

## ABSTRACT

Teachers and Professional Reading: A Study of Reading Experience and Administrative Support across Traditional, Paideia, and PDS Schools

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The present study explored the perceived level of support teachers experience while pursuing professional reading as part of professional development. In order to do so, a descriptive study was designed to investigate the professional reading of teachers working in nine public schools located in Texas, Tennessee, and North Carolina during the Spring of 2005. There teachers participating in this study worked at elementary, middle, and high schools, as well as at Paideia, professional development schools (PDSs), and non-PDS schools. The Teacher Survey of Professional Reading (TSPR) was created specifically for this study, and is a 38 question instrument designed to gather information regarding reading as part of personal and professional growth, reading as part of professional growth, support for professional reading, reading as part of professional development, and demographic information. Teachers, in general, view professional reading as helping them grow in their profession. While teachers do not have enough time to read as they would like, they find the materials easily understood, applicable, and accessible. In addition, teachers working on Paideia campuses have

strong beliefs regarding the use of professional reading as part of staff development, as they were more likely to find that professional reading helps them grow in their profession, and were more likely to find the materials applicable, relevant, and worthwhile to what they teach as compared to teachers working on PDS and non-PDS campuses. A discussion of the findings of practical significance and suggestions for future research are included.

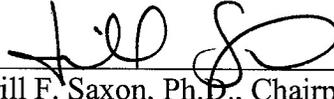
Teachers and Professional Reading: A Study of Reading Experience and Administrative Support across Traditional, Paideia, and PDS Schools

by

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A Dissertation

Approved by the Department of Educational Psychology



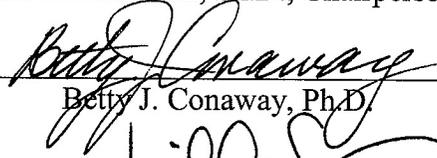
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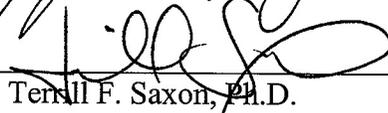
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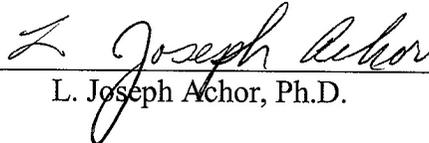
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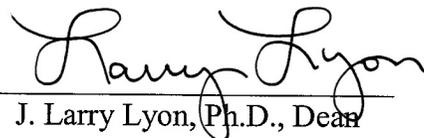


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## CHAPTER ONE

### Introduction

In an effort to improve society through creating an educated population, the United States provides free public schooling for children ages six to eighteen. Within these public schools, teacher and administrators work hard to help students achieve at the highest levels possible. While many factors have been identified as affecting student achievement, it is the quality of the instruction in the classroom that has the greatest effect upon student achievement (Hanushek, 1986). Thus, as a teacher's knowledge base and skill level increase, so should student achievement in the classroom (Ferguson & Mehta, 2004; Greenwald, Hedges, & Laine, 1996; Haycock, 2001).

For this reason, many school districts provide professional development for teachers in hopes of raising student achievement. However, research has noted that professional development provided in workshop form does not lead to change in the teaching practices of educators, and thus has limited effect upon student achievement (Garet, Porter, Desimone, Birman, & Yoon, 2001).

However, professional reading is one alternative option for professional development that encourages teachers to investigate issues and problems and search for solutions that will enhance their knowledge and skill base in classroom practices. Previous studies on the professional reading habits of teachers have focused on the types of materials that are being read by teachers (Cogan & Anderson, 1977; Kersten & Drost, 1980; Littman & Stodolsky, 1998) and the value teachers place upon reading, both in and out of their classroom (Gray & Troy, 1986; Searls, 1985). Results have

been consistent over time, indicating that reading is closely linked to teacher time constraints (Hinrichs & Ruhl-Smith, 1998-1999; Womack & Chandler, 1992), or is linked to the availability of professional reading materials (Wood, Zalud, & Hoag, 1995). In addition, teachers tend to prefer pragmatic or application-oriented journals over theoretical ones (Cogan & Anderson, 1977; Hinrichs & Ruhl-Smith).

It is interesting to note that several studies have revealed that principals or other school administrators have a positive influence in promoting professional reading among teachers (George & Ray, 1979; Hinrichs & Ruhl-Smith, 1998-9; Womack & Chandler, 1992). Yet, to date, there does not appear to be any study that has directly investigated teachers' perceptions of administrator support for professional reading practices. To support a study investigating teachers' perceptions of administrator support concerning professional reading, this chapter will examine (a) the role of teachers' professional development, including a discussion on adult learning theory and self-directed learning and (b) the professional reading of teachers.

### *The Role of Teacher Professional Development*

There are many variables, such as socioeconomic status and class size, that have been identified as affecting student achievement in the classroom (Ferguson & Mehta, 2004). However Greenwald et al. (1996) and Haycock (2001) have noted that student achievement is most directly related to the knowledge base and skill level of the teacher.

Though undergraduate teacher preparation and certification programs establish the base of a professional's knowledge and skills, teacher professional development continues to enhance the growth of the teacher as he or she experiences new roles and

tasks as an educator. One of the main goals of professional development according to Terehoff (2002) is to improve the knowledge base as well as the teaching practices of the instructor in order to improve student achievement and performance in the classroom. There are many forms of professional development available for teachers, including taking graduate courses, joining professional organizations, or attending conferences and workshops, acting as a mentor, joining an inductee program, as well as serving on campus and district committees, all of which are intended to help an educator experience growth in the profession (Cogan & Anderson, 1977; Koballa, 1987; Littman & Stodolsky, 1998; Wong, 2004; Zakrajsek & Woods, 1983). While professional development occurs in many forms, Garet et al. (2001) noted that it has most commonly taken the form of conferences or workshops, in which a leader with expertise shares his or her knowledge with classroom teachers who attend the sessions at scheduled times, generally in a one or two day seminar format.

There are three main concerns regarding the provision of teacher professional development through traditional workshops or conferences. First, workshops and conferences do not provide teachers with adequate time, activities, and content to foster lasting change in the teacher's classroom (Garet et al. 2001; Klingner, 2004; Loucks-Horsley, Hewson, Love, & Stiles, 1998). A second concern is the lack of feedback provided to educators once the workshop has terminated (Bransford, Brown, & Cocking, 2000; Klingner, Arguelles, Hughes, & Vaughn, 2001). Finally, workshops are often too linear or controlled and do not take into account the preferences and learning behaviors of teachers as adult learners (Bransford et al. 2000; Terehoff, 2002).

### *Andragogy versus Pedagogy*

With respect to the preferences and learning behaviors of teachers as adult learners, it is becoming established that adults and children tend to learn in contradictory ways. Adult learning theory, also known as andragogy, focuses upon the different ways in which adults and children learn, concluding that children and adults should be taught using different instructional methods. Pedagogy, as many educators know, is the “art and science of teaching” but according to Knowles, “its tradition is in teaching children” (Knowles, 1975, p. 19). Pedagogy is centered around the principles and methods of instruction that help children succeed in the classroom. Andragogy, in contrast with pedagogy, is the “art and science of helping adults learn” rather than teaching children (Knowles, 1980, p. 43). Inherent in this distinction between teaching children and helping adults to learn are several assumptions of how children and adults learn differently.

One of the differences between how adults learn and how children learn is that adults are believed to be self-directed in their learning, as opposed to children who are teacher-directed (Knowles, 1975; Merriam, 2001; Merriam & Caffarella, 1999). A second difference is that the rich experiences of the adult are used as resources for future learning, while children’s experiences are limited, and it is the instructor’s task to provide experiences for the child. A third difference is that the readiness of an adult to learn stems directly from his or her life tasks and problems, while a child’s readiness to learn varies with his or her level of maturation. Adults also tend to learn as a result of a task or a problem present in their life, while children tend to learn in a subject centered environment. Finally, external rewards and punishments tend to drive children’s

learning while internal factors drive adult learning (Knowles, 1975; Merriam, 2001; Merriam & Caffarella, 1999).

Terehoff (2002) contends that many professional development experiences for educators, such as the traditional workshop, are pedagogical in nature. The presenter, typically an expert in his or her field, has tended to focus upon presenting the instructional content to the teachers, without considering how adults learn best (Knowles, 1980; Terehoff, 2002). This, according to Knowles (1980), Pratt (1988), and Terehoff (2002), often results in teachers becoming passive and resistant to the learning process, in direct opposition to the goal of professional development.

#### *Effective Elements of Professional Development*

As a result of identifying elements which do not meet the needs of teachers as adult learners, researchers have identified three components of professional development which promote lasting change for the teacher in the classroom as well as improved student outcomes. First, administrator support has been shown to increase the effectiveness of teacher professional development (Klingner, 2004; Klingner et al. 1999; Loucks-Horsley et al. 1998; NJCLD, 2000; Richardson, 2003). Second, feedback provided on a continued basis is an essential element of effective professional development (Klingner et al. 2001; NJCLD, 2000; Richardson, 2003). Finally, for teacher professional development to be effective it must be based upon principles of adult learning (Loucks-Horsely et al. 1998; Terehoff, 2002).

#### *Garrison's Comprehensive Model of Self-directed Learning*

Self-directed learning is one strand of adult learning theory which emphasizes the importance of the learner to be in control of the learning process, including when to

enter into the learning process (Knowles, 1975). Garrison's (1997) comprehensive model of self-directed learning incorporates the three elements of effective professional development in the domains of self-management, self-monitoring, and motivation; all of which operate together to create the learning experience.

Self-management is the domain which focuses upon the external behaviors associated with the learning process, that is, the setting of learning goals and the management of resources and materials at this level. Garrison emphasized the equal role the facilitator plays with the learner to create a successful learning experience. The second domain in Garrison's model of self-directed learning is the ability of the adult to self-monitor his or her own progress towards the learning goal, using both cognitive and metacognitive strategies. Motivation is the third domain in Garrison's comprehensive model of self-directed learning, which ascribes value to the learning process and influences why individuals enter the learning process or continue with the learning process until the goals has been met (Driscoll, 2000). Garrison's model uses the facilitator to provide feedback and support. Together, these three domains provide feedback for the adult learner from both external and internal sources, provide support from the facilitator, and obviously operate under the principles of andragogy.

While Garrison's model might theoretically increase teacher learning in professional development, there are two school designs which attempt to provide professional development for educators in practice, as well as in theory. These two models are the professional development schools and Paideia schools.

### *Professional Development Schools*

While many schools within districts continue to operate as independent units, others are joining with local institutions of higher education to create professional development schools (PDS). The aim of the PDS is to have local public schools work with colleges and universities to prepare prospective teachers while simultaneously promoting the development of veteran teachers on the PDS campus in order to improve student achievement (NCATE, 2001). According to Sandholtz and Wasserman (2001) there are four main goals of PDS sites. Professional development schools (1) attempt to maximize student learning, (2) support improvement of teaching practices through inquiry-based learning, (3) encourage research into educational theory and practice, and (4) promote the professional development of both preservice and inservice instructors (Book, 1996; Holmes Group, 1990; NCATE, 2001; Sandholtz & Wasserman, 2001).

While PDS schools attempt to improve the professional development of educators through a close connection with a college or university, the Paideia school model emphasizes the professional development of educators without the close connection with a local college or university.

