning Expert Teachers and Humanities based Subject Expert Teachers were required to attend the Master Teacher Logic of English training.

The Coding Process

One of the biggest challenges of using interviews as a part of the data collection process is establishing a system that ensures intercoder reliability. Meaning, can these results be duplicated time and time again? While several research models do include coding techniques, they rarely explain the process used to ensure interrater reliability (Campbell, Quincy, Osserman, Pedersen, 2013) and this process is often too complex to be repeated. Furthermore, the likelihood of error increases as more in-depth and open-ended questions are used in the course of the interview process. Given the fact that my interviews were structured in a way that allowed me to ask each participant the same questions, I also developed a coding and transcription system that mirrored this process. Most of the questions were designed to be open ended and give the participants the opportunity to expand on their ideas and describe specific situations but they were also specifically designed to address key topics such as phonemic awareness and comprehensible input.

Words can have multiple meanings and contextual clues play a large role in establishing meaning, it is important that the codes are created clearly defined “in mutually exclusive ways in order to enhance intercoder reliability” (Campbell, Quincy, Osserman, Pedersen, 2013, p. 296). One advantage that I had as the researcher and interviewer was that I had a deep level of knowledge about the content that was being discussed and therefore firmly understood all of the responses given by the participants. Additionally, I coded each interview to align with my research questions. This was meant to reinforce understanding. Moreover, the interviewees were very direct in their response and I did not feel like any of the participants used nuanced language that could cause confusion. Furthermore, I had experience working with and speaking with each participant and I feel like this gave me an additional advantage when it came to appropriately interpreting and understanding their responses. This allowed me to chunk the material and apply codes to specific situations and scenarios discussed.

One challenge that did present itself was the fact that several teachers had long, rambling responses to some of the questions. When this was the case, I broke down the responses into chunks based on the questions asked and then created coded phrases that allowed me to categorize the teachers’ responses accordingly. I made sure to apply codes each time the main theme of the conversation appeared to shift. To simplify the situation, I used a priori method of coding which allowed me to establish categories within each interview and then assign specific phrases found within the interview that matched these categories (Poppi, R., 1992). Ultimately, this allowed me to identify common themes and structure my analysis appropriately. *Table 3* is an example of an interview passage and the a priori coding process that was used. A comprehensive list of codes assigned

within the interview process can be found in *Appendix E*. This table lists all of the common themes that were discovered during the course of the interview process. However, the themes were established in relationship to the Logic of English Curriculum were *Communication Journal (CJ)*, *Lessons*, *Interventions*, *Spelling Rules*, and *Foundations vs. Essentials*. The themes that were discovered in relationship to comprehensible input were *lack of understanding about the term*, *visual aids*, and *hands-on activities*. These are discussed in more detail in the paragraphs that follow with specific examples from the participants' interviews.

Table 3. *Sample Interview Passage with Coding*

Interview Passage	Code Assigned	Quotes to Support
<p>Interviewer: Can you give me more examples about how you incorporate it (phonemic awareness) into your lessons?</p> <p>Learning Expert Teacher: Sure. So, for my interventions so what I do with the reader that we are working on, during a set of lessons, any vocabulary that I have taken out from that book and requires attention and an explanation, I will try and link that in with some phonograms that I know my kids are having difficulties with so that we can practice it. If there is not really a link there, then I might just choose a phonogram and go specifically into the book and pullout words that they are going to be reading and they're gonna see and we are going to focus on those phonograms within the start of the lesson, before we get to the book and see if they can pull out the sounds from a multi-phonogram sound. Can they pull out the sounds from the different words where they see that appear. And then, obviously following up when they do read when they see those phonograms and they say it correctly...</p>	<p>LOE, phonograms reinforced: <i>Interventions</i></p> <p>LOE, phonograms reinforced: <i>Lessons</i></p>	<p>"...any vocabulary that I have taken out from that book and requires attention and an explanation, I will try and link that in with some phonograms that I know my kids are having difficulties with so that we can practice it"</p> <p>"I might just choose a phonogram and go specifically into the book and pullout words that they are going to be reading and they're gonna see and we are going to focus on those phonograms within the start of the lesson."</p>

Interview Responses

After the conclusion of the training, the training facilitators as well as the 13 eligible teachers (1st-4th grade LETs and SETs) were given the opportunity to participate in a post training interview. The Dean of Students and Intervention Specialist that conducted the training volunteered to be interviewed as well as 5 Learning Expert Teachers and 1 Subject Expert Teacher. Their responses are discussed in the following paragraphs and broken down in accordance with the research questions that were applicable. I will begin with the first research question that asks:

How does participation in the Logic of English Master Teacher Training impact the Learning Expert Teachers' self- efficacy in regards to the successful implementation of phonemic awareness strategies in lesson planning and delivery?

Impact of the Logic of English Master Teacher Training

The five Learning Expert Teachers who were interviewed had varying level of experience at BASIS International School Bangkok. Two of the participants, a 1st grade and 3rd grade Learning Expert Teacher, began working at the school in 2019, the school's inaugural year. One participant, a 4th grade Learning Expert Teacher joined the staff in 2020, and the final two Learning Expert Teachers, 1st grade and 3rd grade, were hired in 2021. It should be noted that I hired these two Learning Expert Teachers and coordinated their Logic of English Master Teacher training during in-service training. However, these two were the only participants that I did not directly supervise as the Head of School during the course of an actual school year. On the other hand, the other participants were not only able to attend the Logic of English Master teacher training

during their first year of teaching at the school, they also received clear guidance from me throughout each school year about how the training should be implemented in the classroom.

Of the five Learning Expert Teachers interviewed, three confidently said that they had finished the Logic of English Master Teacher training. The two Learning Expert Teachers who were a part of the inaugural staff completed the training prior to Winter Break of their first year of school (December 2020). It should be noted that this was the expectation that was outlined at the time. Given that this was the first year of operation, the Logic of English Master Teacher training was not provided until after school started and the need for additional literacy-based training became apparent. In 2020 and 2021, all of the Learning Expert Teachers and Humanities based Subject Expert Teachers were asked to complete the online training during summer in-service. However, one Learning Expert Teacher that began working at the school in 2020 stated that although he was required to work through the modules during in-service training, he did not fully complete the training at that time. He talked about how he did not fully complete the training, but he felt like he was eventually able to successfully incorporate it into his teaching. He stated, “I eventually just took it into my teaching and learned from that process instead of learning from the training program.”

The other two Learning Expert Teachers who were hired during the summer of 2022 completed the training but seemed to struggle with implementing all aspects of it. While the curriculum is specifically focused on the identification of phonemes, to develop a true understanding of phonemic awareness, as stated within the Logic of

English curriculum, a student must also understand and apply the 31 spelling rules so that they are able to help them identify which phonemes should be appropriately used in each word (Eide, 2012). This fact seemed to play a large role in the newer teachers' understanding of how to implement the curriculum. One of the Learning Expert Teachers, who was teaching 3rd grade at the time of the interview, stated, "I relied heavily on Miss Anita, the Humanities teacher, she helped me out a lot in using it." The teacher went on to talk about how she was not very familiar with the spelling rules that were meant to accompany the understanding of phonemic awareness and noticed that many of her students could "go through their rolodex" of phonemes but were not necessarily able to use this skill to spell words on their own. She openly admitted that she was not very familiar with the spelling rules and that she was "kind of not impressing it and it kind of fell on the back burner."

The other Learning Expert Teacher hired in the summer of 2021 and who taught 1st grade expressed the same concern about the spelling rules. She stated, "I feel confident in being able to point them out (phonograms) and know what the sounds are. But, the spelling rules, there are so many spelling rules and, um, I find them hard to remember and there are a couple that I have taught that have really stuck with me and the kids and some that I have taught that I just wouldn't really remember the specific rule exactly." The difference in these teachers' responsibilities in this process was that the 3rd grade Learning Expert Teacher expected her students to be a lot further along in the process whereas the 1st grade Learning Expert Teacher was just introducing these skills to her students and, therefore, could put more of an emphasis on ensuring that her students were focused on mastering the 75 phonograms.

The Communication Journal (CJ)

One common theme that I found in the Learning Expert Teachers interviews was that they used the Communication Journal as an opportunity to reinforce phonemic awareness strategies. At all BASIS Curriculum Schools, students are required to write in a daily planner that is called the Communication Journal (CJ). In each class, the teacher provides a sentence or short phrase for the student to write that focuses on what they have learned in class as well as any upcoming assessment or assignments. While I was still the Head of School, I worked with the Dean of Students and Intervention Specialist to identify “phonograms of the week” that would be shared in an attempt to have all primary students working on the same phonograms. That way, Subject Expert Teachers that taught multiple grade levels could work with the Learning Expert Teachers at all grade levels to identify key vocabulary terms and create CJ sentences that incorporated the use of these phonograms as well. Several of the Learning Expert Teachers still used this approach and spoke about it during the course of their interview.

When asked about how she specifically incorporates phonemic awareness in her lessons, the first grade Learning Expert Teacher who was hired in 2021 stated, “I highlight them in the CJ, I change the color. So, we usually have a couple of phonograms of the week and I would just try to incorporate those.” The 3rd grade Learning Expert Teacher hired that same year also talked about how she uses the Communication Journal to reinforce these skills. She said, “We put it in the CJ every day and I have the kids identify it. I think that’s been more helpful in identifying it, in words, in the, like, seeing it in that word and the sound that goes with it.” The 4th grade Learning Expert Teacher, hired in 2020, also talked about how pointing out phonograms within words is an “easy

addition to any vocabulary word” and “an easy addition to the CJ.” He went on to talk about how these are excellent tools that he uses to support second language learners. He also discussed vocabulary and how this was the most appropriate way to address this as he had, “different students who have different needs” and adding the understanding to vocabulary words that they encountered in their classes allowed him to address this on different levels.

The 1st grade Learning Expert Teacher hired as a part of the inaugural staff explained that he emphasizes phonemic awareness in the CJ sentences that are provided in each class but he went on to say that, on top of that, he uses games and encourages students to chunk words when they are trying to sound them out in an effort to help them reinforce their skills and understanding. He described this by saying, “when it’s chunked, it just becomes easier and then they get into the habit of chunking words into syllables or into sounds.”

Phonemic Awareness

The 3rd grade Learning Expert Teacher who was also hired as a part of the inaugural staff talked about feeling confident in her abilities to implement phonemic awareness in her lessons plans “because we have created a very organized plan where we focus on the phonograms each week that we need to work with, with our own students, and then we’ve developed our own lessons using LOE curriculum to implement in all of our Humanities lessons and READ...it’s something we do every day.” She also talked specifically about how the Humanities lesson was chunked to help support this. In 3rd grade, the Humanities class is 85 minutes long. This length of time is designed to allow

teachers to work together collaboratively and share lead teaching responsibilities within that amount of time. She explained that she was responsible for lead teaching during the first 15 minutes of Humanities class each day early in the year and during this time, she taught an LOE lesson. She explained, “whether it was a game or a particular phonogram skill, I focused on that for a week.” She said that she would then revisit the skill in the students READ class, guided reading groups, and interventions when possible. “So, the kids were getting phonemic awareness at least two or three times a day.”

While it did seem like the teachers were able to use tools and strategies from the Logic of English curriculum Master Teacher Training, I found that most of the teachers, including those from the inaugural staff, were still not completely confident in their ability to implement the entire curriculum. Most of their teaching surrounded the understanding of the 75 different phonograms and the 31 related spelling rules. However, the full Logic of English curriculum encompasses two leveled curricula, *Foundations* and *Essentials*. These curricular materials are designed to help the teachers build lesson plans around the mastery of single letter phonograms, advanced phonograms (multi-letter phonograms) and the application of the spelling rules. According to Eide, “when learning a complex language such as English, it is vital to study the most essential components first” (Eide, 2012, p.32). In the case of the Logic of English curriculum, I found that most teachers were confident in their skills to do just that, teach the essential components that allowed the students to build their understanding of the language and enhance their literacy skills.

However, when I speak of self-efficacy as referenced in the research question, I would be remiss not to address the fact that many teachers felt as if their lack of understanding of the entire curriculum was not a shortcoming on their behalf. When asked specifically about his understanding of the Logic of English curriculum, the 1st grade Learning Expert Teacher hired during our inaugural year said that he felt like he understood the core concepts but went on to explain, “As for all of the different strands of Foundations and Essentials and stuff, probably not. But, the basic concept, I feel strong about, yeah.” He also talked about how he had not taken to time to look through all of the curricular materials and really focused on the levels and needs of his students. Because he taught first grade, it was appropriate that his understanding and implementation of the curriculum focused on the 75 phonograms and the 31 spelling rules. He also talked about the challenges that he faced in having to balance the BASIS Curriculum mandates with the instructions given specifically in the Foundations materials of the Logic of English curriculum. He stated, “following Humanities, I don’t have time to implement the curriculum the way that they want it to be or suggest it in Foundations.”

Humanities

Within the BASIS Curriculum School network, our 1st-3rd grade students are required to take Humanities. This class is a combination literacy-based skills such as reading and writing, as well as History learning objectives that each teacher is required to teach throughout the school year. While all teachers within the BASIS Curriculum school network are granted autonomy in their approach, they do not have flexibility in the teaching of the learning outcomes. At the time of this research, there was not a single literacy curriculum that had been selected by the BASIS Curriculum Team for all of the

schools within the network to use. Therefore, the learning objectives at these grade levels were written more broadly in an attempt to allow each teacher to choose the curricular material that best fit their needs. Several of the learning objectives mandated by BASIS were applicable to the learning objectives found within the Logic of English curriculum but not all of them matched one another perfectly.