### *Paideia Schools*

The term paideia originates from the Greek word *paidos*, or the “upbringing of a child” and refers to the knowledge that should be offered to all inhabitants of this planet (Adler, 1982, p. v). Paideia schools were developed in the early 1980s to fulfill the vision of democratic education in the United States. Adler argued that universal suffrage and universal schooling are interwoven, one cannot be separated from the

other. In essence, citizens without the ability to think and to learn are citizens who are not capable of leading or participating in the democratic process in a manner that benefits all the citizens of this country. Thus, the goal of Paideia schools is to produce citizens who are able to think critically and to learn throughout their lives so that they are able to participate in the democratic process in a manner which benefits all citizens of this country. Formal schooling is considered only the first stage in becoming an educated individual. Paideia schools use the Paideia instructional principles of didactic instruction, coaching, and seminars to create students who are able to think critically and who become life- long learners (Adler, 1982; Roberts & Trainor, 2004).

Both the PDS and Paideia schools stress the importance of learning beyond formal schooling as part of their fundamental principles.

### *The Professional Reading of Teachers*

It is striking that many of the discussions of providing professional development to teachers ignore or overlook the importance of a professional reading program and focus instead upon other methods of professional development such as workshops, clinics, in-services, professional organizations, and mentoring as avenues for professional growth. However, as noted earlier, workshops do not generally bring about lasting change in teacher performance due to pedagogical methods, limited exposure to new ideas, lack of continued support as well as a lack of feedback for the instructor (Garet et al. 2001; Terehoff, 2002). Professional reading, while often overlooked, is an option for professional development that encourages teachers to investigate issues and problems that have risen in their own teaching experience and search for solutions that will enhance their knowledge and skill base.

Previous research on teacher's professional and non-professional reading has typically focused on two main areas. First, research has been conducted to see what types of materials are being consumed by educators (Balow, 1961; Cogan & Anderson, 1977; Hughes & Johnston- Doyle, 1978; Koballa, 1987; Kersten & Drost, 1980; Littman, & Stodolsky, 1998; Shearer, Lundeberg, & Coballes-Vega, 1997; Weintraub, 1967; Womack & Chandler, 1992; Wood, Zalud, & Hoag, 1995), while the second area of questioning has focused upon the value teachers place upon reading, both in and out of their classroom (Gray & Troy, 1986; McNich & Steelmon, 1990; Muller, 1973; Searls, 1985).

The conclusions drawn by many of these research studies seem to be consistent over time and across studies. For instance, most educators cited the main barriers to pursuing professional reading as lack of time and limited availability of resources (Barrow, 1989; Hinrichs & Ruhl-Smith, 1998-1999; Hughes & Johnston- Doyle, 1978; Kersten & Drost, 1980; Petersen, 1962; Womack & Chandler, 1992). In addition, the majority of these studies have concluded that teachers prefer to read pragmatic, or application- oriented, journals and periodicals over theoretical ones (Cogan, 1975; Cogan & Anderson, 1977; Hinrichs & Ruhl-Smith; Hughes & Johnston- Doyle; Kersten & Drost; Koballa, 1987; Littman & Stodosky, 1998; Wood, Zalud, & Hoag, 1995).

### *Statement of the Problem*

The knowledge and skills base of educators is closely linked with student achievement. Professional development is provided by school districts to ensure their faculty is aware of current knowledge of theories and practices to help their students achieve. However, much of the professional development provided by school districts

seems to be uninspiring to teachers and does not promote lasting change in the classroom.

One solution to traditional forms of professional development is to utilize a professional reading program. Professional reading allows teachers to investigate problems and issues that have arisen in their practice and search for solutions that add to their knowledge and skill base. This process is closely aligned with principles of andragogy, which have been shown to be effective elements in teacher professional development (Knowles, 1975; NJCLD, 2000). Unfortunately, many instructors cite lack of time and lack of access to journals and periodicals as barriers to professional reading. In addition, researchers are concerned that teachers tend to read pragmatic articles instead of theoretical ones.

However, support by principals and other school administrators has been mentioned in the research as a positive influence in promoting professional reading among teachers (George & Ray, 1979; Hinrichs & Ruhl-Smith, 1998-1999; Womack & Chandler, 1992). These researchers noted that the amount of the teachers' professional reading increased when their administrators either encouraged professional reading practices or cited relevant research in meetings. This is congruent with Garrison's (1997) comprehensive model of self-directed learning, in which the facilitator is an essential element in providing support to the learner, or educator, during the learning process.

The role of administrator support in strengthening a professional reading program has been mentioned in the research, yet, no research has specifically attempted to describe teachers' perceptions of their administrators' support of professional reading

practices. This study will explore the perceived level of support teachers experience in pursuing a professional reading program.

1. What are the teacher's perceptions of the benefits of a professional reading program as part of staff development?
  - 1a. What attitudes and beliefs do teachers have about their own ability to learn?
  - 1b. What are teacher's attitudes and beliefs about reading as part of a professional development program?
  - 1c. What are the teachers' perceptions of their principal's support for professional reading as part of a professional development program?
2. What do teachers read professionally that impacts their practices in the classroom?
3. What, if any, are the differences in responses between Paideia, PDS, and non-PDS teachers in their perceived level of administrator support and views of the role of professional reading as part of their professional development?

#### *Definition of Terms*

*Andragogy.* Andragogy is the “art and science of helping adults learn” (Knowles, 1980, p. 43). Adults are considered to be self-directed as learners who use their real life problems and situations to drive the learning process. Adults are also considered to have many experiences which add to the learning experience. The motivation for adults to learn in an intrinsic fashion rises from a sense of curiosity (Knowles, 1975, p. 60).

*Attitudes.* As described by Gagné, attitudes are “acquired internal states that influence the choice of personal action towards some class of things, persons, or events”

(Driscoll, 2000, p. 355).

*Beliefs.* Beliefs are assumptions that grow out of the individual’s knowledge of a discipline or field of inquiry (Driscoll, 2000, p. 8).

*Knowledge.* Knowledge is information stored in long-term memory, which may be episodic, semantic, declarative, procedural, implicit, or explicit in nature (Ormrod, 1999).

*Non-professional development school.* A non-professional development schools is a traditional school operating within a school district but is not in collaboration with a local institution of higher education.

*Paideia.* The term paideia originated from the Greek word *paidos*, meaning the “upbringing of a child” and refers to the general knowledge that all individuals should learn (Adler, 1982, p. v). Paideia schools believe that democracy and education can not be separated and use the instructional principles of didactic instruction, coaching, and seminars to provide a rigorous educational experience for children (Roberts & Trainor, 2004).

*Pedagogy.* Pedagogy is “the art and science of teaching children.” (Knowles, 1980, p. 61). Inherent in this definition is assumptions about how children learn, such as children have more of a dependent personality and do not have many life experiences which add to the learning experience. In addition, pedagogy is more subject- centered, teacher- driven, and is driven by extrinsic rewards and punishments than is andragogy (Knowles, 1975, p. 60).

*Principals.* A principal is a leader, an administrator of highest rank in a school.

*Professional development (staff development).* Professional or staff development is the continuous intellectual and cognitive growth for teachers in their quest to enhance their knowledge level or skill base in order to facilitate student learning (Terehoff, 2002).

Professional or staff development occurs in various forms, such as attending graduate school, joining professional organizations, attending workshops, conferences, or clinics, acting as a mentor for new teachers, joining an inductee program, professional reading activities, or serving on various committees (Cogan & Anderson, 1977; Koballa, 1987; Littman & Stodolsky, 1998; Wong, 2004; Zakrajsek & Woods, 1983).

*Professional Development School (PDS).* Professional development schools are public schools collaborating with institutions of higher education to achieve four main goals. PDSs aim to maximize student learning, support professional teaching practices, encourage and support research into educational practices, and promote the professional development of both preservice and veteran teachers (Book, 1996; Holmes Group, 1990; NCATE, 2001; Sandholtz & Wasserman, 2001).

*Professional reading.* Professional reading is the analysis of printed literature in the field of study undertaken to enhance understanding pertaining to development in a career. For teachers, professional reading is often undertaken to expand their knowledge base, solve an instructional problem, improve instruction in the classroom, or acquire support for current instructional practices (Shearer, Lundeberg, & Coballes-Vega, 1997).

*Teachers.* A teacher is an individual who offers instruction to others.

## CHAPTER TWO

### Review of the Literature

In an attempt to improve society through creating an educated population, the United States provides free public schooling for all children ages six to eighteen in this country. While this is a noble cause, it is not without challenges. One trial has been to improve the quality of education provided to the students in a dynamic and changing world. One method schools have used to improve student achievement is through the reduction of class size, beginning in the early 1960s (Ferguson & Mehta, 2004). A second method was the back to basics movement that resulted from the publication of *A Nation at Risk* in the mid-1980s (National Commission on Excellence in Education, 1983). Many effects of the back to basics movement may still be seen in the mandatory statewide minimum competency testing occurring in our schools nationwide. Yet, while smaller class sizes and standardized testing help raise student achievement, it is the quality of instruction provided by the teachers themselves that provides the most gains in student achievement (Hanushek, 1986).

Thus, as a teacher's knowledge base and skill level increase, so should student achievement in the classroom (Ferguson & Mehta, 2004; Greenwald et al. 1996; Haycock, 2001). For this reason, many school districts provide professional development to inservice teachers in hopes of raising student achievement. However, research has noted that professional development provided in workshop form does not lead to change in the teaching practices of educators, and thus does not affect student achievement (Garet et al. 2001). Researchers have noted that the traditional workshop

or clinic attended by educators does not provide adequate time, materials, or content to create a lasting change in the classroom (Klingner, 2004; Loucks- Horsley et al. 1998). Professional reading is an alternative option of professional development that encourages teachers to investigate issues and problems and search for solutions that will enhance their knowledge and skill base in classroom practices. Previous studies on the professional reading habits of teachers have focused on the types of materials that are read by teachers (Cogan & Anderson, 1977; Kersten & Drost, 1980; Littman & Stodolsky, 1998) and the value teachers place upon reading, both within and outside of their classroom (Gray & Troy, 1986; Searls, 1985). Results have been consistent over time, showing that reading is closely linked to time constraints (Hinrichs & Ruhl-Smith, 1998-9; Womack & Chandler, 1992), or is linked to the availability of professional reading materials (Wood, Zalud, & Hoag, 1995). In addition, teachers tend to prefer pragmatic or application-oriented journals over theoretical ones (Cogan & Anderson, 1977; Hinrichs & Ruhl-Smith, 1998-1999).

It is interesting to observe that several studies have indicated that principals or other school administrators have a positive influence in promoting professional reading among teachers (George & Ray, 1979; Hinrichs & Ruhl-Smith, 1998-9; Womack & Chandler, 1992). Yet, to date, there does not appear to be any study that has directly investigated the perceptions of teachers concerning administrator support of professional reading practices. To support a study investigating teachers' perceptions of administrator support for professional reading practices, this chapter will examine (a) the role of teachers' professional development, and (b) the professional reading of teachers.

### *The Role of Teachers' Professional Development*

The ability of adults to continue to learn beyond formal schooling is prevalent across occupations. Businessmen, farmers, and tradesmen must continue to learn about new advances in their field in order to be productive and efficient. Medical doctors and lawyers must attend professional development activities to remain abreast of developments and trends in their field of expertise. Many of these professional development activities include attending conferences and workshops for a few days throughout the year or reading trade publications that discuss recent developments. Educators, too, must continue to learn new knowledge and skills to help their students achieve high levels of academic achievement in the classroom.