Therefore, the Humanities teachers were asked to use the Logic of English Foundations and Essentials curricular material as supplemental resources and to adapt them to the BASIS Curriculum as much as possible. Ultimately, however, they were responsible for teaching within the structure provided by the network. As it is also applicable to this research, it should also be noted that the Logic of English Master Teacher training does not specifically delve into the Foundations and Essentials material. Instead, it focuses on the “whys” and “hows” of teaching the foundational skills that are an essential part of the literacy learning process. That is to say, it focuses on the teaching of the 75 phonograms and 31 spelling rules and, in general, the Learning Expert Teachers responsibility was to focus on these skills and these skills alone.

When I interviewed the 1st and 2nd grade Humanities Subject Expert Teacher, she explained the shared responsibility in greater detail stating that the LETs usually take the lead on teaching spelling rules along with phonemic awareness, while she generates lesson plans and spelling words based on the phonograms of the week. She talked about how she uses resources that she learned within the training to reinforce these skills. For instance, she stated that, “I finger spell words for them, I don’t just give them the letters.” She also said that she reinforces these skills in her small group guided reading lessons

too. She explained, “We do phonograms of the week so I will make content centered around that for the week.” She also stated that her middle to high level kids in both 1st and 2nd grade can decode words and spell them correctly using their understanding of phonograms and spelling rules. She clarified, “Not all students, but middle to high students can.” Although she joined the staff mid-November in 2020 and attended the Logic of English training while in quarantine, she spoke confidently about her understanding of the curriculum and her ability to implement it well.

When we discussed the curriculum more in depth, the other 1st grade Learning Expert Teacher who was hired in 2021 stated, “I have a strong level of understanding of the B Level book (Foundations) because that’s what we’re teaching at my grade level. I haven’t really explored the Level C or Level D or Level A.” She also talked about her partnership with the Humanities Subject Expert Teacher and how the tasks are divided out within the classroom. She talked about how school directives had recently changed giving the Learning Expert Teachers more responsibility in the planning of the READ lessons. In Thailand, the READ lessons are 25-minute blocks of instructional time where the teachers reinforce literacy skills. Normally, the SET and LET worked together to plan this time effectively. However, according to this LET, that teaching dynamic had recently changed, and the Learning Expert Teacher was now solely responsible for managing the curriculum in this class. She stated, “Before that, the Humanities teacher was more looking through the books and planning out the lessons and so I would say in the last couple of months, my understanding has increased more because I have been looking through the content more and thinking about teaching the specific goals rather than phonemic awareness in general.” It appears that the level of understanding and each

teacher's level of confidence within the curriculum was directly related to their responsibilities specifically assigned within the Humanities classroom. With the exception of one of the 3rd grade Learning Expert Teachers, each teacher seemed to demonstrate a level of understanding of the Logic of English curriculum in line with what they were responsible for teaching on a daily basis in both the Humanities and READ blocks of instruction.

Spelling Rules

Given that the school opened in 2019, the majority of students in the 3rd grade should have had a firm grasp on the understanding of both their single letter and advanced phonograms and should have been able to begin to apply the spelling rules in a way that allowed them to begin to naturally decode as they worked through the reading process. However, since one of the third grade Learning Expert Teachers was hired in 2021 and did not receive any supplemental Logic of English training after completing the Master Teacher training, she appeared to be unsure as to how to transition her students from simple phonemic awareness into teaching decoding skills by reinforcing the 31 spelling rules in her everyday practice. During the course of our interview, she talked about how her students were attempting to apply the skills and stated, "Now we're looking at words, big words, and which sound, you need to know which sound and the rules. The rules seem to be very difficult for them." I asked if she was referring to the spelling rules and she followed up with, "yeah, or the individual rules that came with the different phonograms."

One thing that I did notice as the Head of School while at BASIS International School Bangkok was that teachers were only able to successfully implement the aspects of the curriculum that they had a solid understanding of overall. While I observed the teachers (as the Head of School and not as a part of this research), I noticed that the most valuable teaching moments came when the teachers found natural opportunities within the course of their regular teaching to reinforce skills rather than teach these skills in isolation.

It was telling that the third grade LET was not able to recall any of the spelling rules or even appropriately identify what they were called. This led me to believe that she did not have a solid understanding of them on her own and therefore struggled to help students transition from identifying phonograms within words to understanding how to apply this skill when her students were beginning to spell words on their own. Her counterpart, on the other hand, who had been working at the school since its inaugural year explained that she felt very confident and comfortable in her understanding and teaching of the Logic of English curriculum, including the use of the spelling rules. She reiterated that she found ways to naturally incorporate it into several different facets of the learning process. She even explained that she creates a “very organized plan where we focus on the phonograms each week that we need to work with, with our own students.”

Role of School Leadership

The Intervention Specialist, who was also one of the training facilitators, commented that the new staff did not have as much experience implementing the

curriculum. She remarked, “People that worked here the first two years have a little bit more of a solid foundation because they were working with it a little bit more versus this last year.” The Dean of Students, who also helped facilitate the training, expanded on this idea when she talked about how Logic of English was used and reinforced now versus previous years. She explained, “The way that you had done it, sprinkling it throughout, keeping it alive throughout the year, that is more successful than only talking about it in August and hoping that it still happens.” She also talked about how difficult it was to manage the co-teaching dynamic and design specific roles such as implementing the Logic of English curriculum and having to decide what pedagogical approaches are the most appropriate when it comes to the overall learning process. Her responses indicated that there is confusion within the dynamic without clear guidance from school leadership. She stated, “The LET is supposed to advocate for the kids so if there isn’t enough comprehensible input, the LET should be saying that, if there isn’t enough phonograms, or if they are doing something developmentally inappropriate, the LET should be saying that.” She went on to say, “I feel like you had it organized where the LET had valuable input to give.” When evaluated through this lens, it becomes apparent that part of what empowered the Learning Expert Teachers to move forward with the implementation of the Logic of English curriculum within their respective grade levels was the guidance and clear messaging that came from school leadership. According to the Dean of Students, once that was gone, some of the teachers struggled to identify their roles and responsibilities within their co-teaching dynamic and one effect of this was that Logic of English was not as prevalent in each teacher’s daily practice.

Comprehensible Input

The second research question shifted the focus from the implementation of the Logic of English curriculum to comprehensible input as defined by Stephen Krashen. It asks:

How does participation in professional development impact each teacher's overall understanding of Krashen's Theory of Comprehensible Input and their level of self-efficacy in regards to their ability to effectively use this methodology in lesson planning and delivery?

Understanding of Comprehensible Input

Unlike the first research question that clearly discussed a curriculum and how the training affected the approach to it, I discovered that although several of the newer teachers did not have a clear understanding of the definition of comprehensible input when they described their methodological approach to teaching second language learners, several of them seemed to be naturally incorporating it successfully into their daily practice. For instance, when asked if she had a solid understanding of comprehensible input, the 1st grade Learning Expert Teacher, hired in the summer of 2021 stated, "I thought I did, to be honest, and then I kind of looked it up and I was thinking, no, I don't think I do. What my understanding was, was that it was about kind of doing things that are hands-on or maybe tactile styles of learning and then I did a quick search and now I'm feeling more like maybe it's about Zone of Proximal Development."

It should be noted that while she was one of the newest staff members at BASIS International School Bangkok at the time of the interview, she had been teaching in Thailand for several years prior to joining the staff. Because she was one of the newest

teachers hired, the only training that she attended that addressed comprehensible input was the professional development session that I conducted via Zoom. As a part of this training, I briefly described comprehensible input in an email that I sent to the staff prior to asking them to select the materials that they would present to their peers. This teacher stated that she did some additional research on her own to get a better understanding and thought that this only referred to “teaching a step above their current language.” When I described this as using tools and resources to create more than one access point for the learning, she responded with, “Yeah, well, now that you are saying that, I can think of many places where I do that.”

I was then able to ask her to give concrete examples of where she incorporates this into her lesson plan. She immediately spoke about how she is “very intentional about adding pictures and little animations that would kind of describe what we were talking about so that they would have some visual understanding.” She also talked about sometimes acting out situations as they read them to help reinforce understanding. She said that she also uses this to help them comprehend key vocabulary words that are advanced for her grade. For example, “If the word is appetite, I would rub my stomach to show hungry or something like that.” While she did not originally express having a strong understanding of the concept of comprehensible input, she seemed to feel a lot more confident as we continued on with the interview. She even described the situation “when it clicked”. She told me, “I remember I was teaching Kindergarten and I was trying to give the kids instructions and it didn’t seem to be working and so one day I was just like, I’m going to write on the whiteboard and beside every step, I am going to draw a picture. And then, it just worked.”

Similarly, the third grade Learning Expert Teacher who was hired at the same time and whose only reference point for comprehensible input was my email message prior to the professional development, stated that she did not feel like she had a firm understanding of the concept nor was she confident in her skills to incorporate it. However, once we talked more about the definition and what it meant, she stated “maybe I am doing it and I just don’t know that I am doing it.” It should be noted that she had also taught in Thailand prior to joining the staff at BASIS International School Bangkok. She also had a Masters in Special Education and was, therefore, familiar with providing additional resources that allowed students to understand material in a more effective way. She explained that a lot of the work that she did with her students was “hand-on” to ensure that students could demonstrate their level of understanding.

Creating Opportunities to Actively Engage

The remainder of the interviewed participants had at least one year of working directly with me and, as a result, were able to attend more than one professional development session that was centered around comprehensible input. The 4th grade Learning Expert Teacher talked a lot about the amount of focused attention that was given to training and understanding this skill. He explained that he first attended training in August of 2020 as a part of in-service training when he was hired, and went on to state, “throughout the year, we would have our mini lessons and our mini professional development sessions on Mondays where sometimes the focus was on comprehensible input and sometimes it was on co-teaching.” He did say that he had not received any additional training focused on comprehensible input once the new Head of School took over. When asked if he was confident with his skills he said, “it tends to be a topic that is

almost self-explanatory, that you get it, especially for people that use their hand to talk. It's like it just feels natural to use gestures to help people understand what you are saying, and adding on images and adding on different types of activities to your lesson, I think has always been a part of teaching." He also explained, "It was the first-time last year that I got that actually this is a theory and this is the name of that theory." He also talked about how he incorporates this into his co-teaching by explaining, "I might get up and I might start writing some things down or listing some things on the board that, rather than the SET just giving verbal instructions that is something that I often might jump in."

The 1st grade Learning Expert Teacher who was hired as a part of the inaugural staff talked about attending several training sessions that addressed comprehensible input but expressed that he still felt like he had a hard time balancing exactly how hard to push his students to ensure that they could achieve. According to Krashen, the $i+1$ represents the comprehensible input that should be provided to allow a second language learner to have access points that allow them to be pushed from their current language level to the next (Krashen, 1982, p. 22). During the interview, he expressed the challenges that he felt in finding exactly what the appropriate +1 meant for his students as individuals. His challenge was not understanding the principles behind Krashen's theory but in differentiating this in a way that allowed him to meet each student in the appropriate place.

The 1st and 2nd grade Humanities Subject Expert Teacher had a unique definition and approach to the use of comprehensible input. She said that she could benefit from more training but felt fairly confident in her ability to incorporate comprehensible input

into her daily practice. She stated, “For me, comprehensible input means tangible, so anything that the students can use to help their learning beyond direct instruction.” She went on to describe this as “something they could manipulate or something they could look at.” She also talked about the importance of station-based learning and how this helps give students several different options when it comes to the exploration of concepts. She explained, “I try to make one station if not two a manipulative so that students are not always doing worksheets.” She gave more specific examples of how she had incorporated this in her lessons this past week. “I handed them each a piece of paper with a scenario and they had to actually act out the onomatopoeia with a partner...when we did prepositions, we went out and did prepositions on the playground...when I did personal narrative, I was trying to get them to understand the idea of a seed of the story so when we were online, I was actually able to show them a watermelon with a slice and a seed.” Not only did she appear to have a strong understanding of what comprehensible input was, she had very clear examples of how she was using it within her classroom on a regular basis.

Connections

The other 3rd grade Learning Expert Teacher who was hired as a part of the inaugural staff explained that she also felt very confident in her ability to incorporate comprehensible input. She stated, “I give my students a lot of choice, especially when I am preparing my Connections lessons.” At all BASIS Curriculum Schools, the Learning Expert Teachers lead teach a class called Connections. While the Subject Expert Teacher is responsible for managing the content in all other classes, the dynamic shifts in Connections and the Learning Expert Teacher manages the content for the lesson. This

class is offered in 1st-3rd grade and although some schools allow this class to be taught solely by the Learning Expert Teacher, we made the decision to also offer this as a co-teaching class in Bangkok. At this school, we paired the Learning Expert Teachers with the Engineering teacher in 3rd grade, the Librarian in 1st grade, and the Biology/Chemistry teacher in 2nd grade. The Connections class is designed as an 85-minute project-based class that the students attend once a week. The LET described her Connections approach by saying, “I have been doing a lot of centers and giving the children a lot of choice in literacy.” She went on to explain, “We will focus on one skill but they will go to a center that they will listen to an audio recording or maybe they’ll write about it, or they’ll create something.” She talked about the importance of giving her ELL students a lot of choice when it comes to asking them to “demonstrate their understanding of specific skills. As far as the results, she said, “They’re more engaged, much more engaged.”