There are many variables, such as socioeconomic status and class size, that have been identified as affecting student achievement in the classroom (Ferguson & Mehta, 2004). However, researchers have noted that student achievement is most directly related to the knowledge base and skill level of the teacher (Greenwald et al. 1996; Hanushek, 1986; Haycock, 2001). In a meta-analysis of education production function studies, Greenwald et al. (1996) studied the relationship between inputs and student achievement. While schools resources, school size, and class size were found to be positively related to student achievement, the researchers noted that teacher ability, teacher education, and teacher experience showed stronger positive relationships with student achievement.

Though undergraduate teacher preparation and certification programs establish the base of a professional's knowledge and skills, teacher professional development continues to enhance the growth of the teacher as he or she experiences new roles and

tasks as an educator. Terehoff (2002) notes that one of the main goals of professional development is to improve the knowledge base and the teaching practices of the instructor in order to improve student achievement and performance in the classroom. There are many forms of professional development available for teachers, including taking graduate courses, joining professional organizations, or attending conferences and workshops. In addition, educators can develop professionally by acting as a mentor or joining an inductee program, as well as serving on campus and district committees, all of which are intended to help an educator experience growth in the profession (Cogan & Anderson, 1977; Koballa, 1987; Littman & Stodolsky, 1998; Wong, 2004; Zakrajsek & Woods, 1983). While professional development occurs in many forms, it has most commonly taken the form of conferences or workshops, in which a leader with expertise shares his or her knowledge with classroom teachers who attend the sessions at scheduled times, generally in a one or two day seminar format (Garet et al. 2001).

There are several potential concerns regarding the provision of teacher professional development with traditional workshops, clinics, or conferences. First, workshops and clinics do not provide teachers with adequate time, activities, and content to foster lasting change in the teacher's classroom (Garet et al. 2001; Klingner, 2004; Loucks-Horsley et al. 1998). Many of the workshops that teachers attend do not provide teachers with adequate breadth or depth of coverage of the material presented so as to foster implementation in the classroom. This is problematic because a teacher who does not change his or her teaching practices for the better may not have a positive effect on improving student achievement.

A second criticism of traditional professional development programs is the lack of feedback provided to educators (Bransford et al. 2000, p. 196; Klingner et al. 2001). In traditional workshops, an “expert” delivers information to the instructors in a one or two day seminar format. After the workshop has been completed, there is often little or no contact between educators and the workshop leader. This lack of communication between the expert and the teacher often results in teachers either failing to implement the material presented in the workshop when they return to the classroom or implementing the information based upon incorrect or misunderstood ideas the educator has developed.

A third criticism is that workshops are often too linear or controlled and do not take into account the preferences and learning behaviors of teachers as adult learners (Bransford et al. 2000; Terehoff, 2002). Often the school district or administrators decide what content teachers need to learn instead of consulting the teachers to see what the teachers themselves feel they need to investigate in order to be more successful in the classroom. According to Terehoff (2002) educators who are subjected to pedagogical, or linear and controlled, instructional methods while attending workshops or conferences often do not apply the information to their teaching practices when they return to the classroom.

### *Andragogy versus Pedagogy*

Several researchers, such as Knowles (1975) and Mezirow (2000), have studied adult learning as a separate process from the traditional formal schooling of children. Adult learning, also known as andragogy, became popular in North America in the decades after Knowles introduced his theory in the early 1970s (Merriam, 2001). The

focus of andragogy is that children and adults learn differently, thus children and adults should be taught using different instructional methods. Pedagogy, as many educators know, is the “art and science of teaching” but according to Knowles, “its tradition is in teaching children” (Knowles, 1975, p. 19). Pedagogy is centered around the principles and methods of instruction that help children succeed in the classroom. Andragogy is contrasted with pedagogy as being the “art and science of helping adults learn” rather than teaching children (Knowles, 1980, p. 43). Inherent in this distinction between teaching children and helping adults to learn are several assumptions of how children and adults learn differently.

One of the differences between how adults learn and how children learn is that adults are believed to be self-directed in their learning, as opposed to children who are teacher-directed (Knowles, 1975; Merriam, 2001; Merriam & Caffarella, 1999). A second difference is that the rich experiences of the adult are used as resources for future learning, while children’s experiences are limited and it is the instructor’s task to provide experiences to the child. A third difference is that the readiness of an adult to learn stems directly from his or her life tasks and problems, while a child’s readiness to learn is thought to vary with his or her level of maturation. Adults also tend to learn as a result of a task or a problem present in their life, while children tend to learn in a subject centered environment. Finally, external rewards and punishments tend to drive children’s learning, while internal factors drive adult learning (Knowles, 1975; Merriam, 2001; Merriam & Caffarella, 1999).

It is easy to see that many professional development experiences for educators are pedagogical in nature, especially information provided through workshops and

conferences (Terehoff, 2002). According to Knowles (1980) and Terehoff (2002), the presenter, whether it is a school administrator or an expert, historically has tended to focus upon presenting the instructional content to the teachers, without considering how adults learn best. This lack of consideration leads the expert to create staff development programs without considering that adults tend to be self-directed as learners, use their past experiences to build upon future learning experiences, learn from tasks or issues they face in their lives, and are generally intrinsically driven to learn. This often results in teachers becoming passive and resistant to the learning process, in direct opposition to the goal of professional development (Knowles, 1980; Pratt, 1988; Terehoff, 2002).

#### *Effective Elements of Professional Development*

In the midst of attempting to understand why traditional forms of teacher professional development do not provide the lasting changes in teacher practices needed to improve student achievement, researchers have identified three components of professional development that do promote lasting change for the teacher in the classroom as well as improved student outcomes. First, administrator support has been shown to increase the effectiveness of teacher professional development (Klingner, 2004; Klingner et al. 1999; Loucks-Horsley et al. 1998; NJCLD, 2000; Richardson, 2003; Terehoff, 2002). In other words, teachers are more apt to implement and continue to use strategies presented in professional development when they know the principal or other school administrator values the information presented and wishes to see it implemented in the classroom (Klingner; Loucks-Horsley, et al.). Loucks-Horsley et al. noted that if a teacher is freed from instructional time, is paid for participating in staff development, or is otherwise compensated for time spent in

professional development, the teacher feels supported by the administration, which is an essential element in effective professional development programs.

A second element that has been identified as promoting lasting change in teachers' classroom practices through professional development is feedback provided on a continued basis (Klingner et al. 2001; NJCLD, 2000; Richardson, 2003). According to one report, the feedback and continuing support provided to the teachers must be planned prior to the implementation of the professional development program in order to be effective (NJCLD, 2000). One such example of the need for continued support and feedback when providing professional development opportunities for teachers is illustrated in a follow-up study by Klingner et al. (2001). The researchers were investigating whether or not research-based instructional practices were maintained at a school four years after the end of the original study. Klingner et al. found that continued support and feedback from the provider of the professional development program over the year following the implementation of the program contributed to the continued implementation of the instructional strategies into the future. The original study consisted of 98 teachers participating in an intensive year long professional development program designed to improve the school's special education program, by having teachers implement Partner Reading, Collaborative Strategic Reading, and Making Words activities in their classrooms. Each strategy was taught in a separate nine-week period, and teachers were encouraged to implement the strategy during that time period. Four years later a survey was administered to the teachers and a chosen few were then selected for follow-up group discussions. Four years later, 92 of the 98 teachers reported continued use of the strategies from the initial

staff development program four years earlier. One of the reasons the teachers continued to implement the strategies in their classrooms was the on-going presence of the professional development leader on the school campus throughout the school year who was able to provide immediate and consistent feedback to the instructors.

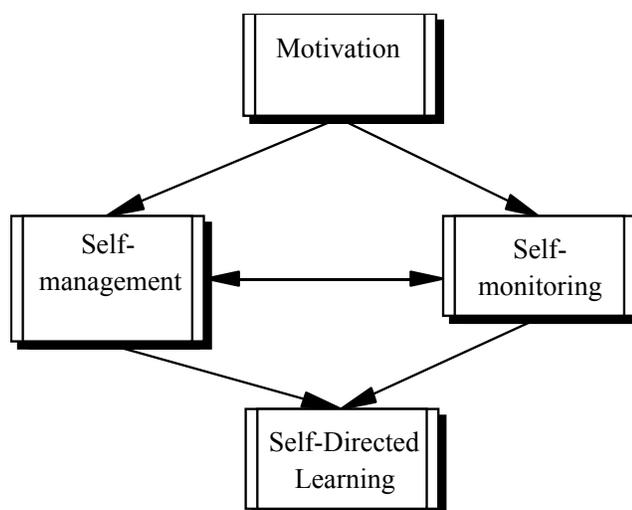
Third, for teacher professional development to be effective it must be based upon principles of adult learning (Loucks-Horsely et al. 1998; NJCLD, 2000; Terehoff, 2002). As discussed above, adults tend to be motivated to learn when the adult encounters tasks or problems present in his or her life. Adult learning often involves the adult searching for a solution to the tasks or problems that they personally experience. For example, a teacher may want to learn about dyslexia after discovering that one of his or her students has been diagnosed as having dyslexia and needs the teacher's help to succeed in the classroom.

With andragogy, the life experiences of the adult are central to the learning process and often provide a foundation for future learning to be built upon. Professional development that is based upon principles of adult learning also recognizes the adults' freedom to choose to enter the learning process, as well as their freedom to choose what is relevant for them to learn (Terehoff, 2002). Knowles (1975) noted that self-directed learning is one model of andragogy that emphasizes the importance of the learner to be in control of the learning process, including when to enter into this process.

#### *Garrison's Comprehensive Model of Self-directed Learning*

One model of self-directed learning that incorporates the three elements of effective professional development is Garrison's (1997) comprehensive model of self-

directed learning. Garrison's model rose from a need to explain the internal cognitive processes that drive adult learning as well as the external factors that previous researchers had focused upon. The three domains under Garrison's model, self-management, self-monitoring, and motivation, operate together to create the learning experience (see Figure 1).



*Figure 1.* Garrison's Comprehensive Model of Self-Directed Learning (adapted from Garrison, 1997).

Self-management is the domain that focuses upon the external behaviors associated with the learning process, that is, the setting of learning goals and the management of resources and materials at this level. The learning context is an essential element of this domain (Merriam & Caffarella, 1999). While the term self-management implies autonomy in the learning process, Garrison is quick to discuss the importance a facilitator has in the learning process. The facilitator provides the support, aid, encouragement, and direction necessary to ensure the adult is successful in the learning experience. In this manner, the facilitator can guide adult learners who do not already possess the skills needed to complete the learning process. Self-directed

learning is, in actuality, a collaborative experience between the adult learner and the facilitator.

The second domain in Garrison's (1997) model of self-directed learning is the ability of the adult to self-monitor his or her own progress towards the learning goal. In this domain, the learner constructs meaning by either adding to his or her existing knowledge base or by modifying existing knowledge. The construction of knowledge occurs through both internal and external feedback. Both cognitive and metacognitive processes of learning are included in this domain and the cognitive processes include the learner's proficiency in general, available strategies to aid understanding, and the learner's proficiency in the specific learning context (Garrison, 1997). The second aspect of the self-monitoring domain is metacognition, which is the individual's awareness of his or her own cognitive processes for learning as well as the control and regulation of such cognitive processes (Garrison, 1997; Ormrod, 1999). In essence, metacognition is the ability to understand the demands of the learning task, consider personal variables and abilities of the individual, and select the most appropriate learning strategy to ensure comprehension and use of the necessary information (Flavell, 1979).

Motivation is the third domain in Garrison's comprehensive model of self-directed learning. This element of the model ascribes value to the learning process. According to Driscoll (2000), motivation influences why individuals enter the learning process and is related to a learner continuing with the process until the goals have been met. Garrison's model takes into account personal characteristics that contribute to the

learner's expectation of completing the learning, as well as contextual characteristics that complement and enhance the learner's intrinsic desire to learn.

Garrison's model has several components that are connected to the three effective elements of teacher professional development. One element is to aid teachers in improving their skill and knowledge base is the support of school administrators (Kingner, 2004). Garrison's model demonstrates the centrality of the facilitator to the learning process. The facilitator provides support, guidance, and encouragement to help the learner successfully complete the learning experience. As Garrison notes, self-directed learning is actually a collaborative learning experience between the adult learner and the facilitator. In elementary and secondary schooling, the school administrator is acting as the facilitator from Garrison's model. When educators know they are supported, they are more likely to be successful in learning and adding to their skill and knowledge base.

An additional element that is necessary for effective teacher professional development is feedback provided on a continued basis. Garrison accounts for this through internal feedback provided by the adult learner as he or she navigates through the experience, as well as external feedback often provided by the facilitator. Once again, Garrison demonstrates the importance a facilitator has in the learning process.

Finally, effective teacher professional development incorporates principles of andragogy. Garrison's model was developed upon principles of self-directed learning and andragogy, and thus would allow for professional development experiences that might help the teacher to increase his or her knowledge level and skills base in the classroom.

While Garrison's model might theoretically increase teacher learning in professional development, there are two school designs that attempt to provide professional development for educators in practice, as well as in theory. These two models are the professional development schools and the Paideia schools.

### *Professional Development Schools*

While many schools within districts continue to operate as independent units, others are joining with local institutions of higher education to create professional development schools (PDS). The aim of the PDS is to have local public schools work with colleges and universities to prepare prospective teachers and promote the development of veteran teachers on the PDS campus, while also increasing student achievement (NCATE, 2001). According to Teitel (1999), the development of PDS programs grew out of several educational movements, such as informal collaboration between schools and institutions of higher education, Dewey and the lab schools, and as a response to the alternative certification process for teachers.

Sandholtz & Wasserman (2001) indicate that there are four main goals of PDS sites. First, PDS schools attempt to maximize student learning by having preservice and inservice teachers follow best educational practices to help students achieve. The best practices employed by the instructors should promote student understanding of the content, mastery of important knowledge, and do so in an active and interactive manner (Book, 1996).

A second goal of professional development schools is to support improvement of teaching practices through inquiry-based learning. Inquiry-based, or dialectic, instruction encourages students to question examples and hypotheses and to use logic to

discover a solution to a problem. This form of instruction helps children to understand the content being taught as well as to develop critical thinking skills (Driscoll, 2000; Book, 1996).

A third goal is to encourage research into educational theory and practice. According to Cobb (2000) it is in this manner that PDSs add to the scholarly knowledge of best practices in the classroom, and help university faculty members develop research agendas that more closely match teacher dilemmas.

Finally, PDSs are designed to promote the professional development of both preservice and inservice instructors (Book, 1996; Holmes Group, 1990; NCATE, 2001; Sandholtz & Wasserman, 2001; Teitel, 2004). It is generally acknowledged that preservice teachers benefit from the increased time spent working in a clinical experience (Reynolds, Ross, & Rakow, 2002). On the other hand, research indicates that changes to inservice teacher practices as a result of working in a professional development school tend to occur only after working on the campus for several years, and even then only small changes take place (Cobb, 2000). This result may be partially explained by a study conducted in PDS schools in Utah.

In this study, approximately 40 university faculty members working in seven PDS schools in Utah were interviewed five years after the public schools joined with the University of Utah to create PDS sites in order to determine the effectiveness of program implementation (Bullough, Kauchak, Crow, Hobbs, & Stokes, 1997). The researchers found that while teachers did report increasing reflectivity about their teaching practices as a result of participating in the PDS program, they mainly viewed the development of the PDS sites as teacher training centers rather than as sites for the

professional growth of both preservice and inservice teachers. In addition, the researchers found that veteran teachers had little or no interest in participating in research studies with university faculty to investigate educational theory or practice (Bullough et al. 1997). Unless teachers are made explicitly aware of the main objectives of a PDS site, the teachers tend to focus on increasing student achievement in the classroom and on providing teacher training rather than on their own professional growth or research practices.

Book (1996) noted that research into the effectiveness of PDSs is limited. Most of the literature written about these schools has focused on individual sites and their specific evolution into a functioning PDS site, rather than the effectiveness of the PDS in meeting its goals of maximizing student achievement, improving teaching practices, researching educational theory or practice, or the professional development of the educators (Bullough et al. 1997). Book has noted that research completed in professional development schools tends to be descriptive in nature, and often suffers from inadequate descriptions of the methodology. Furthermore, the researcher is often a faculty member at the PDS site, and may be biased or conflicted in the presentation of the results (Book). More research needs to be completed that focuses upon the effectiveness of these schools in meeting their goals of student achievement, inquiry-based learning, research, and professional development, rather than upon descriptions of program design and implementation.

While PDS schools attempt to improve the professional development of educators through a close connection with a college or university, the next school model emphasizes the professional development of educators without this close connection.

*Paideia Schools*

Paideia schools, like professional development schools, focus upon increasing student learning through inquiry and discussion. However, Paideia members view formal schooling as a starting point to education and believe that learning occurs over the course of a lifetime.

Paideia schools were developed in the early 1980s to fulfill the vision of democratic education in the United States (Adler, 1982). Adler argued that universal suffrage and universal schooling are interwoven; one cannot be separated from the other. In essence, citizens without the ability to think and to learn are citizens who are not capable of leading or participating in the democratic process in a manner that benefits all the citizens of this country. Thus, the goal of Paideia schools is to create citizens who are able to think critically and to learn throughout their lives so that they are able to participate in the democratic process in a manner that benefits all citizens of this country.

Currently, there are over one hundred schools in the United States operating under the principles of Paideia. The educators at these schools believe that all children can learn, even if they come from a disadvantaged background (National Paideia Center, 2003). In addition, Paideia educators believe that all children need the same intensive quality of instruction, not simply the same amount of time spent inside the school buildings. This attitude yields a rigorous education for all Paideia students, and prepares them for a lifetime of learning as a contributing citizen in this nation. Formal schooling is considered only the first stage in becoming an educated individual. Formal schooling gives the students the tools to be able to learn throughout their lives, and

creates a tradition of learning for the children to follow during their lives. Paideia schools use the Paideia instructional principles of didactic instruction, coaching, and seminars to generate students who are able to think critically and who become life-long learners (Adler, 1982; Roberts & Trainor, 2004).

Adler (1982) describes the seminar as the key element that separates Paideia schools from traditional schools. In the seminar, students and teachers study a product, such as a play, poem, or piece of music and then discuss the merit of the product. The goal of a seminar is to help the student learn how to communicate with others to resolve differences via the use of language. Importantly, teachers also conduct model seminars with other instructors and community members (Billings & Fitzgerald, 2002). These model seminars allow instructors to continue their own learning as well as model to their students learning beyond formal schooling. In order to prepare for the seminars, the teacher must have a thorough understanding of the piece being studied. Preparation for seminars often includes teachers discussing the piece with other educators and reading analyses of the piece to provide illumination and greater understanding of the piece.

In summary, traditional public schools tend to provide professional development opportunities through workshops, which have been criticized for not providing adequate time, activities, or content to allow educators to make a lasting change in their classroom practices. In addition, traditional forms of professional development do not take into account the learning preferences of adult learners, or promote enough feedback to the teachers. Two special school models, the professional development school and Paideia schools, attempt to interweave professional development throughout

the framework of the school. Professional development schools seek to improve the professional development of educators through close collaboration with colleges or universities. Paideia schools, while not closely affiliated with institutions of higher education, have instructors who continually learn about education so as to provide a rigorous academic experience for their students through the seminar experience. Yet, in all forms of professional development for educators, the role of professional reading is often ignored.

### *The Professional Reading of Teachers*

It is striking that many of the discussions of providing professional development to teachers ignore or overlook the importance of a professional reading program and focus instead upon other methods of professional development such as workshops, clinics, in-services, professional organizations, and mentoring as avenues for professional growth. However, as noted earlier, the typical methods of professional development do not bring about lasting change in teacher performance due to the pedagogical methods employed, limited exposure to new ideas, lack of continued support and a lack of feedback for the teacher (Bransford et al. 2000; Garet et al. 2001; Terehoff, 2002). For example, Bransford et al. (2000) noted that the majority of workshops that teachers attend do not address teachers' needs, and that many educators are not given a choice in what professional development activities they participate in or what content they learn about. Educators need to have the ability to control their own learning as part of acting as a professional. Professional reading, while often overlooked, is an option for professional development that encourages teachers to investigate issues and problems that have risen in their own teaching experience and

search for solutions that will enhance their knowledge and skill base. Essentially, professional reading allows educators to actively seek out answers to questions pertaining to their own classroom practices while simultaneously building upon their own knowledge base (Rock & Levine, 2002).

Previous research on teacher's professional and non-professional reading has typically focused on two main areas. First, research has been conducted to see what types of materials are being consumed by educators (Balow, 1961; Cogan & Anderson, 1977; Hughes & Johnston-Doyle, 1978; Koballa, 1987; Kersten & Drost, 1980; Littman & Stodolsky, 1998; Mour, 1977; Shearer, Lundeberg, & Coballes-Vega, 1997; Weintraub, 1967; Womack & Chandler, 1992; Wood, Zalud, & Hoag, 1995). The second area of questioning has focused upon the value teachers place upon reading, both inside and outside their classroom (Gray & Troy, 1986; McNich & Steelmon, 1990; Muller, 1973; Searls, 1985).

The conclusions drawn by many of these research studies seem to be fairly consistent over time and across studies. For instance, most instructors cited the main barriers to pursuing professional reading as lack of time and limited availability of resources (Barrow, 1989; Hinrichs & Ruhl-Smith, 1998-1999; Hughes & Johnston-Doyle, 1978; Kersten & Drost, 1980; Petersen, 1962; Womack & Chandler, 1992). In a survey of 86 teachers working in DuPage County, Illinois, the teachers listed time and availability as two factors that would help them to read more professional materials (Kersten & Drost, 1980). Many of the teachers felt that teaching and demands from home limited the amount of time they could spend reading. Second, the educators felt that if professional journals or books were located where the teachers had increased

access to the materials, such as in a teachers' lounge, many educators would spend more time reading the material.

In addition, the majority of these studies have concluded that teachers prefer to read pragmatic, or application-oriented, journals and periodicals over theoretical ones (Cogan & Anderson, 1977; Hinrichs & Ruhl-Smith, 1998-1999; Hughes & Johnston-Doyle, 1978; Kersten & Drost, 1980; Koballa, 1987; Littman & Stodosky, 1998; Wood, Zalud, & Hoag, 1995). In all of these studies, educators preferred to read the pragmatic articles that provided practical, hands-on materials or activities that could be immediately implemented in the classroom. When one considers the time constraints felt by teachers, it is no wonder that educators want to consume material that has immediate applicability.