Impact on the Learning Process

She also talked about how she had pursued additional professional development to build her skills in this area, since she hadn’t received any additional training from the current leadership. Early in the year, she had attended a session through the International Schools Association of Thailand (ISAT) and said that she really appreciated that it was also incorporated into the training that I conducted as well. She also talked about how she was going to work with the Intervention Specialist to try and lead more sessions like this (focusing on comprehensible input) the following school year.

It should be noted that while she was a part of my staff, she was exceptionally organized and collaborated well with her Subject Expert Teachers. She spoke about this dynamic in regard to the teaching of comprehensible input and her co-teaching partnership with her colleagues. She described the process as, “A lot of the teachers are, the SETs especially, focusing on comprehensible input while putting together their lessons.” She specifically discussed the practices of the Art Teacher. “I want to highlight the art teacher because she is like a rock star as far as that goes. She has books and videos and PowerPoints...and then she has hands on activities for the students to explore so they are not just learning art from one lens.” She also described how the Math/Science teacher designs his classes in a way that allows the students to demonstrate understanding by drawing or working with manipulatives. Additionally, the Humanities teacher that she works alongside creates literacy centers to allow students to explore in a more engaging way. She explained, “Everyone’s pretty much nailed it. I mean, it’s quite nice.” She also described the difference in the students and that she has “seen a lot of improvement as far as kids being involved and engaged in the lesson.”

She also talked about the importance of collaboration and that this time served as a way for them to identify not only what they were going to do but also how they were going to do it. This connects directly into the 3rd research question that specifically addressed the effectiveness of collaboration. It asks:

How does collaborative training allow teachers to build more robust lesson plans when it comes to the application of Logic of English methodology and Krashen’s Theory of Comprehensible Input?

The Value of Collaboration Time

To this end, that same Learning Expert Teacher also discussed the collaboration time at the end of the training. She felt that it served a meaningful purpose and was glad that it had been added to the session. It should be noted that this was an additional aspect of the training that was added specifically for the dissertation study. Although the teachers hired in 2019 and 2020 had attended an educational resource speed dating training session before, they had not been given the opportunity to collaborate with their peers and discuss the resources that had been presented directly after the training. It was specifically added as a supplemental resource that encouraged a collaborative approach to implementing the tools and resources presented during this session.

During the interviews, I found that it was this collaboration session that helped reinforce several teachers understanding of how to approach comprehensible input in lesson planning and delivery. For many, the level of confidence that they possessed did not match the level of confidence that they demonstrated when asked if they felt like they had a strong understanding of comprehensible input. However, when they began to talk about their methodological approach to supporting second language learners, it appeared that they did, in fact, understand how to do this. This really came to light when I asked the interviewees about the effectiveness of the collaboration time at the end of the training session. For many, it was this discussion that created meaning and understanding.

One example was the 3rd grade Learning Expert Teacher hired in 2021 who originally said that she wasn't sure if she knew what comprehensible input was and if she

applied it correctly. But, later in the interview she said that she found the collaborative piece at the end very helpful. She explained, “I basically talked the whole time and the art teacher talked the whole time about using all of the senses in order to get the kids involved, to learn by tactile or visual or audio.” She also talked about how she used this ideology when she planned her Connections lessons. Although she did not express a high level of confidence when asked directly about her ability to incorporate comprehensible input, she explained that she led the conversation and initiative to make this a more natural part of the teaching process. She also reiterated that her background was in Special Education and, therefore, a lot of these things were skills that she developed to engage students that had different learning styles and that this had just become a natural part of her teaching approach.

The 4th grade Learning Expert Teacher also found the collaboration time useful and an effective way to reinforce not only his understanding of the concepts but how they were meant to be applied. Although the training took place at the end of the 2021-2022 school year, he said that it was helpful to talk about, “how this can be a hit the ground running next year with these ideas that we were sharing with each other.” He went on to say, “honestly, any time we get to discuss things as colleagues, I think it’s useful.” The 1st grade Learning Expert Teacher hired in 2021 enjoyed the large group collaboration at the end of the session because it provided “a great time for talking and sharing ideas.” She did say that collaborating in a group as large as the one that she was assigned (all of the 1st and 2nd grade LETs and SETs) would have made it challenging to actually plan a lesson but was beneficial for discussing what resources have worked well when used in various classrooms. The 3rd grade Learning Expert Teacher who was a part of the

inaugural staff reiterated this point in her interview as well. She said having the additional time for collaboration was “much more helpful” because then people could talk about how they are actually going to implement the tools that had been presented to them. More specifically, she liked that they had a chance to collaborate with her peers and discuss things like, “this is what we will do in math” so, what exactly does that look like.

The 1st grade Learning Expert Teacher who was also a part of the inaugural staff spoke about how he had already used some of the things that they talked about during this collaboration time. He talked about how his group talked a lot about the spelling rules and strategies that could be used effectively to help students better understand when to appropriately apply phonograms. Since this was a challenge that the 1st and 2nd grade Learning Expert Teachers were seeing across the board, they were able to talk about whether or not they could use some of the tools presented during the educational resource speed dating session to specifically help reinforce these skills. He reiterated, “there were maybe one or two really good points that came out of it and, sometimes, if you can get that in a meeting, is that not really all you want?”

The facilitators both noticed the value of the collaborative piece as well and spoke about it in their interviews. One of the first points that the Intervention Specialist made was that several teachers got the opportunity to rotate and share resources with teachers outside of their grade level which she noted was “really cool to hear” because teachers were learning how to adapt resources to best fit their needs. She then said that the collaboration time at the end allowed these teachers to move back into their grade level

groups and have meaningful conversations about how some of these resources could be adapted to their grade level. She also talked about the collaboration time and how this allowed the teachers with more experience (inaugural teachers) to help the newer teachers develop a better understanding of the skills that were discussed in the training session. She explained, “I definitely saw a lot of surprised learning faces from the new teachers as well seeing the different ways that we have implemented Logic of English and we have implemented comprehensible input.” She went on to say, “I think that the piece afterwards was extremely valuable since we did not do that last time. This way they could really get together and talk about how they used it in the classroom, they got ideas from each other which is the best way.” The Dean of Students reiterated this notion by stating, “I think the sharing of ideas was valuable and people going around the room, that seemed very positive.” But she did also talk about how that her group did not use this time to specifically discuss how they would implement these tools in their lesson plans. She said that the teachers were not actually used to meeting with one another and therefore their discussions were broader rather than focused on finite details. She recommended perhaps providing an agenda with clear objectives that allowed the teachers to stay on task and specifically discuss how they would use what they had learned in their teaching approach in the coming weeks.

Training Facilitation

The final research question addressed whether or not the method of facilitation was a factor in the overall effectiveness of the training. If this training was to be implemented again, it would be done so with a live facilitator. In fact, the first time that the educational resource speed dating was conducted at BASIS International School

Bangkok, I did so in person. During that time, I found that it was effective to be able to travel around the room, answer questions, and add to the conversations that the teachers were having during the course of the training. I would have preferred to have conducted this training in person as well, however travel, schedule, and budget restrictions did not allow me to do so. So, in order to ensure that I gathered data on the overall effectiveness of the training, I thought that it was also important to explore this research question to see if the virtual aspect of training had any effects on the results according to the teachers involved in the study.

Did the fact that this training was conducted by a virtual facilitator have an impact on its effectiveness?

Virtual Training Facilitator

The interviewed participants and facilitators had a variety of answers to this question, beginning with the first grade Learning Expert Teacher whose only experience with the training was with a virtual facilitator. When asked about whether she thought the training would be more effective if I had been there in person, she laughed and simply stated, “most things are easier in person when it comes to education.” Her colleague, the 3rd grade Learning Expert Teacher similarly hired in 2021 also laughed when I asked the question and simply affirmed that it would have been more effective if I had been able to be on-site conducting the training. The 4th grade Learning Expert Teacher had more concrete examples as to why it would have been more effective to have the facilitator on-site. He stated, “I think the main thing was how it could get steered off focus.” He really felt like my in-person presence and circulating during the discussion would have helped

keep conversations on track. He added, “You know, we did say, well you know what we would love to do is, say, have a vocabulary book but then the conversation went to, well we obviously wouldn’t in the last three or four weeks of school be like, hey brand new vocabulary books.” He felt like I would have easily been able to chime into conversations such as these and give suggestions about how these ideas could be scaled down and used in the near future and then built into larger ideas at the start of the new year. He also remarked that simple statements from facilitators such as, “You know this conversation is great but actually have you guys discussed next week,” can easily keep teachers on track and work best when coming directly from the training facilitator. Due to the placement of the Zoom screen, I was not able to hear any of the collaborative conversation or help facilitate the process with reminders such as these if groups struggled to stay on task.

The 3rd grade Learning Expert Teacher who was a part of the inaugural staff said that she would prefer an in-person facilitator but did not feel like it affected how well the training ran that day. She explained, “Of course it’s always better when people are in person, right? That’s just the way it is. But, honestly, it went really well.” Her colleague, the 1st grade Learning Expert Teacher hired in the same year, expressed a similar sentiment but added that he felt like the teachers should be independent enough to accomplish this training without an abundance of guidance. He elaborated on this by saying, “as long as guidelines are implemented, are set and understood, it really up to the teachers, it can be done virtually.” The 1st and 2nd grade Humanities teacher expressed a similar thought, stating that the approach to the collaboration piece was “very

autonomous” and as such, allowed to teacher to function successfully and independently throughout the session.

Surveys

The final aspect of data collection was to design and review survey results. The surveys conducted as a part of the dissertation study served as a supplemental tool to gather data on how the participants felt the training effected their understanding of comprehensible input and the Logic of English curriculum. As discussed in the previous chapter, there were not as many participants in the training as I had originally planned and, as a result, fewer teachers filled out the retrospective pre-post surveys. However, the survey results from the 12 participants are worth discussing as a part of the data collection process as it looks at whether or not the teachers felt like they were able to develop and grow as educators and strengthen their skills regarding their understanding and implementation of comprehensible input, phonemic awareness, and collaborating with their teaching partners. Additionally, this specifically addresses their level of self-efficacy.

As stated above, the surveys represent a very small population of the overall teachers at BASIS International School Bangkok. Twenty teachers attended the training, and 12 of the 20 teachers completed retrospective pre-post survey. The results are shown below.

As previously discussed, the participants were asked to self-evaluate using a retrospective pre-post survey after completing the training in order to create consistency in the self-evaluation process (Allen and Nimon, 2007). Using Qualtrics and given the

small sample size of participants that participated, I chose to use descriptive statistics to investigate the difference between the teacher’s level of understanding prior to and after attending the professional development session. The descriptive statistics that were generated as a result of the retrospective pre-post survey are shown in *Table 4* below. These are also discussed in more detail in the following paragraphs.

Table 4. *Descriptive Statistics from Interview Questions*

Interview Question	Mean	Standard Deviation
Your ability to incorporate comprehensible input	3.33	0.85
Your ability to incorporate phonemic awareness	3.00	0.82
Your understanding of Comprehensible input	3.25	0.83
Your understanding of phonemic awareness	3.00	0.91

Source: Qualtrics Post Intervention Descriptive Statistics Table

Descriptive Statistics

Although there were less participants than originally expected and therefore there is a limited amount of information that can be gathered from the descriptive statistics shown above. It is still worth including as a part of this dissertation research. In accordance with this research, participants were asked to indicate their confidence on a series of statements on a 4-point scale ranging from *not very confident* to *highly confident*. In general, on average most participants felt fairly confident in their skills

after attending the professional development session as indicated in the retrospective pre-post survey. As the data table indicates above, the teachers indicated a slightly higher level of confidence when it came to their ability to incorporate comprehensible and understanding of comprehensible input. This aligns with the information that I discovered in the interview process as well. Meaning, that although several participants may have initially been unclear as to what comprehensible input meant, most were already naturally incorporating it into their lesson plans. According to their survey responses, the professional development training provided helped most of the participants feel somewhat confident or highly confident in their abilities to both understand and incorporate phonemic awareness and comprehensible input into their lesson plans after attending the professional development training. below shows growth specifically associated with two key points.

Each participants ability to effectively check for understanding with second language learners.

Each participants ability to effectively plan a lesson with their co-teacher that incorporates phonemic awareness and comprehensible input.