What is interesting to note in the literature regarding the professional reading of teachers is the emphasis educators place upon administrators' support in promoting professional reading (George & Ray, 1979; Hinrichs & Ruhl-Smith, 1998-1999; Womack & Chandler, 1992). George and Ray conducted a survey research study in Tennessee investigating why teachers fail to use professional reading to improve classroom practices. The results of this study showed that approximately half of the teachers responding read for half an hour or less each week. Interestingly enough, George and Ray noted that there was a relationship between administrator encouragement and the amount of time educators spent reading. For educators who read one hour to two hours per week, 58% reported receiving encouragement from their administrator. For educators who read more than two hours per week, 69% reported receiving encouragement from their administrator. Unfortunately, the format of the

question regarding principal support in relation to time spent reading is not evident in the research report. In addition, the response rate for the survey was low, as only 741 surveys were returned out of the 2,423 surveys that were distributed.

In a separate study, approximately 60 elementary, middle, and high school educators in Arkansas were surveyed to discover how the district could promote professional development through reading (Womack & Chandler, 1992). The district had already started to support professional reading as an avenue of professional growth. As reported by the researchers, professional journals are present in all school libraries, while at the middle school the faculty had read a book together and discussed it at faculty meetings. In addition, professional reading material was also placed in the teachers lounge for increased accessibility for the teachers.

The educators who were surveyed viewed themselves as frequent readers of professional materials but also noted that a lack of time hindered their opportunities to read. The results of the survey show that educators tend to find more value in professional reading if the school administrator cites research in faculty and other meetings (Womack & Chandler, 1992).

A third study discussing the role of administrator support in professional reading was conducted in Texas by Hinrichs and Ruhl-Smith (1998-1999). Out of the 596 elementary and secondary teachers surveyed in the Texas Panhandle, 249 sent in responses. Over half of the educators surveyed responded that they read at least one journal on a regular basis, and over 80% of the respondents noted that a lack of time was the main factor that prevented them from reading more. Interestingly, approximately 40% of the educators surveyed noted that they were encouraged by their

administrators to read journal articles. As with the George and Ray study, the format of the question regarding this result was not present in the research report.

In all three of these studies where administrator support was noted to have an effect upon the professional reading of teachers, however not one study has directly investigated the teachers' perceptions of the administrator support for professional reading activities.

### *Statement of the Problem*

The knowledge and skills base of educators is closely linked with student achievement. Professional development is provided by school districts to ensure their faculty is aware of current knowledge of theories and practices to help their students achieve. However, much of the professional development provided by school districts seems to be uninspiring to teachers and does not promote lasting change in the classroom.

One solution to traditional forms of professional development is to utilize a professional reading program. Professional reading allows teachers to investigate problems and issues that have arisen in their practice and search for solutions that add to their knowledge and skills base. This process is closely aligned with principles of andragogy, which have been shown to be effective elements in teacher professional development (Knowles, 1975; NJCLD, 2000). Unfortunately, many instructors cite lack of time and lack of access to journals and periodicals as barriers to professional reading. In addition, researchers are concerned that teachers tend to read pragmatic articles instead of theoretical ones.

However, support by principals and other school administrators has been mentioned in the research as a positive influence in promoting professional reading among teachers (George & Ray, 1979; Hinrichs & Ruhl-Smith, 1998-1999; Womack & Chandler, 1992). These researchers noted that the amount of the teacher's professional reading increased when their administrators either encouraged professional reading practices or cited relevant research in meetings. This is congruent with Garrison's (1997) comprehensive model of self-directed learning, in which the facilitator is an essential element in providing support to the learner, or educator, during the learning process.

The role of administrator support in strengthening a professional reading program has been mentioned in the research, yet, to date, no study has explored the teachers' perceptions of their school administrators' support of professional reading practices. This study will explore the perceived level of support teachers experience in pursuing a professional reading program.

1. What are the teacher's perceptions of the benefits of a professional reading program as part of staff development?
  - 1a. What attitudes and beliefs do teachers have about their own ability to learn?
  - 1b. What are teacher's attitudes and beliefs about reading as part of a professional development program?
  - 1c. What are the teachers' perceptions of their principal's support for professional reading as part of a professional development program?

2. What do teachers read professionally that impacts their practices in the classroom?
3. What, if any, are the differences in responses between Paideia, PDS, and non-PDS teachers in their perceived level of administrator support and views of the role of professional reading as part of their professional development?

## CHAPTER THREE

### Methods

Professional reading allows educators to explore new ideas, investigate issues, search for solutions to problems they face in the classroom, and enhance their knowledge and skill base in the classroom (Rock & Levine, 2002). It is interesting to note that several studies have commented upon the positive influence that principals and other school administrators can have in promoting professional reading among educators (George & Ray, 1979; Hinrichs & Ruhl-Smith, 1998-1999; Womack & Chandler, 1992), while no study has directly investigated teachers' perceptions of the perceived level of support from administrators for professional reading. This chapter will explain the methods for investigating this issue by describing the (a) participants, (b) the instrument, and (c) the data collection procedures.

#### *Participants*

This is a descriptive research study investigating the perceived level of support teachers experience in pursuing a professional reading program. The participants in this study were selected using a purposive sampling technique (Gay & Airasian, 2000). This technique allowed the researcher to sample individuals working in the three school levels and the three school formats in a systematic manner in order to more clearly investigate the role of administrator support concerning professional reading as part of teacher professional development in various school formats. The data for this study was collected from the 18<sup>th</sup> of March to the 30<sup>th</sup> of April in 2005.

The participants in this study were 300 teachers working in 9 public schools. Three schools were professional development schools (PDS), three were traditional schools, designated as non-PDS schools, and three were Paideia schools. For each of the three PDS, non-PDS, and Paideia schools, one elementary school, one middle school, and one high school were selected for participation in this study. The distribution of the 300 teachers was split among the 9 schools as shown in the table below (see Table 1).

Table 1

*The Number of Teachers Participating in This Study*

Schools	Elementary	Middle	High	Total
PDS	20	26	61	107
Non-PDS	35	30	56	121
Paideia	42	12	18	72
Total	97	68	135	300

In terms of school format, 107 teachers who participated in this study worked at a PDS campus, 121 worked at a non-PDS campus, and 72 worked at a Paideia school. By level of schooling, 97 teachers taught at an elementary campus, 68 taught at a middle school campus, and 135 taught at a high school campus.

*Demographic Description of Participants*

Of the 300 participants who completed the survey for this research study, 71% (214 out of 292) were female and 26% (78 out of 292) were male, with 3% not reporting gender. The ethnic breakdown of the participants is presented in Table 2.

Table 2

*Ethnicity of Participants*

Ethnicity	Number	Percent
Caucasian	240	79.7
African American	21	7
Hispanic	13	4.3
Asian	2	0.7
American Indian or Alaskan Native	2	0.7
Other	10	3.3
Not reported	12	4.3
Total	300	100

As illustrated in Table 2, 79.7% participants were of Caucasian descent, 7% were African American, and 4.3% were Hispanic. In addition, .7% were Asian, and .7% were of American Indian or of Alaskan Native descent. Of the remaining participants, 3.3% participants reported being of other origin, and 4.3% declined to answer the question.

In addition to their ethnicity, the teachers surveyed were also asked to provide their ages. This information is presented in Table 3. Regarding the ages of those surveyed for this study, 6.6% were between 21 and 25 years old, 11.6% were from 26 to 31 years of age, and 19.9% were from 31 to 40 years old. In addition, 25.6% were between the years of 41 to 50 years old, and 31.9% were 51 years of age or over. Twelve participants did not report their age.

Table 3  
*Age of Participants*

Age	Number	Percent
21-25 years old	20	6.6
26-30 years old	35	11.6
31-40 years old	60	19.9
41-50 years old	77	25.6
51+ years old	96	31.9
Not respond	12	4.3
Total	300	100

Teachers were asked to provide information on how many years they had been teaching. This information is presented in Table 4.

Table 4  
*Years Participants Have Taught*

Year	Number	Percent
0-1 year	25	8.3
2-5 years	55	18.3
6-10 years	52	17.3
11+ years	162	53.5
Missing	6	2.7
Total	300	100

As is noted in Table 4, 8.3% of the teachers surveyed had completed 0 to 1 full year of teaching, 18.3% have taught between 2 and 5 years, and 17.3% have taught between 6 and 10 years. Interestingly, 53.5% of the teachers surveyed have taught for over 11 years. An additional 2.7% of the teachers surveyed failed to provide information regarding years teaching.

Teachers were also asked to provide information for how they earned their teaching certificate. Of the teachers surveyed, 50% (150 out of 300) earned their teaching certificate by completing a bachelor's degree program through a school of education. In addition, 24.6% (74 out of 300) of the respondents earned their teaching certificate while completing a bachelor's degree program through a college of arts and sciences. An additional 12.6% (38 out of 300) earned their teaching certificate through an alternative certification program, and 8.6% (26 out of 300) reported earning their teaching certificate through an alternate route, most typically described as a "master's degree program." An additional 4% (12 out of 300) failed to respond to this question.

Teachers also answered a question on the survey about the highest degree level they had earned. Of those responding to this survey, 63% (189 out of 300) have earned a bachelor's degree, and 32.3% (97 out of 300) have earned a master's degree. Only 1% (3 out of 300) have earned a doctorate degree. Additionally, 3.6% (11 out of 300) of those surveyed did not respond to the question.

Teachers were asked to report how much time they spend reading per week for both personal and professional reasons. The time these educators spent reading per week is displayed in Table 5. The most common response shows that 36.3% of the survey respondents read from 2 to 5 hours per week, followed by slightly over one

Table 5  
*Time Reading per Week*

Time	Percent
30 minutes or less	5.3
30 minutes to 1 hour	10.3
1-2 hours	12.7
2-5 hours	36.3
5-10 hours	25.9
10+ hours	9.3
Total	100

fourth of the respondents reading from 5 to 10 hours per week. An additional 28% of the respondents report reading 2 hours or less per week, and 9.3% reported reading over 10 hours per week on average.

A chart of this study detailing the demographic breakdown of the participants by school type for gender, ethnicity, age, years teaching, degree program for certification, highest degree earned, and time spent reading per week is presented in Appendix A.

The next section of this chapter will provide information regarding the research instrument developed for use in this study, the Teacher Survey of Professional Reading.

#### *Instrument*

The Teacher Survey of Professional Reading (TSPR) is a survey instrument created specifically for this research study. The purpose of the TSPR is to understand educators' perceptions of the benefits of a professional reading program as part of staff

development. The survey is composed of 38 questions in five categories regarding reading as part of personal and professional growth, reading as part of professional development, support for professional reading, reading as part of professional growth, and demographic information. The format of this instrument includes 11 questions asking participants to check a response from a list, fifteen 5-point Likert scale choices, 1 short answer, and 1 open-ended question, as well as 10 questions regarding participant demographics. While the majority of the questions were created specifically for this survey, 12 of the 15 Likert scale questions were adapted from Womack and Chandler's (1992) survey of professional reading. Womack and Chandler's survey was designed to assess factors that enhanced an educator's ability to read professional reading materials across school levels, as well as to suggest ways in which the school district administering the survey could encourage professional reading throughout the district.

There was no information regarding the reliability or validity of the survey presented in Womack and Chandler's (1992) article. In order to improve the validity of the TSPR, two educators from a local school district provided feedback on the face validity of the instrument, and a focus group of 15 educators provided information on the clarity of the questions prior to surveying the sample chosen for this study. A copy of the survey is presented in Appendix B.

### *Procedures*

There are two general procedures for this study, the survey focus group and the general data collection procedures for the PDS, non-PDS and Paideia campuses.