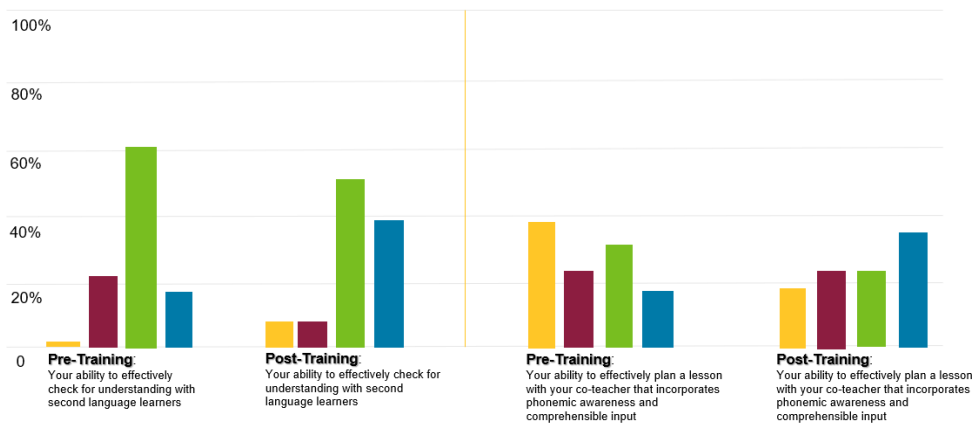


Figure 5

Bar Graph Indicating Growth from Participant Surveys

In order to further understand the survey results, and discuss the responses in a more detailed fashion, the next sections will address the survey question by question. While this would be virtually impossible in a study with more participants, the limited amount of participation in this dissertation research allowed me to examine the survey results in greater detail. As a result, I have broken down each participant’s responses to the second part of the survey that specifically address the goals of the professional development session. These responses are separated into categorical percentages and discussed in more detail according to the specific question that was asked. *Table 5* shows the data related to the participants’ responses when asked to consider how they felt before and after participating in the professional development session. The information that follows is a full evaluation of those responses. It should be noted that all of the information discussed in the paragraphs below was generated in Qualtrics.

Table 5. Survey Responses from Retrospective Pre-Post Survey, 2022

Survey Question	Not Very Confident	Somewhat Confident	Fairly Confident	Highly Confident
<i>Think back to how you felt before the professional development</i>				
Your ability to effectively check for understanding with second language learners	0.00%	23.08%	61.54%	15.38%
	0	3	8	2
	participants	participants	participants	participants
Your ability to effectively plan a lesson with your co-teacher that incorporates comprehensible input and phonemic awareness	38.46%	23.08%	30.77%	7.69%
	5	3	4	1
	participants	participants	participants	participant
<i>Think back to how you felt after the professional development</i>				
Your ability to effectively check for understanding with second language learners	8.33%	8.33%	50.00 %	33.33%
	1	1	6	4
	participant	participant	participants	participants
Your ability to effectively plan a lesson with your co-teacher that incorporates comprehensible input and phonemic awareness	16.67%	25.00%	25.00%	33.33%
	2	3	3	4
	participants	participants	participants	participants

Source: Qualtrics Retrospective Pre-Post Survey Results

Number of Participants

It should be noted that one participant clearly answered the questions that pertained to the self-reflection that was required prior to the training but did not fully

complete the survey and indicate what their feelings were after the training was complete. Therefore, the pre and post results of this particular portion of the retrospective pre-post survey do not align completely. This explains why the initial results show 13 participants while the follow-up results only show 12 participants.

Ability to Check for Understanding

Comparing the results shown in *Table 5*, shows that, of the 12 participants, 50% (6 participants) reported being fairly confident and 33% (4 participants) reported being highly confident in their ability to effectively check for understanding with second language learners. Meaning 10 of the 12 participants (roughly 83%) reported feeling fairly or highly confident in their abilities after attending the professional development training. This is actually the same number of participants that indicated that they were either fairly or highly confident in their ability prior to attending the training. However, the shift was in the fact that two of the participants had moved from feeling fairly confident to highly confident after attending the training. Three participants (roughly 23%) indicated that they were somewhat confident before the training and when asked to think about how they felt after the training was complete, only one participant (roughly 8%) indicated that they now felt this way. It should be noted that one participant indicated that they felt less confident after the training session as no participants indicated that they were not very confident when asked to think about how they felt before the training but when asked about how they felt afterwards, one participant indicated that they were not very confident in their skills after attending the training.

Ability to Plan a Lesson

Participants appeared to indicate growth in their retrospective pre-post survey responses when asked about their ability to plan a lesson with their co-teacher that included comprehensible input and phonemic awareness. The data in *Table 5* shows that 5 participants (roughly 38%) indicated that they were not very confident in their abilities prior to attending the professional development session. However, after attending the session, only 2 participants (roughly 17%) indicated that they felt this way. The number of participants that were somewhat confident in these skills remained the same. It should be noted that I reviewed the data associated with this particular question to see if the same three participants indicated stagnant skill development and they did not. It appears as if this statistic actually indicated movement from participants who initially indicated that they were not very confident in their skills when asked to consider how they felt prior to attending the training.

A higher percentage of participants indicated that they were fairly or highly confident in their abilities when reflecting on how they felt prior to the professional development training with 4 participants (roughly 30%) indicating that they were fairly confident and one participant (roughly 8%) indicating that they were highly confident. However, after attending the professional development session these numbers increased to 3 participants (25%) feeling fairly confident and 4 participants (roughly 33%) feeling highly confident in their ability to effectively plan a lesson with a co-teacher that incorporated comprehensible input and phonemic awareness.

Cross Analysis of Survey and Interview Results

Each interview participant was asked to give me a code that would allow me to compare the survey results to the interview results. This was designed as an additional tool to add a secondary level of validity to the data that was gathered as a part of this action research study. It should be noted that not all of the teacher participants that chose to be interviewed also filled out the retrospective pre-post survey. Specifically, the Humanities Subject Expert Teacher was interviewed but did not fill out the survey.

Indication of Growth

A cross analysis was conducted with other participants to compare the survey results with their interview responses. When I did this, I found that all of the participants indicated growth from where they believed their skills were prior to the professional development session to where they believed them to be after the session was complete. I also noticed a trend with the two teachers that were hired in 2021, in that their growth was identified as a move from somewhat confident in their skills to fairly confident. However, the teachers that were a part of the inaugural staff indicated most of their growth as a movement from fairly confident to highly confident. Moreover, the 1st grade Learning Expert Teacher who was hired in 2021 was one of the participants who indicated that she was not very confident in her abilities to effectively plan a lesson that incorporates comprehensible input and phonemic awareness. She addressed this in her interview as well, stating, “I think it has been a challenge to figure out a way to make it (collaboration time) useful.” She went on to discuss that, as a new teacher, she did not receive any specific training about how to use this time and what should be addressed as teachers are meeting with one another to plan lessons on a weekly basis. The other

Learning Expert Teacher hired in that same year expressed a similar concern as a part of her interview. She said that collaboration time is “mainly dedicated to just the content” and went on to say, “it was awkward” to approach the Subject Expert Teacher and find a way to make the collaboration time meaningful for both parties involved.

Overall, while there were a limited number of participants that filled out the retrospective pre-post surveys, I still feel like there was valuable information that I was able to gather and analyze as a result of this specific data collection process. Furthermore, this gave me the opportunity to cross reference the trends that I found to exist in the interview through the coding process that was discussed earlier. All in all, I was pleased to see that the survey results did indicate growth in self-efficacy and a higher level of understanding for concepts such as comprehensible input and phonemic awareness.

Common Themes

After I reviewed all of the data that was gathered, I noticed a few reoccurring themes. The first was that several teachers discussed how students were struggling to make the connection between phonograms and spelling rules and the end result was that they did not have a full understanding of how to identify words or apply the skills that they had to naturally decode. Second, several teachers explained that many aspects of this study, including comprehensible input and phonemic awareness, had not been reinforced through any additional training once I left the school. Third, while collaborative training seemed to help teachers improve their understanding and approach, they still needed guidance from school leadership about how these expectations should be

implemented on a day-to-day basis. These themes will be discussed in more detail in the closing chapter of this dissertation.

CHAPTER 5
DISCUSSION

The Playbook, Chapter 5: Lessons Learned

“Perfection is not attainable, but if we chase perfection, we can catch excellence.”

-Vince Lombardi

Great coaches set high standards and understand that winning is a process. As a part of this process, you have to be able to identify what went well and build on those ideals. Conversely, a coach needs to identify how to get through the difficult situations and come out on the other end better, stronger, and ready to take on the next challenge. In this chapter, I explore the lessons learned by discussing things that worked well as well as the areas that need to be improved to make this training model one that can be emulated by school leaders throughout the network. As this research has been centered around the idea of coaching, it is only appropriate that I also discuss the fact that training, clear guidelines, and collaboration are essential in the effort to ensure that teachers are prepared and ultimately successful. But, at the root of all of that, you also need a leader or a coach that is constantly working to ensure that the teachers are supported and that the goal of what is meant to be accomplished is clear. This will be explored through the concept of “why” and the research conducted by Simon Sinek. It was through an understanding of his work that I was finally able to understand every aspect of building a strong team.

The teachers that participated in this study allowed me to understand and focus on the process along with the product. As a school leader, it is often hard to consistently find ways to check in on a project as it is in motion. Instead, we often create benchmarking moments where we can gather data and monitor the progress of our students as they are navigating through whatever new initiative, we have created to support them. However, as a part of the overall action research process, I was able to work side by side with the teachers to gather feedback along the way and use what they were telling me to shape the training session implemented for this study. This is the beauty of an action research project and building successful teams. You can slow the process down, gather data in chunks, and use this information to make well-informed decisions moving forward.

The reality of the situation at BASIS International School Bangkok was that we needed to be innovative in an attempt to make sure that we weren't cheating our students out of the education that they were promised. If the students couldn't understand the teachers and couldn't read the curricular material that was being provided, we wouldn't have found any success. While a fraction of the overall staff participated in the dissertation study's professional development session, a large majority of the teachers at BASIS International School Bangkok participated in some type of professional development focused on literacy or incorporating comprehensible input. Therefore, the final culmination of what the training model should look like moving forward will benefit a larger number of teachers.

Discussion of Findings

When evaluating the overall effectiveness of this research, I found that while there were a lot of positive aspects of this training, there were also areas that needed to be adjusted to make it more effective or unforeseen challenges that existed when I began to implement the training. The following paragraphs break down those areas and discuss what changes I would propose to make the professional development model one that could be used efficiently not only at BASIS International School Bangkok but across the BASIS Curriculum School network.

Challenges to Implementation

I had frequently communicated my needs and intentions with the Head of School as well as the support staff at BASIS International School Bangkok, so I believed that the plans discussed above would be implemented. However, the day of the training, I ran across several obstacles that are important to note as they impacted the data collection process. The first obstacle related to training session location and set-up. Even though I ran through a full meeting with the support team a day prior to the training, the training was set up in a regular classroom rather than in the Blackbox theater. Additionally, the chairs were arranged in pods rather than the rows that we discussed in our meeting the day prior. This created a challenge as it was not immediately clear to the participants where they were meant to rotate once they finished working with the teachers within their given pod. In several instances, this took valuable time from the resource sharing process. There were approximately six desks placed directly next to one another in each pod and, ultimately, this meant that the noise level was much higher than expected and several

teachers reported that they had a difficult time hearing one another when they were presenting their resources.

Although I logged on to the Zoom call approximately an hour before the training session was scheduled to begin, I was not able to address any of these issues because changes to location or set-up had to be approved by the Head of Operations who was not available at that time. Therefore, I conducted the training under these conditions rather than the ones pre-planned, discussed, and shown in Chapter 3.

Limited Participation

In the end, 20 participants attended the training session. Six of these teachers worked in the Early Years, 7 were Learning Expert Teachers, 6 were 1st-4th grade Subject Expert Teachers and one was a Subject Expert Teacher that taught the higher grades and therefore did not work within a co-teaching model.

Although the number of participants was smaller than I had expected, the implementation of the professional development session allowed me to discover a new aspect of my research. That is to say, the success of training is not always solely dependent on the performance of the team or the implementation of the skills learned. Sometimes, it is more complex than that. There are times when it simply comes down to having clear guidance, providing active ways to practice a new skill, and coaching in a way that brings out the best in each teacher.

Timeline for the Training

The most glaringly obvious characteristic of the training that would need to be adjusted is the timeline in which it was implemented. As stated earlier, the timeline of the professional development session was dictated by the fact that the innovation needed to be completed before the 2021-2022 school year ended. As a result, the teachers were asked to share resources and collaborate with one another in May when the school year ended the next month. As a part of the interview process, each teacher was asked when they would prefer to receive training such as this. Most participants stated that they would like to receive this training at several times throughout the school year.

The Humanities Subject Expert Teacher expressed, “I think it’s best to start before the school year, so in in-service time, and maybe like once a quarter.” Another participant suggested, “it may be helpful to have the training at the beginning of each trimester.” One of the tenured Learning Expert Teachers suggested that the training should be conducted, “beginning of the year but, honestly, maybe at the end of the year too.” She thought that bookending the training would allow teachers to reflect on best practices and share their resources with more valuable feedback. Another Learning Expert Teacher talked about how he would like to have the training at the beginning of the year in order for it to be the most effective, but also added that it could be used effectively at any point in time, “because sometimes targets are not being hit.” He felt that this may be an effective way to remind teachers to work together to creatively solve problems.

The Dean of Students also talked about institutional change and how this is successful when school leaders are able to make sure everyone is trained and work towards keeping initiatives alive. She stated, “You have to be transparent about your expectations but also set people up for success.” Implementing this training at different points in the school year would not only ensure that teachers become more familiar and flexible functioning within this training format, but it would also allow school leaders to give clear directives about how they expect these tools and resources to be used in the future.

Based on this feedback and given that BASIS Curriculum Schools operate on trimesters, I believe that the most effective way to schedule this training is to introduce it as a part of in-service training and then revisit it again at the beginning of each new trimester. This would allow teachers to participate in it early as an introduction and then throughout the course of the school year, they would have a better understanding of the resources that are effective for their current students, as those would be the most appropriate to share. That way, this training could continue to be focused on supporting the needs of each school’s students rather than just treated as a resource sharing opportunity.

Time Allotted for Sharing Resources

Given that the training implemented in the dissertation study was highly collaborative in nature, it is imperative that it be conducted in a large and open space and that teachers have plenty of time to not only share their resources but also to collaborate with one another during the second part of training. Along these lines, one of the

participants suggested, “I think it needs to be more like two minutes or three minutes” of dedicated resource sharing time. He felt like the time given in this training “felt rushed” and stated, “when someone has a question to engage in, there is not enough time for that.” Another Learning Expert Teacher echoed this sentiment by stating, “having more time and hearing what everyone had to say would have been more helpful.” Overall, the participants seemed very engaged in the educational resource speed dating portion of this training but could have benefitted from a longer amount of time to expand on the explanation of what their resource was and how they effectively used it in the classroom.

Another thing that I took note of as the Head of School when I conducted this training with my staff early in 2020 (not a part of this action research project) was that several teachers chose resources to share that served several functions within their classroom and enjoyed discussing all of the different uses with their colleagues. When I shortened the time of the training overall (in an effort to be considerate of the training schedule at BASIS International School Bangkok) I also had to scale back the resource sharing time. As a result, teachers were not able to share in great depth. Instead, they were forced to give a very condensed description of their resource before they were given instructions to rotate. The Intervention Specialist spoke about this in her post training interview. When asked how the teachers used the time, she explained that they “were able to show what it was, demonstrate how to use it, and then talk a little bit about how they used it in their classroom.” In other words, the teachers did not really have a chance to discuss best practices or a multifaceted approach to using their resource if and when that may have been applicable. The Dean of Students added to this by stating, “People

were still talking when we were like, stop and move to the next station. So, I think they needed a little bit more time for the speed dating.”

Live Facilitation

As a school leader and former coach, I always make a point of being actively involved in the training of my teachers. Due to travel restraints, I was not able to be in Thailand and facilitate the training in person and, as a result, the participants did not get a chance to interact with me while they were working through the training. I felt like this severely hindered my ability to actively engage with the teachers, pose questions, or add comments that would help them improve. From the role of the participant-researcher, I felt like this hindered my ability to conduct the training in a way that was authentic to my leadership style.

As far as the participants were concerned, they had mixed emotions about the role that a live vs. virtual facilitator played in the process. One teacher thought that the effectiveness of the training was not affected. He explained, “as long as the guidelines are implemented, set, and understood, it’s really up to the teachers, it can be done virtually.” Another participant talked about the fact that his group was slightly off task during the collaboration piece of the training stating, “you said, immediately, like next week, how can you implement this into a lesson that you have already planned and we ended up going grand scope.” He went on to explain that this is something that I would have immediately noticed as an online facilitator and could have easily corrected to make sure that everyone was on track and participating in the training as they were meant to be. Another Learning Expert Teacher simply remarked, “I mean, of course, it always better

when people are in person.” A third Learning Expert Teacher expressed a similar sentiment when she stated, “I think that most things are easier in person when it comes to education.”

Therefore, as I structure a model that can be shared outward and implemented at different sites, I believe that it will be important to share and discuss the role of the facilitator and that in-person training coupled with active engagement with the participants as they share and collaborate is essential. This will give school leaders the chance to facilitate important conversations and ensure that all teachers are working through the training as they should be.

To me, it seemed like the teachers that had attended the session that was offered the year before this one were slightly more comfortable working through it with an online facilitator. Whereas those teachers who were attending the training for the first time clearly felt like having an in-person trainer would have produced better results.

Pre-Training

The reality of this study is that I did a lot of work as the Head of School to ensure that the staff that I had at the time had the training and resources that they needed to understand Logic of English and Krashen’s Input Hypothesis theory. A solid understanding of these concepts played an essential part in facilitating active participation in the professional development training. Prior to conducting this training, I realized the importance of refreshing this knowledge and providing a quick reference for the new teachers that had joined the staff during the 2021-2022 school year. I knew that all of the Learning Expert Teachers had attended the Logic of English Master Teacher Training

Program because they were required to complete it before I returned to the United States. However, I was not confident that every staff member would have an understanding of comprehensible input. So, I added a brief description of comprehensible input to the narrative of the email that was sent out to all of the eligible research participants. I later discovered that my email was the only training that the new teachers had received in regards to Krashen's work. When asked about what could be changed to improve the training, one of these new teachers commented, "For me specifically, maybe having more time specifically training with comprehensible input."

To avoid this moving forward, I believe that the best way to structure this entire professional development plan is to begin by having specific training that focuses on Logic of English and comprehensible input. Allowing the Learning Expert Teachers to focus on literacy is beneficial at any BASIS Curriculum School campus. However, in schools that don't have a high second language learning population, focusing on comprehensible input may need to be slightly modified to include a discussion of the manipulatives that are used to reinforce learning in the classroom. All Subject Expert Teachers should be using manipulatives in some capacity which allows this training to be effective and efficient at any school. But, for the teachers to fully participate, there should be some preliminary training that focuses on these skills before teachers are asked to participate in educational resources speed dating and collaborative planning activities.

Physical Space and Group Size

The original plan was for the professional development training to take place in the Blackbox Theater at BASIS International School Bangkok but, in the end, it was

conducted in a classroom. Given that active communication is such an essential part of the collaborative process, it is important to set up this training in a space that allows the teachers to talk often and hear one another easily. The Subject Expert Teacher commented on the space during her interview stating, “It was very noisy in there too so I couldn’t hear half of what was being said.” She also talked about the group size that was assigned during the collaboration period, and that the larger group (all 1st-2nd grade LETs and SETs) actually made it more difficult to specifically design lesson plans. She also added that she appreciated having the opportunity to see all of these teachers together as she didn’t really collaborate with them or communicate with them on a regular basis. However, for the purposes of the training which was to specifically design a lesson using new resources, the large group setting was quite challenging. One of the 1st grade Learning Expert Teachers that was assigned to the same group had similar feedback. She said, “it just wasn’t how we naturally work together” to plan lessons. She explained that she normally collaborates in a small group with the other 1st grade Learning Expert Teacher and a specific Subject Expert Teacher. One thing that should be noted is that these are the only two participants that commented on the group size but they were also teachers that were hired late in 2020 or in the 2020-2021 school year. So, an additional challenge may have been that they also hadn’t received any formal training on how to co-teach or been given specific instructions about the goals of collaboration. Whereas the teachers hired earlier had received that training and guidance from me.

Limitations

When I began my action research project leading to this dissertation study, I was the Head of School at BASIS International School Bangkok. As such, I worried that the

teachers would not be entirely honest when they gave me feedback about their ability to teach second language learners using the specific tools and resources discussed in this dissertation proposal. However, since I moved out of the role as school administrator and into the role as a training facilitator when I conducted the dissertation study, I believe that I was more likely to get honest feedback that would allow me to structure a far more effective program. Furthermore, I believe that stepping outside of the role of school leader allowed me to view the study through a much broader lens and consider how my research can benefit both the teachers at BASIS International School Bangkok and other teachers in the BASIS Curriculum School network. As a matter of fact, there was a point in one of the participant interviews where the interviewee seemed uncomfortable answering a question about how collaboration was used. She paused and then stated, “To be honest, I talked with (the other LET) like this and I guess we’re going to be honest; I don’t know...” I reassured her that I needed to collect the data honestly to maintain the integrity of the study and she was willing to continue the interview. But, the initial apprehension was clearly apparent and worth keeping in mind when evaluating the results of the study.

Furthermore, the limited number of participants has given me a glimpse into the effectiveness of the professional development sessions, but I don’t believe that this can be presented as full and absolute results. I do appreciate that the teachers that were willing to participate joined BASIS International School Bangkok at various times. This alone gave me a more robust understanding of how much the amount of training effected a teacher’s self-efficacy. This was evident in both the interviews and the survey results.

However, I do believe that I would have been able to present more concrete results for this study if I had the opportunity to work with a larger sample.

Role of the Researcher

It is important to remember that I served as the inaugural Head of School at BASIS International School Bangkok and was responsible for monitoring, managing, designing, and implementing a vast majority of professional development for the teachers from August of 2019 until August of 2020 that centered around phonemic awareness as well as the incorporation of comprehensible input. While I served as the school leader, I also interviewed and hired most of the teaching staff working at the school at the time of this dissertation study, as well as worked with the Dean of Students and Intervention Specialist to create and provide resources that helped support students as well as monitor student progress. As common practice, I conducted at least two formal teacher observations throughout the course of the school year and followed up each of these sessions with formal meetings and documentation about performance related objectives. Therefore, over the course of those two years, I was able to develop a keen insight as to the common struggles that teachers faced in the course of executing their everyday duties.

While I found that the teachers made an abundance of progress in their understanding of their own responsibilities, there was, and is still, work to be done on bringing these two skills together and allowing the teachers to learn from one another. The truth is, they all possess different strengths and many have been exceptionally creative in their approach to both literacy and the incorporation of

comprehensible input in their daily lesson plans. But the current staff has never had the opportunity to share what they have learned and work as a full group to create a better understanding of the best practices specifically associated with these skills.

I believed that professional development aimed at resource sharing and collaboration would allow them to finally put these skills into practice in a meaningful way. Moreover, I believed that the information that I gathered as a part of this action research project would allow me to create more training opportunities for Subject Expert Teachers and Learning Expert Teachers within the BASIS Curriculum Schools network. While our sister schools are not faced with the same language challenges as our school in Thailand, training that focuses on giving each teacher type (SET and LET) specific tasks with observable goals could prove to be useful at any of our campuses.

BASIS Independent Bellevue, where I work as I write this dissertation, is one of ten other private BASIS Independent Schools located in the network and within these schools there are dozens of teachers that could benefit from training that allows them to work more effectively within their current co-teaching models. Yet, as I worked through the research, I realized that training wasn't enough. It is valuable and important to create a training model and structure that can be passed on but, as I worked through this dissertation process and the institutional change that took place within it, I realized that this entire endeavor had another exceptionally valuable piece that needed to be included.

Discussion of Findings in Relation to Literature

Comprehensible Input

Using Krashen's Input Hypothesis Theory and comprehensible input as a large part of the theoretical framework for this dissertation study allowed me to streamline the training process and place a strong emphasis on the tools and resources that we use to support second language learners. One of the aspects of his work that originally drew me to his research is that he was instrumental in the "transition in teaching methodology, from previous rule-focused approaches (e.g. grammar-translation method and audiolingualism) to meaning-focused ones, particularly communicative language teaching" (Liu, 2015). One flaw of the general application of this theory is that it does not take into account the socio-cultural aspect of language learning. That is to say, his theory is exceptionally broad and does not take into consideration that other cognitive factors such social-emotional development and growth also play a role in language acquisition. In terms of using this theory as a part of my framework within a study that focuses on an international school, I found that language was not reinforced outside of school and therefore the social learning of the language was all but eliminated. The fact that there was limited English language reinforcement played a large role in the students' low language skills and overall acquisition of the English language.

Additionally, and as briefly discussed in Chapter 2, Krashen's definitions of comprehensible input and the *i* of the *i* +1 theory are not clearly stated within his research. Many critics of his work believe that this has allowed these terms to be loosely translated in theoretical work, especially when these theories are used as guiding principles in research such as this (Liu, 2015). There is also the concern that this term is

oversimplified when it comes to the factors that influence language acquisition. Once concrete example is the influence of care-taker speech and baby talk and how these play a role in attaching meaning to words. While this aspect of his research was not directly involved in this study, researching concerns such as these allowed me to understand the importance of clearly defining comprehensible input for this particular body of work. In this case, comprehensible input was clearly defined for the teachers at BASIS International School Bangkok as tools, resources, and manipulatives that are used to give students more than one access point to the material that is being taught.

Moreover, the definition of *i* and its relevance in establishing a baseline of language understanding did not play as large of a role as was originally intended in my research given that I did not have access to student assessments that would allow me to identify this as I was in the final stages of data analysis. This was largely due to my transition out of school leadership. To account for this, I shifted my proposal and final research to focus more closely on the teachers and their level of efficacy as they were asked to participate in the training and use the information that they had gained.

Self-Efficacy

Albert Bandura's theory of self-efficacy was another central part of the theoretical framework used to guide this research. As such, it is important to evaluate its use through a critical lens to ensure that the results discussed are authentic. The use of this theory allowed each teacher involved in this research to evaluate their effectiveness through a critical lens.

This is another reason why the retrospective pre-post survey was used as a part of this research. As stated earlier, any measurement of progress and growth particularly as it relates to an intervention, has to be measured consistently. “A retrospective pretest is a pretest administered post-intervention, asking individuals to recall their behavior prior to an intervention” (Allen & Nimon, 2007, p. 29) and therefore allowing them to gauge their abilities using the same set of standards. This was especially important in this study as one of the focal points was that of self-efficacy.