### *Survey Focus Group*

The surveys for this study were administered to a small focus group of 15 educators working in the same Central Texas school district as the three PDS and the three non-PDS campuses participating in the subsequent general data collection. The researcher read aloud the directions located at the beginning of the survey and the participants completed the TSPR. The researcher timed the educators to see how long it took them to complete the TSPR, which was between 10 and 15 minutes. In addition, the researcher sought feedback from the educators in an open forum to gather information on the clarity of the questions and to see if the focus group believed any questions needed to be added or removed from the survey. The results revealed that the focus group found the TSPR to be complete in that no additional questions should have been added and no questions removed. The wording of two questions was clarified.

### *Data Collection Procedures*

There are three main geographic settings for the participants who completed the TSPR. The PDS and non-PDS schools selected for this study were from one school district located in a small urban city in Central Texas. The elementary Paideia school is located in a large urban city in Southwestern North Carolina. The middle and high Paideia schools are located in a moderately sized urban city in Eastern Tennessee. The researcher, in contact with the National Paideia Center director, chose three Paideia schools to participate in this study based upon an attempt to match as closely as possible to the PDS and non-PDS campuses participating in the study based upon the size of the faculty at the participating campuses as well as school district demographics.

The PDS and the non-PDS schools were chosen from a moderate sized school district located in Central Texas (TEA, 2002-2003). The school district enrolls approximately 16,000 students in 32 elementary, middle, and high schools. There are 3 high schools, 7 middle schools, 20 elementary schools, 1 alternative high school, and 1 dropout prevention school in operation in this school district. Ten of these schools are designated as professional development schools and an additional five are operating as partner schools and have professional development school programs operating on their campuses. This school district is located in a small urban city, and approximately 80% of the students enrolled in the district are labeled as economically disadvantaged. Approximately 40% of the students are of African American ethnicity, 40% are of Hispanic origin, and almost 20% of the students enrolled in the district are White.

The elementary PDS campus selected for participation in this study was established as a PDS campus in 1993. The PDS middle school and high school participating in this study began operating as PDS campuses by the fall of 2001. The collaboration between the University and the PDS campuses were established using the National Council for the Accreditation of Teacher Education (NCATE) PDS Standards as a guide and, over time, will continue to evolve according to the PDS Standards (NCATE, 2001). The NCATE PDS Standards represent a consensus among educators concerning the definition and goals of a PDS (Teitel, 2003, p. xiv). The elementary PDS campus employs 21 educators, the PDS middle school campus employs 26 teachers, and the PDS high school campus employs 135 educators.

The elementary Paideia school chosen for participation in this study is located in an urban school district situated in a large city in Southwestern North Carolina. (CMS

Assessment Department, 2004). The Paideia elementary school itself has operated under the Paideia principles for more than 5 years, and has 42 teachers employed full-time. Approximately 80% of the teachers employed by the elementary school have earned a bachelor's degree, 20% have earned a master's degree, and none have earned an advanced degree or a doctorate.

The original Paideia middle school selected for this study did not choose to participate. The researcher, in agreement with the director of the National Paideia Center, then selected another middle school to participate in the research study. This middle school is located in the same district as the Paideia high school already selected for participation in this study. Both the Paideia middle and Paideia high schools are located in an urban school district located in Eastern Tennessee (Hamilton County School, 2005). The Paideia middle school employs 12 full-time teachers and the high school employs 18 full-time teachers. Approximately 80% of the faculty at both the middle and high school campuses hold an advanced degree.

#### *PDS and Non-PDS Data Collection Procedures*

Once the schools were selected for the study, the researcher contacted the administrators at the PDS and non-PDS campuses to set up times to administer the surveys in a group administration setting on each campus during a faculty meeting. At the time of the group meeting, the researcher read the directions aloud to the faculty, and administered the TSPR to the teachers on the campuses. Reading aloud the survey directions helped increase the reliability of the survey results and was consistent with the procedures established in the focus group. No questions were asked by the participants during the course of the survey administration on the PDS and non-PDS

campuses. The administration of the survey took approximately 15 minutes on each campus.

At this time the researcher also arranged a time with the principal or assistant principal to administer the survey to any faculty members who were not present for the group administration. The researcher coordinated with a member of the office staff on each campus to return to the schools and administer the survey to any missing teachers within one week of the original data collection date. The researcher delivered the surveys to the educators during their planning period on the make-up date and collected them later in the day. This procedure was followed on all three of the non-PDS campuses, and two of the PDS campuses.

The procedure to collect the data was different at the PDS high school. After several conversations between the researcher and school administrators the decision was made to distribute the survey to the teachers' individual campus mailboxes. The researcher created a cover letter explaining the purpose of the study, and working with the PDS site coordinator, distributed the cover letter and surveys by placing them in the teachers' mailboxes. The surveys were returned to the PDS site coordinator over the next three days, and then picked up by the researcher.

#### *Paideia Schools Data Collection*

After the selection of the Paideia schools for participation in this study, the director of the National Paideia Center contacted each of the three campuses to ask for permission to conduct this research study. Once preliminary permission was given, the researcher contacted each campus principal to receive permission to have the TSPR administered during a faculty meeting at each campus. Once the administrator agreed,

the researcher mailed a packet to the campus principal. The packets contained copies of the surveys, directions for administration of the TSPR, extra pens to bring to the faculty meeting, as well as a check to cover return mailing expenses. The principals were asked to administer the TSPR at the next faculty meeting.

At the time of each meeting, the principal read the survey directions aloud to the staff and had the teachers complete the survey. The principals also arranged a later time to administer the surveys to any individuals who were not present for the group administration. As with the PDS and non-PDS campuses, the surveys were administered to the individuals who were absent from the faculty meeting within one week of the original data collection date. In addition, principals were asked to note any questions the subjects had during the time of the administration of the survey. The feedback indicated that there were no questions posed by the participants on the Paideia campuses. After the surveys were administered, the principal mailed the completed surveys to the researcher for data analysis. During the data collection procedure, the principals were encouraged to contact the researcher if any questions should arise. No emergencies or changes in procedures were noted by the principals.

All of the principals participating in this study were given a small gift certificate for their time and effort.

This data collection procedure resulted in a response rate of 90% for all of the teachers working on all nine of the campuses, with each campus's response rate listed below (see Table 6). The elementary and middle schools had an average response rate of 99%. The response rate for the high schools was lower, in part due to the procedural change in the data collection for the PDS high school.

Table 6  
*Number and Percentages of Teachers Participating per Campus*

Schools	Elementary	Middle	High	Total
PDS	20/21 (95%)	26/26 (100%)	61/135 (45%)	107/182 (59%)
Non-PDS	35/35 (100%)	30/31 (96%)	56/75 (75%)	121/141 (85%)
Paideia	42/42 (100%)	12 /12 (100%)	18/18 (100%)	72/72 (100%)
Total	97/98 (99%)	68/69 (99%)	135/228 (59%)	300 (90%)

*Note.* The numerator in the fraction is the number of respondents per campus, and the denominator is the total number of teachers per campus; the percentage of teachers participating is in parenthesis.

#### *Data Analysis Procedures*

Once the data were collected, the researcher hired a consultant to enter the data from the surveys into the data analysis program. Once the data were entered, the researcher checked the accuracy by randomly checking every answer from 10 of the surveys. Only one answer to one question was entered incorrectly. This was below the researcher's estimated error of margin for the entries. In addition, the researcher checked each survey's entry for two of the questions on the survey for accuracy. There were no mistakes made on any of the answers entered for the 300 surveys completed with regard to these two questions.

For the purposes of data analysis, all of the surveys returned were determined by the researcher to be usable surveys, in which the majority of the questions were answered. The missing answers are split between the participant failing to respond to one question in a series of questions and failing to respond to an entire page of the survey while completing the rest of the survey in its entirety. The researcher made the

decision to use only the answers that the participants gave in the analysis of the data. This is demonstrated by a varying sample size per question, ranging from 262 to 300.

Several different statistical analyses were used to analyze the responses provided by the teachers on the TSPR. First, descriptive statistics such as frequency and percentages were used to present the teacher responses from the TSPR to illustrate the results of the first two research questions (Kirk, 1999). The responses on the TSPR supporting the third research question were presented using several test statistics: Pearson's chi-square ( $\chi^2$ ), the mode, and the index of dispersion. Pearson's chi-square ( $\chi^2$ ) is a nonparametric test of significance that compares proportions of frequencies that are actually observed to those expected to see if they are statistically different (Gay & Airasian, 1996). If the results revealed a statistically significant difference on the chi-square among school type, follow up analyses were conducted using the mode ( $Mo$ ) and the index of dispersion ( $D$ ). The mode ( $Mo$ ) is a measure of central tendency that describes the most frequent score, while the index of dispersion ( $D$ ) is a ratio of the number of distinguishable pairs to the maximum number of pairs (Kirk, 1999). An exploratory factor analysis was also conducted to discover the constructs influencing the responses of the participants on the TSPR (DeCoster, 1998; Green, Salkind, & Akey, 2000; Kim & Mueller, 1978). The identified factors were then analyzed further to see if there were any statistically significant differences among school formats through the use of the Kruskal-Wallis and Dunn's Multiple Comparison procedure (Hettmansperger, 1984). The Kruskal-Wallis is a nonparametric test for the significance of the differences among the distributions of multiple independent samples. The Dunn's Multiple Comparison procedure is utilized to discover which of the mean

ranks from the Kruskal-Wallis test statistic are not equal, thus determining where the differences among the three school types lie (Kirk, 1999).

## CHAPTER FOUR

### Results

The quality of instruction provided by teachers has a strong impact upon student achievement (Hanushek, 1986). Thus, the more a teacher is knowledgeable about current educational theories and practices in the classroom, so should student achievement increase (Ferguson & Mehta, 2004; Greenwald, Hedges, & Laine, 1996; Haycock, 2001). For this reason, many school districts provide professional development for teachers in hopes of raising student achievement. Professional reading is one option for professional development that encourages teachers to investigate issues and problems and search for solutions that will enhance their knowledge and skill base in the classroom. This study was conducted to investigate teachers' perceptions of their administrators' support of professional reading practices. Specifically, three research questions were posed:

1. What are the teacher's perceptions of the benefits of a professional reading program as part of staff development?
  - 1a. What attitudes and beliefs do teachers have about their own ability to learn?
  - 1b. What are teacher's attitudes and beliefs about reading as part of a professional development program?
  - 1c. What are the teachers' perceptions of their principal's support for professional reading as part of a professional development program?

2. What do teachers read professionally that impacts their practices in the classroom?
3. What, if any, are the differences in responses among among Paideia, PDS, and non-PDS teachers in their perceived level of administrator support and views of the role of professional reading as part of their professional development?

The Teacher Survey of Professional Reading (TSPR; see Appendix B) was administered to a total of 300 teachers at PDS, non-PDS, and Paideia schools located in Central Texas, Southwestern North Carolina, and Eastern Tennessee in the spring of 2005. In order to attempt to answer the questions posed above, a factor analysis was completed on the TSPR and three main factors were found (perceived value of professional reading, perceived support for professional reading, and classroom application of professional reading). Individual survey questions were used to respond to research questions 1 and 2, while a combination of survey question and the three factors were used to answer research question 3.

*What are the Teacher's Perceptions of the Benefits of a Professional Reading Program as Part of Staff Development?*

Responses of the teachers surveyed provide information concerning the first research question posed in this study. The TSPR questions which provide information regarding teacher's perceptions of the benefits of a professional reading program are identified in Appendix C.

### *Teachers' Ability to Learn*

There are eight questions on the TSPR that provide some information regarding teachers' attitudes and beliefs about their own ability to learn. The first question that addresses teachers' ability to learn concerns teachers beliefs about their knowledge of current trends in education (see Table 7).