This theory asks the participants to assess skills that they feel they will master in the future. This is normally followed by some type of formative assessment that allows participants to evaluate whether their self-assessment was correct (Marsh, Pekrun, Parker, Murayama, Guo, Dicke, Arens, 2019). In the case of this research, the true measure as to whether or not the teachers properly evaluated their self-efficacy (as asked to in the interviews and post intervention surveys) would make the most sense if implemented several months after this research was completed. This would give the teachers time to see whether they were actually able to use these tools and resources as successfully as they indicated during the data collection process. Furthermore, a formal assessment would have to be developed to appropriately assess these skills. Neither existed as a part of this dissertation study, so it is important to note that the data collected is only based upon each participants self-evaluation. While self-efficacy is used to assess future performance, self-concept is generally used to evaluate past performances with more constructs in place to assess this information. However, I ultimately chose to evaluate self-efficacy within this study as it, overall, tends to be measured in more descriptive terms while self-concept is both descriptive and evaluative (Marsh, Pekrun, Parker,

Murayama, Guo, Dicke, Arens, 2019). As the researcher, I felt that allowing teachers to assess their self-efficacy in terms of descriptions would prevent them from being apprehensive about participating. I did not want them to be concerned that their responses would be viewed in a negative way. This was particularly important in the early stages of the research when I was still the Head of School.

Why, How, What

There was one additional theory that I added to my theoretical framework to ensure that my analysis was thorough. Simon Sinek is a British author and inspirational speaker who introduced the idea of the Golden Circle Theory to discuss how business and organizations create real institutional change and buy in. Within the constructs of this theory, he discusses the what, how, and why. Within this model, Sinek describes the “what” as the service that you provide as an organization and the “how” as the things that help you stand apart from your competition. Finally, the “why” refers to what drives you, what circumstances exist that make you passionate about this endeavor? According to Sinek, the “why” should be the core purpose and driving motivation behind your organization (Sinek, 2009). However, Sinek uses this model to point out that several organizations approach their business model in the incorrect manner, placing the “what” as the top priority and the “why” as a secondary consideration.

But at the core of his theory, he explains the fact that truly inspirational and successful leaders understand the importance of making everything about the “why”. To create a work environment that is innovative and attractive to be a part of, Sinek believes that the “why” should be the driving force and what motivates the team. This means the

goals that you set and how you go about accomplishing them should be authentic and allow everyone in the organization to find something to believe in. Making organizational goals about something more than a tangible outcome allows everyone to buy in and want to be an instrumental part of the organization's success. "Every instruction we give, every course of action we set, every result we desire, starts with the same thing: a decision" (Sinek, 2009, p. 212). When these decisions are deeply rooted in greater meaning, real and instrumental change can take place. For me, the why has always been very personal and very driven by previous life experiences. In the course of my dissertation research, I noticed that there was a significant difference in approach from the time that I was the Head of School to the time after I had left BASIS International School Bangkok. However, the needs of the students did not change. It begged the question, "Why?" This also led me to dig just a little bit deeper about what my "why" was in the first place.

My "Why" as a Student

My mother lost her job unexpectedly during my sophomore year in high school. This forced my mom and I to move from western New York, where I had lived my whole life, to Lawrenceville, Georgia to live with my aunt and uncle. When we left western New York, I was an honors student and a member of the student council. I loved school. Unfortunately, given that my classes did not necessarily align from one school to the next, there were some challenges when it came to appropriately placing me in the correct math class in my new school. Over the next several months, I struggled as a student. I went from being a high performing student to a low performing student. At one point, I even failed math, which caused me to be ineligible to play soccer, a sport that I absolutely

loved and had played since I was four years old. The problem with the situation was not only my grades but that nobody made an effort to help. I was a new student, so my new school had no idea that these grades were not at all reflective of my ability and potential. It was also an exceptionally large school, so I essentially just got lost in the mix. Nobody cared. I graduated, but barely. In the end, my saving grace was that I had moved to Georgia with more credits than other students at my grade level and therefore had enough credits to graduate on time. I didn't go to college right away. Instead, I joined the military and worked towards building a professional career in a different way.

My "Why" as an Adult

Before I ever set foot in a classroom, I was a patrol officer in the Tucson Police Department. I worked midnights on the south side of town in an area called the Vistas and South Park. These were neighborhoods that had been developed as supplemental military housing in the 1960's but over the years had deteriorated into low-income neighborhoods overrun by gangs and drugs. We would make several arrests in this area a night, but because the jails were overpopulated, the same criminals would be back out on the streets before we finished our paperwork that evening. I was young and growing increasingly frustrated by the idea that no matter what I did, it didn't seem to make a difference.

One evening, I decided to stop and talk to a young man, Joseph, who was known to both be in a gang and sell drugs. He wasn't behaving suspiciously, as a matter of fact, on this occasion, he was really just a young teenager hanging out in the park with his friends. So, I got out of my police car and engaged him in conversation. He was

immediately apprehensive but once I earned his trust, we were able to just talk to one another. What he told me that evening changed the path of what I wanted to do and who I wanted to be. I couldn't understand why it didn't seem to bother him that he was always getting into trouble. "Don't you care about your future?" I asked naively. He laughed in my face. "Officer Thies," he smiled, "I don't have a future." He went on to explain that this was his life. His grandfather was a gangbanger, his father was a gangbanger, and this was the only choice he had. "I don't think of my life in years, I think of it in days." He explained that it was only a matter of time before he was either dead or locked up and that was just his reality. I was stunned. Before that moment in my life, it had never once occurred to me that a young man could truly believe that he had no hope and he had no future. I wasn't OK with it and I am still not.

As a Head of School, I have a responsibility to not only ensure that we are delivering a high level of education to our students as promised, but I am also responsible for being a large part of the marketing and admissions process. This means that, as the school leader, I often deliver information sessions or Head of School talks that allow prospective families to learn more about who I am and what we can offer as a school. There is something that I say in almost all of these sessions because it is a strong belief that I have and it is inherent in who I am as a leader. When parents ask me things like, "Why makes you so passionate about what you do," I never have to think about the answer. Without hesitation, I answer, "Because I believe with every fiber of my being that the best gift that you can give a child is a solid educational foundation." That's what I say, but what I really mean is, "I will work as hard as I can to make sure that your child doesn't feel like Joseph." I also want to make sure that every student knows that I am

genuinely invested in their success. I flat out refuse to let kids fall through the cracks because I know what it feels like to struggle and not have anybody step in to help. We are an academically rigorous school, so not every child makes it here. But they will not fail due to a lack of effort on my part. Kids deserve more than that.

I love what I do. From the moment I volunteered in my daughter's classroom, I knew that I had found my place. I am passionate, energetic, and dedicated to creating a learning space that is conducive to student success. This is not an easy job, but at the end of the day, I can be assured that the things that I do have meaning and serve a purpose. It's for kids. It's fighting for them to have the opportunity to do what they want and be whomever they please. It's so they have a fighting chance and so they know they are valued as individuals.

This dissertation research began in Thailand because I believed that our students did not have access to the level of education that that they deserved and that simply didn't work for me. It didn't work because prior to the school opening, I had spent months upon months meeting families, getting to know my students, and promising them that they would receive an excellent education. These families trusted us and I was not about to let them down. So, from the moment that we opened that school, I began to talk about access and empowerment. When the teachers came to me with concerns about whether or not these students could be successful, I reminded them that the students probably hadn't even gotten to the point where they were actually able to demonstrate what they knew. They were only functioning in a world of what they could understand.

As educators, we had all decided to go to Thailand and teach. So, once I was there, I was not about to give up on these students because they hadn't mastered another language, while living in their home country. The onus was on us. So, day after day and week after week, I made this message clear. When there is a problem with the learning process, there is no better person to solve it than a creative and inspired teacher. When I talked about access, I didn't talk about reading levels, I talked about the world that we opened up to these students once they learned to read and write in English. "How cool is this, teaching a child how to read?" This is something that I would ask all the time to get my teachers excited and passionate about the why.

Inaugural Staff vs. Newly Hired Teachers

As I looked back through the interviews I conducted for this study, I saw a significant gap in the understanding of skills when I compared my inaugural teachers to the teachers that were newly hired the year that I transferred back to the United States. My initial reaction was to simply focus on the fact that one group had received far more training than the other, but when I listened to the interviews again, I noticed something different. It was not just the understanding of comprehensible input or phonemic awareness that separated the new teachers from the tenured teachers, it was their attitude towards the process overall. There was still a spark in the inaugural staff, and they were still following through with the original curricular and collaborative initiatives even when there was no longer oversight. They were still investing the time and the work to support the students because they understand why we were doing it. In her interview, the Intervention Specialist spoke about my messaging as the school leader and how it helped her buy in. She explained, "I love the way that you did, you just talked about it all the

time, every day, everyone knew what it meant. They knew that the children needed to see their learning. They needed to have the visuals.” She then went on to talk about how she planned to emulate this in the following year and work with the teachers to provide anchor charts and other access points for the students because there was still a need.

So, as I evaluate my data and make my final conclusions, I would be remiss if I did not give value to the part that I played as a school leader that was passionate about this project from the moment it started. I honestly believe this passion provided the “why” and allowed us all to work passionately to support our students. I was intentional in my approach to make this study about more than the implementation of professional development. This was about educating children and that was something that my teachers really felt, understood, and rallied behind. Adding these elements was hard work and being a BASIS Curriculum School teacher is a challenge in and of itself. But the teachers at BASIS International School Bangkok were up to the challenge. They were passionate, creative, and invested in the success of the students that had come to the school and put their faith in us. While the passion aspect of this research may not be a tangible item that can be calculated and measured, it is absolutely a contributing factor.

Implications for Future Research

What originally drew me to conducting an action research project was that it was iterative in nature. Over the next few years, I will once again be the Head of School of a full BASIS Curriculum primary school. This time, it will be the sister school to the campus where I am currently working in Bellevue, Washington. I believe that I will ultimately be responsible for both campuses overseeing Kindergarten through 12th grade

students. This means that it will give me the opportunity to start again and train a new set of Subject Expert Teachers and Learning Expert Teachers to best fit the needs of the students that we serve. I have learned so much through each trial and tribulation that took place over the last three years and as a result, I have to say, I look forward to the challenge.

What I have discovered since moving back to the United States is that there is still an immense amount of value in continuing with the professional development model implemented in this dissertation study, and in making the Learning Expert Teachers literacy experts by asking them to complete the Master Teacher Logic of English training and focus on phonemic awareness in their everyday practice. The only thing that I would change is the focus on comprehensible input for the Subject Expert Teachers. Rather than place an emphasis on this, I would simply break it down to emphasize the importance of creating a well-rounded learning environment that addresses the needs of students that learn in a variety of ways. Rather than labeling their focal point as the implementation of comprehensible input, I would most likely encourage them to find different ways to give students access to the material that they teach. Ultimately asking them to do the same thing but understanding that language will not be a barrier in that process.

I also know that no matter the location, my passion will not change. Over the next few years, I really hope to continue this work in a way that allows our teachers to perform at their highest level and, in turn, creates a school environment where every

student that attends a BASIS Curriculum School and gets the opportunity to work with our primary school teachers is set up for success.

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APPENDIX A

TEACHER OBSERVATION AND FEEDBACK FORM

Teacher Observation and Feedback Form

Teacher _____ Period/Element _____ Observer _____ Observation Date _____ Observation Start Time _____ AM / PM Observation End Time _____ AM / PM Lesson Topic(s) _____	Lesson Snapshots (1st-4th Grade LET/SET) Note areas where the teacher excels or shows opportunities for growth. In the notes sections, highlight specific moments from the lesson that inform your observations.					
	1 Classroom Organization					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 10%; text-align: center;">Not Meeting</td> <td style="width: 10%; text-align: center;">Approaching</td> <td style="width: 10%; text-align: center;">Effective</td> <td style="width: 10%; text-align: center;">Dist.</td> </tr> </table>		Not Meeting	Approaching	Effective	Dist.
	Not Meeting	Approaching	Effective	Dist.		
	CJ information is posted/visible to all students					
	Transitions are clear and smooth throughout lesson					
	Classroom is organized to promote learning					
	Establishes/uses/reinforces clear classroom procedures					
	2 Teaching Presence					
	Shows passion for teaching and subject content					
	Frequently circulates; commands the classroom					
	Appears organized and prepared for instruction					
	3 Pedagogy and Management					
	Uses a variety of teaching strategies, including key Teach Like a Champion techniques*					
	Uses multiple strategies to frequently check for understanding (for individual students and whole group)					
	Shows urgency; uses every minute for learning					
	Uses effective, age-appropriate management techniques					
	Provided several examples of "comprehensible input"					
	Maintains high expectations for behavior and learning					
	4 Student Engagement					
	Has multiple positive interactions with students					
	Fosters a motivational learning environment					
	Provides frequent, student effort-oriented feedback					
	Achieves 100% student participation					
	5 Lesson Design and Content					
	Lesson is appropriately rigorous in content/presentation					
	Includes and effectively paces direct instruction, guided practice, and/or individual practice (I Do/We Do/You Do)					
	Demonstrates lesson differentiation					
	Promotes communication and collaboration opportunities					
	Assesses students' mastery of lesson objectives					
	Uses a variety of learning materials throughout lesson					
	Co-Teaching and Collaboration					
	Partners with the LET or SET to manage behavior					
	Partners with the LET or SET in content instruction, as appropriate					
	Partners with the LET or SET to differentiate instruction					
	Communicates verbally/nonverbally with the LET or SET throughout the lesson when necessary					

*e.g., Do Now, Exit Ticket, Cold Call, No Opt Out, Wait Time, Without Apology, Stretch It, Right is Right, Change the Pace, Targeted Questioning, Affirmative Checking

APPENDIX B

DATA ANALYSIS TABLE

RESEARCH QUESTION	DATA COLLECTION METHOD	HOW IT WILL BE ANALYZED
<p>How does participation in the Logic of English Master Teacher Training impact the Learning Expert Teachers' self- efficacy in regards to the successful implementation of phonemic awareness strategies in lesson planning and delivery?</p>	<p>Observation Notebooks-filled out by the researcher, Intervention Specialist and Dean of Students</p>	<p>Review and code observation notes to create coding framework, cross reference this with the interview codes to identify common themes for all research questions</p>
<p>How does participation in professional development impact each teacher's overall understanding of Krashen's theory of Comprehensible Input and their level of self-efficacy in regards to their ability to effectively use this methodology in lesson planning and delivery?</p>	<p>Pre and Post Surveys</p> <p>Interviews</p>	<p>Run a repeated measures <i>t-test</i> to analyze results</p> <p>Review and code interview responses to create coding framework, cross reference this with the observation codes to identify common themes for all research questions</p>
<p>How does collaborative training allow teachers to build more robust lesson plans when it comes to the application of Logic of English methodology and Krashen's Theory of Comprehensible Input?</p>	<p>Pre and Post Surveys</p> <p>Interviews</p>	<p>Run a repeated measures <i>t-test</i> to analyze results</p> <p>Review and code interview responses to create coding framework, cross reference this with the observation codes to identify common themes for all research questions</p>

APPENDIX C

RETROSPECTIVE PRE-POST SURVEY QUESTIONS

Think back to how you felt **before attending the professional development (PD) session** and please rate your level of confidence in the areas listed below.

	Not very confident	Somewhat confident	Fairly Confident	Highly Confident
Your understanding of comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your understanding of phonemic awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate phonemic awareness into your lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now that you have **completed the professional development (PD) session**, please rate your level of confidence in the areas listed below.

	Not very confident	Somewhat confident	Fairly Confident	Highly Confident
Your understanding of comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate comprehensible input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your understanding of phonemic awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to incorporate phonemic awareness into your lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX D
INTERVIEW QUESTIONS

1. How long have you worked at BASIS International School Bangkok?
2. Did you complete the Logic of English Master Teacher Training Program? If so, when?
3. Do you feel as if you have a strong understanding of the Logic of English Curriculum?
Why or why not?
4. Do you feel confident in your abilities to implement phonemic awareness strategies into your lessons on a regular basis? Why or why not?
5. Can you give examples of how you incorporate phonemic awareness into your lessons?
6. Have you participated in professional development sessions that discussed Krashen's Theory of Comprehensible Input?
7. If so, when? How many?
8. Do you feel like you have a strong understanding of Krashen's Theory of Comprehensible Input? Why or why not?
9. Do you feel confident in your abilities to incorporate comprehensible input into your lessons on a regular basis? Why or why not?
10. Can you give examples of how you incorporate comprehensible input into your lessons?
11. Do you work with your co-teacher on a regular basis to ensure that both of these ideologies are embedded in your lesson plans? Why or why not?
12. Do you discuss this during your scheduled collaboration time? Why or why not?
13. Did you feel that the collaborative professional development training about these skills was helpful? In what ways?
14. Would you add any new aspects to the training if given the opportunity to do so?

APPENDIX E

INTERVIEW CODING TABLE

<i>Code Assigned</i>	<i>Participants that Discussed</i>
<p>LOE, phonograms reinforced: <i>Communication Journal (CJ)</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (inaugural staff member) • 1st Grade Learning Expert Teacher (hired in 2021) • 3rd Grade Learning Expert Teacher (inaugural staff member) • 3rd Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher
<p>LOE, phonograms reinforced: <i>Lessons</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (inaugural staff) • 1st Grade Learning Expert Teacher (hired in 2021) • 3rd Grade Learning Expert Teacher (inaugural staff) • 3rd Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher • Intervention Specialist • Humanities Subject Expert Teacher
<p>LOE, phonograms reinforced: <i>Interventions</i></p>	<ul style="list-style-type: none"> • Dean of Students • 4th Grade Learning Expert Teacher
<p>LOE, challenges of implementing the full curriculum: <i>Spelling Rules</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (hired in 2021) • 3rd Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher
<p>Challenges of implementing the full curriculum:</p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (inaugural staff) • 1st Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher

<p><i>Foundations vs. Essentials</i></p>	<ul style="list-style-type: none"> • Dean of Students • Intervention Specialist
<p>Comprehensible Input: <i>Lack of understanding about this term</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (hired in 2021) • 3rd Grade Learning Expert Teacher (hired in 2021) • Humanities Subject Expert Teacher
<p>Comprehensible Input: <i>Visual Aids</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher • 3rd Grade Learning Expert Teacher (inaugural staff) • 3rd Grade Learning Expert Teacher (hired in 2021)
<p>Comprehensible Input: <i>Hands-on Activities</i></p>	<ul style="list-style-type: none"> • 3rd Grade Learning Expert Teacher (inaugural staff) • 3rd Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher • Humanities Subject Expert Teacher • Intervention Specialist
<p>Collaboration Time: <i>Reinforce Understanding of Phonemic Awareness and Comprehensible Input</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (inaugural staff) • 1st Grade Learning Expert Teacher (hired in 2021) • 3rd Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher • Humanities Subject Expert Teacher • Intervention Specialist

<p>Collaboration Time:</p> <p><i>Lesson Planning</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (inaugural staff) • 3rd Grade Learning Expert Teacher (inaugural staff) • 4th Grade Learning Expert Teacher • Intervention Specialist
<p>Online Training Facilitation:</p> <p><i>Better conducted in person</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (hired in 2021) • 3rd Grade Learning Expert Teacher (inaugural staff) • 3rd Grade Learning Expert Teacher (hired in 2021) • 4th Grade Learning Expert Teacher
<p>Online Training Facilitation:</p> <p><i>Did not have an impact</i></p>	<ul style="list-style-type: none"> • 1st Grade Learning Expert Teacher (inaugural staff) • Humanities Subject Expert Teacher

APPENDIX F

RECRUITMENT LETTER FOR INTERVIEWS

Dear Colleague:

My name is Elizabeth Thies 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. Brian Nelson, a faculty member in MLFTC. We are conducting a research study on literacy and second language learning. The purpose of this interview is to evaluate the effectiveness of professional development in regards to building literacy skills and supporting second language learning within the BASIS Curriculum School two-teacher primary school model.

We are asking for your help, which will involve your participation in a virtual interview concerning your knowledge, experiences, attitudes, and beliefs about the effectiveness of professional development and using a two-teacher model to build literacy skills and support second language learners in an international school setting. The interview will take place in the weeks following the scheduled professional development training that I will host at BASIS International School Bangkok. We anticipate the interview to take 45-60 minutes total. I would like to audio record this interview as well. Audio recordings will be deleted from the original recording device upon transfer to the password protected computer and then deleted from computer/cloud technologies once transcribed. 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.

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 and think more about the effectiveness of professional development and best practices within the two-teacher model in regards to building literacy skills and supporting second language learners. Interview responses will also inform future iterations of the study and how we approach both literacy and interventions within the BASIS Curriculum School network. Thus, there is potential to enhance the experiences of our colleagues/students/parents/clients. There are no foreseeable risks or discomforts to your participation.

Your responses will be confidential. Results from this study may be used in reports, presentations, or publications but your name will not be used. In the collection of data, I will ask you to create a unique identifier known only 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 Sar 6789. The unique identifier will allow us to match your interview notes and appropriately analyze the data.

If you have any questions concerning the research study, please contact the research team – Brian Nelson at brian.nelson@asu.edu or Elizabeth Thies at elizabeth.thies@basisindependent.com or 520-904-9612

Thank you,

Elizabeth Thies, Doctoral Student

Brian Nelson, LSC Chair

Please let me know if you wish to be part of the study and will let me audio record your responses by emailing your consent to the email address listed above.

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 Brian Nelson, Program Coordinator, MA in Education or the Chair of Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.

APPENDIX G

RECRUITMENT LETTER FOR PROFESSIONAL DEVELOPMENT

Dear Colleague:

My name is Elizabeth Thies 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. Brian Nelson, a faculty member in MLFTC. We are conducting a research study on professional development, collaboration, literacy and second language learning. The purpose of this professional development session and post session survey is to evaluate the effectiveness of the training in regards to building literacy skills and supporting second language learning within the BASIS Curriculum School two-teacher primary school model.

We are asking for your help, which will involve your participation in a professional development training session, observations, and post session survey concerning your knowledge, experiences, attitudes, and beliefs about the effectiveness of the collaborative approach to using a two-teacher model to build literacy skills and support second language learners in an international school setting. The professional development session will take place on a Monday during one of your regularly scheduled staff meetings and the observations will be conducted during the course of this training sessions. The survey will be emailed to you directly following the completion of the session. The professional development session is scheduled for one hour and we anticipate the post session survey will take 25-30 minutes total.

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 and think more about the effectiveness of professional development and best practices within the two-teacher model in regards to building literacy skills and supporting second language learners. Interview responses will also inform future iterations of the study and how we approach both literacy and interventions within the BASIS Curriculum School network. Thus, there is potential to enhance the experiences of our colleagues/students/parents/clients. There are no foreseeable risks or discomforts to your participation.

The observation notes and your survey responses will be confidential. Results from this study may be used in reports, presentations, or publications but your name will not be used. In the collection of data, I will ask you to create a unique identifier known only to you. To create this unique code, use the first three letter 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 Sar 6789. The unique identifier will allow us to match our observation notes and survey data.

If you have any questions concerning the research study, please contact the research team – Brian Nelson at brian.nelson@asu.edu or Elizabeth Thies at elizabeth.thies@basisindependent.com or 520-904-9612

Thank you,

Elizabeth Thies, Doctoral Student

Brian Nelson, LSC Chair

Please let me know if you wish to be part of the study and will let me audio record your responses by emailing your consent to the email address listed above.

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 Brian Nelson, Program Coordinator, MA in Education or the Chair of Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.

APPENDIX H

INSTITUTIONAL REVIEW BOARD RESEARCH APPROVAL

	Page: 1 of 7	
	PREPARED BY: IRB Staff	APPROVED BY:
DOCUMENT TITLE: HRP 503 A Social Behavioral Protocol	DEPARTMENT: Office of Research Integrity and Assurance (ORIA)	EFFECTIVE DATE

<p>INSTRUCTIONS</p> <p>Complete each section of the application. Based on the nature of the research being proposed some sections may not apply. Those sections can be marked as N/A. Remember that the IRB is concerned with risks and benefits to the research participant and your responses should clearly reflect these issues. You (the PI) need to retain the most recent protocol document for future revisions. Questions can be addressed to research.integrity@asu.edu. PIs are strongly encouraged to complete this application with words and terms used to describe the protocol is geared towards someone not specialized in the PI's area of expertise.</p>
<p>IRB: 1. Protocol Title: Using a Two-Teacher Model to Best Support Second Language Learners</p>
<p>IRB: 2. Background and Objectives</p> <p>2.1 List the specific aims or research questions in 300 words or less.</p> <p>2.2 Refer to findings relevant to the risks and benefits to participants in the proposed research.</p> <p>2.3 Identify any past studies by ID number that are related to this study. If the work was done elsewhere, indicate the location.</p> <p>TIPS for streamlining the review time:</p> <ul style="list-style-type: none"> ✓ Two paragraphs or less is recommended. ✓ Do not submit sections of funded grants or similar. The IRB will request additional information, if needed.
<p>Response:</p> <p>2.1 This study will be conducted to examine how professional development and collaboration affect a teacher's self-efficacy in regards to supporting second language learners at an international school</p> <p>2.2 This study is low risk and action research based and is intended to support the local context.</p> <p>2.3 N/A</p>
<p>IRB: 3. Data Use - What are the intended uses of the data generated from this project?</p> <p>Examples include: Dissertation, thesis, undergraduate project, publication/journal article, conferences/presentations, results released to agency, organization, employer, or school. If other, then describe.</p>
<p>Response:</p> <p>The data will be used in a dissertation, presentations, and publications. Results may be released to the institution and to participants.</p>

<p>IRB: 4. Inclusion and Exclusion Criteria</p> <p>4.1 List criteria that define who will be included or excluded in your final sample. Indicate if each of the following special (vulnerable/protected) populations is included or excluded:</p> <ul style="list-style-type: none"> ▪ Minors (under 18) ▪ Adults who are unable to consent (impaired decision-making capacity) ▪ Prisoners ▪ Economically or educationally disadvantaged individuals <p>4.2 If not obvious, what is the rationale for the exclusion of special populations? 4.3 What procedures will be used to determine inclusion/exclusion of special populations?</p> <p>TIPS for streamlining the review time.</p> <ul style="list-style-type: none"> ✓ Research involving only data analyses should only describe variables included in the dataset that will be used. ✓ For any research which includes or may likely include children/minors or adults unable to consent, review content [here] ✓ For research targeting Native Americans or populations with a high Native American demographic, or on or near tribal lands, review content [here] For research involving minors on campus, review content [here]
<p>Response:</p> <p>4.1 Minors, adults who cannot consent, and prisoners will be excluded from the study. Pregnant women, Native Americans, and undocumented individuals will not be excluded, but they are not being specifically recruited for the study.</p>
<p>IRB: 5. Number of Participants</p> <p>Indicate the total number of individuals you expect to recruit and enroll. For secondary data analyses, the response should reflect the number of cases in the dataset.</p>
<p>Response:</p> <p>There will be 49 teachers participating in the professional development session. Of that, 27 will be eligible to complete the survey (as they teach within the LET/SET model) and be selected for the post intervention interviews.</p>
<p>IRB: 6. Recruitment Methods</p> <p>6.1 Identify who will be doing the recruitment and consenting of participants. 6.2 Identify when, where, and how potential participants will be identified, recruited, and consented. 6.3 Name materials that will be used (e.g., recruitment materials such as emails, flyers, advertisements, etc.) Please upload each recruitment material as a separate document, Name the document: recruitment_methods_email/flyer/advertisement_dd-mm-yyyy 6.4 Describe the procedures relevant to using materials (e.g., consent form).</p> <p>✓</p>
<p>Response:</p> <p>6.1 The Co-PI is responsible for the recruitment and consent of participants. 6.2 All teachers currently working at BASIS International School Bangkok will be given the opportunity to participate in the study. 6.3 All parties recruited will receive a written letter and consent form via email. All interviews will be conducted via Zoom. All surveys will be sent via email.</p>

IRB: 7. Study Procedures

- 7.1 List research procedure step by step (e.g., interventions, surveys, focus groups, observations, lab procedures, secondary data collection, accessing student or other records for research purposes, and follow-ups). Upload one attachment, dated, with all the materials relevant to this section. Name the document: supporting documents dd-mm-yyyy
- 7.2 For each procedure listed, describe **who** will be conducting it, **where** it will be performed, **how long** is participation in each procedure, and **how/what data** will be collected in each procedure.
- 7.3 Report the total period and span of time for the procedures (if applicable the timeline for follow ups).
- 7.4 For secondary data analyses, identify if it is a public dataset (please include a weblink where the data will be accessed from, if applicable). If not, describe the contents of the dataset, how it will be accessed, and attach data use agreement(s) if relevant.