Table 7

*Responses to "I am very knowledgeable about professional trends in my content area or grade level."*

	Frequency	Percent
Strongly agree	52	17.9
Agree	131	45
Not sure	72	24.7
Disagree	32	11
Strongly disagree	3	1.4
Total	291	100

The responses revealed that approximately 63% (45% + 17.9%) of teachers agreed or strongly agreed with the statement, "I am very knowledgeable about professional trends in my content area or grade level." On the other hand, about 12% (11% + 1.4%) of the teachers did not believe they were knowledgeable, while, interestingly, an approximately one fourth (24.7%) were "not sure."

Similar responses were observed when teachers were asked to respond to whether or not they enjoy discussing what they have read with their peers, as noted in Table 8 below. Results revealed that more than 68% (17.4% + 50.9%) of teachers

Table 8

*Responses to “I enjoy discussing what I have read professionally with fellow teachers.”*

	Frequency	Percent
Strongly agree	51	17.4
Agree	149	50.9
Not sure	54	18.4
Disagree	31	10.6
Strongly disagree	8	2.7
Total	293	100

agreed or strongly agreed that they like to discuss professional readings with their peers. Consistent with the previous question, about 13% (10.6% + 2.7%) of the teachers disagreed or strongly disagreed with the statement, and an additional 18.4% responded with “not sure.”

Table 9

*Responses to “I would rather attend a workshop than read a professional book, journal article, or magazine.”*

	Frequency	Percent
Strongly agree	100	34.2
Agree	84	28.8
Not sure	61	20.9
Disagree	32	11.0
Strongly disagree	15	5.1
Total	292	100

In relation to how teachers prefer to learn school-based information, most indicated they prefer attending workshops over reading professional materials. Table 9 provides specific information. Results show that 63% (34.2% + 28.8%) of the teachers indicated that they would rather attend a workshop than read professional materials, while about 16% (11% + 5.1%) preferred reading to a workshop, and a little more than 20% were unsure.

Part of this preference for workshops over reading professional materials may be explained by what the teachers read while working towards their teaching certification. The specific information is displayed in Table 10.

Table 10

*Responses to “When I was completing my coursework towards my teaching certification, I primarily read \_\_\_\_.”*

	Frequency	Percent
Textbooks	155	56
Journal articles about teaching	47	17
In-class handouts on various topics	45	16.2
Theoretical or philosophical books	14	5.1
Primary sources	14	5.1
Other	2	.7
Total	277	100

Over half of the teachers surveyed primarily read textbooks (56%) while working towards their teaching certification. Teachers also reported reading journal articles about teaching (17%), in-class handouts on various topics (16.2%), theoretical

or philosophical books (5.1%), primary sources (5.1%), or other (.7%) as primary reading sources when working towards their teacher certification.

In a series of four questions, teachers were also asked about perceived factors which complicate or make it more difficult to engage in professional reading, namely issues of time, access, comprehension, and applicability to their teaching.

Unfortunately, many teachers do not feel they have enough time to pursue professional reading, as noted in Table 11 below.

Table 11

*Responses to “I do not read as many professional reading materials as I would like because I do not have enough time.”*

	Frequency	Percent
Strongly agree	121	41.9
Agree	101	34.9
Not sure	27	9.3
Disagree	28	9.7
Strongly disagree	12	4.2
Total	289	100

Results show that the majority (77%) of teachers strongly agreed or agreed that they do not have enough time to read. On the other hand, approximately 14% (9.7% + 4.2%) feel they have enough time to read professionally, and another 9.3% of teachers were unsure.

While many teachers think they do not have enough time to read professional reading materials, many believe they have access to the materials (see Table 12).

Results indicate that that the majority of teachers believe they have access to professional reading materials as almost 58% (38.8% + 18.9%) disagreed with

Table 12

*Responses to “I do not read as many professional reading materials as I would like because I do not have access to the material.”*

	Frequency	Percent
Strongly agree	16	5.5
Agree	63	21.6
Not sure	44	15.1
Disagree	113	38.8
Strongly disagree	55	18.9
Total	291	100

the statement, “I do not read as many professional reading materials as I would like because I do not have access to the material.” Approximately 27% (21.6% + 5.5%) of the teachers believe they do not have adequate access to professional reading materials. Another 15.1% of the teachers responded as “not sure.”

In addition to believing they have access to professional reading materials, many teachers also think they can easily understand the materials they read professionally, as is demonstrated in Table 13. As was demonstrated in the survey responses, a large percentage of teachers (81.8%; 44.7% + 37.1%) think professional reading materials are easy for them to understand; however, approximately 8% (1% + 6.9%) of the teachers surveyed reported not understanding what they read professionally. Another 10.3% of the teachers responded as “not sure.”

Table 13

*Responses to “I do not read as many professional reading materials as I would like because the professional reading materials are difficult for me to understand.”*

	Frequency	Percent
Strongly agree	3	1
Agree	20	6.9
Not sure	30	10.3
Disagree	108	37.1
Strongly disagree	130	44.7
Total	291	100

As well as believing that they have adequate access to professional reading materials, and that the materials are easy to understand, many teachers also think that the information provided in professional reading materials is applicable to what they

Table 14

*Responses to “I do not read as many professional reading materials as I would like because the material is not applicable to what I teach.”*

	Frequency	Percent
Strongly agree	6	2.1
Agree	51	17.5
Not sure	62	21.3
Disagree	105	36.1
Strongly Disagree	67	23
Total	291	100

teach, as shown in Table 14. Results revealed that almost 60% (36.1% + 23) of teachers think professional reading materials are applicable to what they teach. Less than 20% (17.5% + 2.1%) think the materials from professional reading are not applicable, while an additional 23.1% are “not sure.”

### *Summary*

In summary, approximately 65% of the teachers responding to this survey believe that they are very knowledgeable about professional trends in their grade level or content area and enjoy discussing what they have read professionally with their fellow teachers. In addition, it is interesting to note that 63% of the teachers also expressed a preference for attending a workshop over reading a professional book, journal, or magazine article. When working towards their teaching certification, the majority (56%) of teachers primarily read textbooks, although some (17%) primarily read journal articles about teaching. Finally, the majority of teachers (77%) think that their time for professional reading is very limited, yet they acknowledge that professional reading materials are accessible, easy for them to understand, and are applicable to what they teach. This leads to the second part of the first research question which investigated teachers' attitudes and beliefs about professional reading as part of a professional development program.

### *Reading as Part of Professional Development*

The second component of the first research question addresses teacher attitudes and beliefs regarding reading as part of a professional development program. There are nine questions on the TSPR that directly relate to this issue. The first question asked

teachers to respond to a statement concerning their belief about whether professional reading materials help them grow in their profession, as is illustrated in Table 15.

Table 15

*Responses to “Professional reading materials help teachers to grow in their profession.”*

	Frequency	Percent
Strongly agree	95	32.4
Agree	145	49.5
Not sure	44	15
Disagree	6	2
Strongly disagree	3	1
Total	293	100

Over 80% (49.5% + 32.4%) of the teachers surveyed think professional reading materials help teachers to grow in their profession, while only a small percentage (3%) feel that professional reading does not help teachers to grow, and an additional 15% were unsure.

In addition to believing that professional reading helps teachers to grow in their profession, teachers also believe professional reading materials discuss relevant and worthwhile topics (see Table 16). Results revealed that 66% (51% + 15%) of teachers think most professional reading materials they encounter discuss relevant and worthwhile topics. Almost 12% of the teachers surveyed do not believe that professional reading materials discuss relevant or worthwhile topics, and an additional 22% were “not sure.”

Table 16

*Responses to “Most professional reading materials I encounter discuss relevant, worthwhile topics.”*

	Frequency	Percent
Strongly agree	44	15
Agree	150	51
Not sure	65	22
Disagree	28	9.5
Strongly disagree	7	2.4
Total	294	100

The belief that professional materials present relevant and worthwhile information is evident in that teachers mainly engage in professional reading to improve

Table 17

*Responses to “The main reason I read professional reading materials (books, journals, or magazines) is \_\_\_\_.”*

Reason	Frequency	Percent
To improve my instructional practices in my classroom	111	39.4
To expand my knowledge in a field	97	34.4
As background preparation for an upcoming lesson	24	8.5
To gain research-based support for instructional practices	23	8.2
To solve a problem I am experiencing in my classroom	20	7.1
I do not read professional materials	7	2.5
Total	282	100

their instructional practices. This information is displayed in Table 17. Teachers have a variety of reasons for engaging in professional reading, such as “to improve instructional practices” (39.4%), “to expand knowledge in a field” (34.4%), or “as background preparation for an upcoming lesson” (8.5%). Teachers also read to gain research-based support for the classroom practices (8.2%), or to solve a problem they are experiencing in the classroom (7.1%). On a positive note, only 2.5% of the teachers surveyed do not read professional materials.

Even though teachers believe that engaging in professional reading helps them to grow in their profession, many teachers believe the best way to learn about emerging trends is by attending a workshop, as is demonstrated in Table 18. Results show that over 58% of the teachers believe attending workshops is the best way to learn new

Table 18

*Responses to “In your opinion, which of the following is the best way to learn about emerging trends and ‘best practices’ in education?”*

	Frequency	Percent
Attending workshops	160	58.4
Talking with colleagues	51	18.6
Reading journal articles and books	36	13.1
Joining professional organizations	11	4
Taking graduate classes	8	2.9
Serving on committees	2	.7
Other	5	2.2
Total	273	100

information. Teachers also believe that talking with colleagues (18.6%), reading journal articles and books (13.1%), and joining professional organizations (4%) are good ways to learn new information. A few teachers also choose other options as the best way to learn new information as is demonstrated in Table 18.

As noted above, the majority of teachers believe professional reading helps teachers to grow in their profession, and that many of the professional materials present relevant and worthwhile information. In an effort to understand more about the types of materials teachers prefer to use, the educators were asked to respond to three statements concerning the types of professional reading materials they choose to read. Teachers were first asked if they prefer to read materials that discuss new trends and theories in education (see Table 19).

Table 19

*Responses to “Articles or books that discuss emerging trends and theories in education.”*

	Frequency	Percent
Strongly agree	56	18.7
Agree	100	33.4
Not sure	74	24.7
Disagree	46	15.4
Strongly disagree	23	7.7
Total	299	100

Slightly more than half of the teachers (52%) agreed with choosing articles or books that discuss emerging trends and theories in education. However, slightly more

than one fifth (15.4% + 7.7%) of the teachers do not choose materials that discuss emerging trends and theories. Approximately one fourth (24.7%) of the teachers responded as unsure.

Second, teachers were asked if they choose sources that have handouts they can use immediately with their students. The results are demonstrated in Table 20.

Table 20

*Responses to “Sources that have handouts I can use with my students immediately.”*

	Frequency	Percent
Strongly agree	107	35.9
Agree	98	32.9
Not sure	46	15.4
Disagree	30	10.1
Strongly disagree	17	5.7
Total	298	100

Results show that approximately 69% (35.9% + 32.9%) of teachers choose materials that have immediate application within the classroom. Less than 16% (10.1% + 5.7%) of the teachers do not choose to use materials that have handouts they can use immediately with their students, and 15.4% of the teachers were “not sure.”