TIPS for streamlining the review time.

- ✓ Ensure that research materials and procedures are explicitly connected to the articulated aims or research questions (from section 2 above).
- ✓ In some cases, a table enumerating the name of the measures, corresponding citation (if any), number of items, sources of data, time/wave if a repeated measures design can help the IRB streamline the review time.

Response:

7.1 All BASIS International School Bangkok employees will attend a one-hour professional development session, tentatively scheduled for May 23rd, 2022. There are 49 teachers currently on staff at BASIS International School Bangkok.

All teachers that attended the professional development session and have worked within a co-teaching model will also be invited to fill out the surveys. All 1st-4th grade Learning Expert Teachers and Subject Expert Teachers will also be eligible to be selected for post session interviews. Additionally, the Intervention Specialist and Dean of Students who conducted observations (see description below) will also be asked to participate in post session interviews to discuss their notes. Each survey should take approximately 15-20 minutes to complete. All Early Years Teachers, Learning Expert Teachers, and Subject Expert Teachers teaching within a co-teaching model are eligible to complete the survey.

The questions focus on literacy interventions, training, and the importance of collaboration. The Interview Questions are attached and the survey will be administered via Qualtrics using the following anonymous link.

https://asu.co1.qualtrics.com/jfe/form/SV_9RijJUjYamZ9te6

As a part of the survey question process, the participants will be asked to give formal consent for participation as well as to create their unique identifier code that will be used for data storage and data cross referencing purposes.

Observation notes will be collected during the second portion of the professional development training session and will be focused on the collaborative nature of lesson planning and the effective use of shared resources focused on comprehensible input and/or phonemic awareness.

Once the data from the surveys, interviews and observation notes has been collected, I will review each item individually to establish themes and subthemes. After this is complete, I will cross reference the findings from each individual data point (surveys, interviews, and observation notes) in order to create common themes that were discovered throughout the research. Once these common points have been established, I plan to use them in future iterations of professional development to ensure that I continue to provide effective professional development sessions that are aimed at supporting teachers to the best of my ability as a school leader.

7.2. The Co-Principal Investigator will conduct the interviews via Zoom. The one-time interviews will last about 45-60 minutes. The interviews will be audio recorded.

7.3 The interviews will be conducted between May 23rd and June 30th.

<p>IRB: 8. Compensation</p> <p>8.1 Report the amount and timing of any compensation or credit to participants.</p> <p>8.2 Identify the source of the funds to compensate participants.</p> <p>8.3 Justify that the compensation to participants to indicate it is reasonable and/or how the compensation amount was determined.</p> <p>8.4 Describe the procedures for distributing the compensation or assigning the credit to participants.</p> <p>TIPS for streamlining the review time.</p> <ul style="list-style-type: none"> ✓ If partial compensation or credit will be given or if completion of all elements is required, explain the rationale or a plan to avoid coercion ✓ For extra or course credit guidance, see “Research on educational programs or in classrooms” on the following page: https://researchintegrity.asu.edu/human-subjects/special-considerations. ✓ For compensation over \$100.00, review “Research Subject Compensation” at: https://researchintegrity.asu.edu/human-subjects/special-considerations for more information.
<p>Response:</p> <p>8.1 Participants will not receive any compensation or credit for their participation.</p>
<p>IRB: 9. Risk to Participants</p> <p>List the reasonably foreseeable risks, discomforts, or inconveniences related to participation in the research.</p> <p>TIPS for streamlining the review time.</p> <ul style="list-style-type: none"> ✓ Consider the broad definition of “minimal risk” as the probability and magnitude of harm or discomfort anticipated in the research that are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. ✓ Consider physical, psychological, social, legal, and economic risks. ✓ If there are risks, clearly describe the plan for mitigating the identified risks.
<p>Response:</p> <p>There is no risk to participating in the study.</p>
<p>IRB: 10. Potential Direct Benefits to Participants</p> <p>List the potential direct benefits to research participants. If there are risks noted in 9 (above), articulated benefits should outweigh such risks. These benefits are not to society or others not considered participants in the proposed research. Indicate if there is no direct benefit. A direct benefit comes as a direct result of the subject’s participation in the research. An indirect benefit may be incidental to the subject’s participation. Do not include compensation as a benefit.</p>
<p>Response:</p> <p>Although there is no direct benefit to participants, they may benefit from the collaborative approach to training and the time allocated to lesson planning together in the professional development session.</p>

IRB: 11. Privacy and Confidentiality

Indicate the steps that will be taken to protect the participant's privacy.

- 11.1 Identify who will have **access to the data**.
- 11.2 Identify where, how, and how long data will be **stored** (e.g. ASU secure server, ASU cloud storage, filing cabinets).
- 11.3 Describe the procedures for **sharing, managing and destroying data**.
- 11.4 Describe any special measures to **protect** any extremely sensitive data (e.g. password protection, encryption, certificates of confidentiality, separation of identifiers and data, secured storage, etc.).
- 11.5 Describe how any **audio or video recordings** will be managed, secured, and/or de-identified.
- 11.6 Describe how will any signed consent, assent, and/or parental permission forms be secured and how long they will be maintained. These forms should separate from the rest of the study data.
- 11.7 Describe how any data will be **de-identified**, linked or tracked (e.g. master-list, contact list, reproducible participant ID, randomized ID, etc.). Outline the specific procedures and processes that will be followed.
- 11.8 Describe any and all identifying or contact information that will be collected for any reason during the course of the study and how it will be secured or protected. This includes contact information collected for follow-up, compensation, linking data, or recruitment.
- 11.9 For studies accessing existing data sets, clearly describe whether or not the data requires a Data Use Agreement or any other contracts/agreements to access it for research purposes.
- 11.10 For any data that may be covered under FERPA (student grades, etc.) additional information and requirements is available at <https://researchintegrity.asu.edu/human-subjects/special-considerations>.

Response:

- 11.1 Only the PI and Co-PI will have access to the data. To protect the identity of the participants and ensure that the survey results remain anonymous, the surveys will be administered electronically using a link to a Qualtrics generated survey.
- 11.2 Data will be stored on a password protected computer for a period of four years, this computer will be located in the United States, with the Co-PI.
- 11.3 Data will be deleted from computer once study is complete.
- 11.4 All data will be password protected
- 11.5 Audio recordings will be deleted from the original recording device upon transfer to the password protected computer and then deleted from computer/cloud technologies once transcribed.
- 11.6 Verbal consent is used for this study
- 11.7 n/a
- 11.8 Participants' identities will not be collected or used in the study. Contact information will be stored securely for recruitment purposes only.
- 11.9 n/a
- 11.10 n/a

IRB: 12. Consent

Describe the procedures that will be used to obtain consent or assent (and/or parental permission).

12.1 Who will be responsible for consenting participants?

12.2 Where will the consent process take place?

12.3 How will the consent be obtained (e.g., verbal, digital signature)?

TIPS for streamlining the review time.

- ✓ If participants who do not speak English will be enrolled, describe the process to ensure that the oral and/or written information provided to those participants will be in their preferred language. Indicate the language that will be used by those obtaining consent. For translation requirements, see Translating documents and materials under <https://researchintegrity.asu.edu/human-subjects/protocol-submission>
- ✓ Translated consent forms should be submitted after the English is version of all relevant materials are approved. Alternatively, submit translation certification letter.
- ✓ **If a waiver for the informed consent process is requested, justify the waiver in terms of each of the following: (a) The research involves no more than minimal risk to the subjects; (b) The waiver or alteration will not adversely affect the rights and welfare of the subjects; (c) The research could not practicably be carried out without the waiver or alteration; and (d) Whenever appropriate, the subjects will be provided with additional pertinent information after participation.** Studies involving confidential, one time, or anonymous data need not justify a waiver. A verbal consent or implied consent after reading a cover letter is sufficient.
- ✓ ASU consent templates are [\[here\]](#).
- ✓ Consents and related materials need to be congruent with the content of the application.

Response:

12.1 The Co-PI will be responsible for obtaining consent. Participants will not be responsible for submitting any signed consent forms.

12.2 Verbal consent will be obtained prior to each individual interview.

Participants taking the surveys will be asked to give consent electronically prior to completing it. Those participating in the professional development session will give consent via email.

12.3 Verbal consent will be obtained prior to beginning each interview. Digital consent will be obtained for the survey and professional development training.

<p>IRB: 13. Site(s) or locations where research will be conducted.</p> <p>List the sites or locations where interactions with participants will occur-</p> <ul style="list-style-type: none"> • Identify where research procedures will be performed. • For research conducted outside of the ASU describe: <ul style="list-style-type: none"> ○ Site-specific regulations or customs affecting the research. ○ Local scientific and ethical review structures in place. • For research conducted outside of the United States/United States Territories describe: <ul style="list-style-type: none"> • Safeguards to ensure participants are protected. • For information on international research, review the content [here]. <p>For research conducted with secondary data (archived data):</p> <ul style="list-style-type: none"> • List what data will be collected and from where. • Describe whether or not the data requires a Data Use Agreement or any other contracts/agreements to access it for research purposes. • For any data that may be covered under FERPA (student grades, etc.) additional information and requirements is available [here]. • For any data that may be covered under FERPA (student grades, homework assignments, student ID numbers etc.), additional information and requirements is available [here]. 	
<p>Response:</p> <ul style="list-style-type: none"> • The professional development session will take place at BASIS International School Bangkok although the Co-PI will be facilitating the session virtually via Zoom. • As a part of BASIS Curriculum School regulations, all interviews and surveys be completed outside of the teaching hours for each participant. • All records will be kept in accordance with FERPA as well as the guidelines set forth by the Thai Ministry of Education and the Office of the Private Education Commission. 	
<p>IRB: 14. Human Subjects Certification from Training.</p> <p>Provide the names of the members of the research team.</p> <p>ASU affiliated individuals do not need attach Certificates. Non-ASU investigators and research team members anticipated to manage data and/or interact with participants, need to provide the most recent CITI training for human participants available at www.citiprogram.org. Certificates are valid for 4 years.</p> <p>TIPS for streamlining the review time.</p> <ul style="list-style-type: none"> ✓ If any of the study team members have not completed training through ASU's CITI training (i.e. they completed training at another university), copies of their completion reports will need to be uploaded when you submit. ✓ For any team members who are affiliated with another institution, please see "Collaborating with other institutions" [here] ✓ The IRB will verify that team members have completed IRB training. Details on how to complete IRB CITI training through ASU are [here] 	
<p>Response:</p> <p>Elizabeth Thies, Co-PI, CITI Training completed on 22 April 2020 Brian Nelson, PI, CITI Training Certificate on file; training completed</p>	
<p>PROCEDURES FOR THE REVIEW OF HUMAN SUBJECTS RESEARCH</p>	

General Tips:

- Have all members of the research team complete IRB training before submitting.
- Ensure that all your instruments, recruitment materials, study instruments, and consent forms are submitted via ERA when you submit your protocol document. Templates are [\[here\]](#)
- Submit a complete protocol. Don't ask questions in the protocol – submit with your best option and, if not appropriate, revisions will be requested.
- If your study has undeveloped phases, clearly indicate in the protocol document that the details and materials for those phases will be submitted via a modification when ready.
- Review all materials for consistency. Ensure that the procedures, lengths of participation, dates, etc., are consistent across all the materials you submit for review.
- Only ASU faculty, full time staff may serve as the PI. Students may prepare the submission by listing the faculty member as the PI. The submit button will only be visible to the PI.
- Information on how and what to submit with your study in ERA is [\[here\]](#). Note that if you are a student, you will need to have your Principal Investigator submit.
- For details on how to submit this document as part of a study for review and approval by the ASU IRB, visit <https://researchintegrity.asu.edu/human-subjects/protocol-submission>.