Third, teachers were asked if they choose articles or books that discuss activities they can use in the classroom. These results are shown in Table 21. Over 85% (47.8% + 37.7%) of teachers prefer to use articles or books that discuss activities they can use in the classroom. Approximately 5% (2.7% + 2.5%) of the teachers disagree with

Table 21

*Responses to “Articles or books that discuss activities I can use in my classroom.”*

	Frequency	Percent
Strongly agree	142	47.8
Agree	112	37.7
Not sure	28	9.4
Disagree	7	2.4
Strongly disagree	8	2.7
Total	297	100

selecting books or articles that discuss activities for their classrooms, while an additional 9.4% were unsure. Results show that teachers have a stronger preference for materials that discuss activities they can use in their classroom (85%) over journals and books that discuss trends and theories (52%) or handouts that have immediate application (69%).

There were also two questions on the TSPR that asked teachers about what type of resource they prefer. The first statement asked teachers if they preferred research-based journals. The results are shown in Table 22. Less than 40% (8.2% + 31.5%) of the teachers surveyed preferred to read research-based journals. However, slightly more than one fourth (19.9% + 6.8%) of the teachers surveyed do not prefer research-based journals, and 33.6% were “not sure.”

While teachers appear not to favor research based-journals, they do appear to prefer to read professional magazines, as is demonstrated in Table 23. Results revealed

Table 22

*Responses to “My favorite professional reading materials are research-based journals.”*

	Frequency	Percent
Strongly agree	24	8.2
Agree	92	31.5
Not sure	98	33.6
Disagree	58	19.9
Strongly disagree	20	6.8
Total	292	100

that 60% (39.2% + 21.5%) of teachers surveyed prefer professional magazines as their favorite type of professional reading material. Less than 20% (13.3% + 4.8%) do not prefer professional magazines, and 21.2% were unsure.

Table 23

*Responses to “My favorite type of professional reading materials are professional magazines.”*

	Frequency	Percent
Strongly agree	63	21.5
Agree	115	39.2
Not sure	62	21.2
Disagree	39	13.3
Strongly disagree	14	4.8
Total	293	100

### *Summary*

In summary, the majority (81%) of teachers surveyed believe that professional reading materials help teachers to grow in their profession, and 66% believe the professional reading materials they encounter discuss relevant and worthwhile topics. The two main reasons teachers engage in professional reading are to improve their instructional practices or to expand their knowledge in a field. Even though teachers perceive professional reading as a way to grow in their profession, the majority (58%) of teachers believe that attending a workshop is the best way to learn about emerging trends and best practices. More teachers agreed with using articles or books that discuss activities they can use in their classroom than resources that discuss emerging trends and theories or resources that have handouts they can use immediately in their classroom. Teachers also appear to prefer professional magazines over research-based journals.

The third component of the first research question investigates teachers' perceptions of administrator support for pursuing professional reading as part of teacher professional development.

### *Perceptions of Administrator Support*

There are six questions on the TSPR that provide information regarding teachers' perceptions of their principal's support for professional reading as part of a professional development program. The first question that addresses perceptions of administrator support seeks to discover if there are professional libraries located at the school campuses (see Table 24).

Table 24

*Responses to “Does your school have a specific location where professional reading materials are located for your use?”*

	Frequency	Percent
Yes	183	60.8
No	97	32.2
I do not know	15	5
Total	295	100

Results reveal that approximately 60% of the teachers indicated that their school had a specific location where professional reading materials were located for their use. Approximately 32% of the teachers do not think there is a professional library located on their school campus. An additional 5% wrote in the answer of “I don’t know.”

In addition to knowing whether or not there is a professional library located on their school campus, the teachers were also asked about the frequency with which their principal discussed professional reading materials with them during the past academic year. First, Table 25 provides information regarding how many times their principal had discussed professional reading materials in group meetings during the past academic year. During the past academic year, approximately 75% (44.1% + 31.4%) of the teachers reported that their principals had discussed professional reading materials from one to six times in group meetings. Slightly more than 10% (5% + 6.3%) of the teachers reported that their principals discussed professional reading materials more than seven times during the past academic year, while on the other hand, 13% of the

Table 25

*Responses to “During this school year, how often did your principal discuss professional reading materials in group meetings?”*

	Frequency	Percent
0 times	39	13
1-2 times	94	31.4
3-6 times	132	44.1
7-10 times	19	6.3
10+ times	15	5
Total	299	100

teachers reported that their principals had never discussed professional reading materials during the past academic year.

In addition to how often their principals discussed professional reading materials in group meetings, teachers were also asked how many times their principals had encouraged faculty-led discussions about professional reading materials during the past academic year, as is presented in Table 26. Similar to the results of the previous question, the majority (69.2%) of teachers reported that their principal had encouraged faculty-led discussions of professional reading materials one to six times during the past academic year. Approximately 14% (9.4% + 4.4%) of the teacher indicated that their principals encouraged over seven discussions during the school year, as contrasted with the 17.1% who indicated that their principal had not encouraged faculty-led discussions.

While the majority of teachers think their principals demonstrate support for professional reading in group situations, teachers were also asked how often their

Table 26

*Responses to “During this school year, how often did your principal encourage faculty-led discussions about professional reading materials?”*

	Frequency	Percent
0 times	51	17.1
1-2 times	103	34.6
3-6 times	103	34.6
7-10 times	28	9.4
10+ times	13	4.4
Total	298	100

principal had communicated with them individually regarding professional reading materials. This information is displayed in Table 27. Slightly more than half (54.4%) of

Table 27

*Responses to “During this school year, how often has your principal communicated individually with you about professional reading materials?”*

	Frequency	Percent
0 times	114	38.3
1-2 times	100	33.6
3-6 times	62	20.8
7-10 times	12	4
10+ times	10	3.4
Total	298	100

the teachers indicated that their principals communicated individually with them from one to six times, and approximately 7% (4% + 3.4%) communicated with their principals seven or more times. Results also reveal that approximately 38% of the teachers had not communicated individually with their principals about professional reading materials during the past academic year.

In an effort to identify sources of support for teachers who pursue professional reading, teachers were asked to identify who encourages them to engage in professional reading. Teachers indicated they were self-motivated to read, as is illustrated in Table 28.

Table 28

*Responses to “Who currently encourages you the most to read professional reading materials?”*

	Frequency	Percent
Nobody	87	30.1
Fellow educators	81	28
Administrators	77	26.6
Professors	15	5.2
Other	14	4.8
Spouse/significant other/ family members	11	3.8
friends	4	1.4
Total	289	100

Teachers perceived themselves to be self-motivated to read (30.1%) or encouraged by their fellow educators (28%) more than they were motivated to read by

their school administrators (26.6%). Teachers were also encouraged to read by their professors (5.2%), other (4.8%), spouses or other family members (3.8%), and friends (1.4%).

Even though fellow educators were listed by teachers as one of the main sources of encouragement to engage in professional reading, many teachers are not sure whether or not their fellow teachers actually read professional materials (see Table 29). Results

Table 29

*Responses to “The teachers I work closely with read professional books, journals, or magazines at least once a week.”*

	Frequency	Percent
Strongly agree	15	5.1
Agree	57	19.4
Not sure	134	45.6
Disagree	67	22.8
Strongly disagree	21	7.1
Total	294	100

reveal that teachers are not sure whether or not the teachers they work closely with read professional books, journals, or magazines on a weekly basis (45.6%). Approximately one fourth (5.1% + 19.4%) of the teachers think their fellow educators read professional materials on a weekly basis, while approximately the same number of teachers (29.9%) do not think their fellow teachers engage in professional reading.

### *Summary*

In summary, the majority (60%) of teachers believe there is a professional library located on their campus that provides access to professional reading materials. Regarding communication about professional reading by their principals, 44% responded that their principals discussed professional reading materials three to six times in group meetings during the past academic year, while 69% of the teachers noted that their principals encouraged faculty-led discussions about professional reading materials one to six times during the past school year. Over a third (38%) of the teachers surveyed noted that their principals had not discussed professional reading materials with them during the past academic year. Teachers noted that they were self-motivated to read (30%), they were encouraged to read by fellow educators (28%), or by their school administrators (26%). Even though over one-fourth of the teachers noted that they were mainly encouraged to read by their fellow educators, 45.6% were not sure if their fellow educators read professional reading materials at least once a week.

### *Summary of Research Question One*

While the majority of the teachers would rather attend a workshop than read professional reading materials, teachers do indeed view engaging in professional reading as helping them to grow in their profession. Even though teachers feel they do not have enough time to read as many professional reading materials as they would like to, they find the materials to be easily accessible, understood, and applicable to their teaching. Teachers also find the information presented in professional books, journals, and magazines to be relevant and worthwhile. Teachers mainly engage in professional

reading in order to improve their instructional strategies or to expand their knowledge in a field. Teachers would prefer to read professional materials that discuss activities they can use in their classroom than sources with handouts they can utilize immediately or materials that present emerging trends and theories. Teachers also express a preference for professional magazines over research-based journal articles. Finally, teachers feel that they are not encouraged to read by anyone, or they receive their encouragement primarily from their fellow educators or their school administrators.

In addition to investigating teachers' perceptions of the benefits of a professional reading program as part of staff development, this study also attempted to investigate what teachers read professionally and how the reading impacts their practices within the classroom.

#### *What Do Teachers Read Professionally That Impacts Their Practices in the Classroom?*

The second research question in this study addresses teachers' professional reading and subsequent impact on the classroom. There are three questions on the TSPR that provide information regarding this research question (see Appendix B).

#### *Frequency and Type of Professional Reading Materials Used by Teachers*

Teachers were first asked to provide information regarding the frequency of using professional reading materials in their classroom during the two previous months, as is displayed in Table 30. Almost 70% of the teachers reported using ideas from their professional reading one to five times during the two months prior to the administration of the survey. Approximately 18% used ideas more than six times during this same time period, while 12.2% reported not using ideas from professional reading materials within their classrooms.

Table 30

*Responses to “In the past two months, I have used ideas from professional reading materials in my classroom \_\_\_\_ times.”*

Times	Frequency	Percent
0	36	12.2
1-2	106	36.1
3-5	97	33
6-8	30	10.2
9+	25	8.5
Total	294	100

Teachers were then asked a two- part question regarding the sources of professional reading materials used in their classroom during the previous two months. Teachers were first asked to identify which format of professional reading materials was most helpful to the teacher (see Table 31). The teachers were then asked to provide a title of the resource if possible (see Appendix D). Of professional books, journals, or magazines, teachers reported that professional magazines are the most helpful to them when used in their classrooms (28.2%). One fourth of the teachers surveyed also reported that professional books were useful, and several of the teachers preferred professional journals (17.6%). It is interesting to note that 15% of those surveyed reported that they read professional reading materials, but had not used ideas from these materials in their classroom in the past two months, and that only 2.5% reported not reading professional reading materials at all.

Table 31

*Responses to “If you have used ideas from professional reading materials during the past two months, which was the most helpful to you?”*

Type	Frequency	Percent
Professional magazine	78	28.2
Professional book	69	25
Professional journal	47	17.6
I read professional reading materials, but I have not used ideas in my classroom in the past two months.	41	15
Other*	32	11.7
I do not read professional reading materials.	7	2.5
Total	274	100

\*Note. 15 of the 32 “Other” responses were written in as “Internet.” \*\* A few teachers provided information for this question after answering that they have not used professional reading materials within the past two months in the previous question. In an effort to gain as much information about the professional reading of teachers, these answers were used in the analysis of this question.

As noted above, teachers were also asked to provide a title of the resource they have found to be the most helpful during the two previous months. Of the 69 teachers who selected professional books as being the most helpful, 53 teachers reported using 32 books in their classroom during the two months prior to the administration of the survey. The most popular book title is Wong and Wong’s *The First Days of School: How to Be an Effective Teacher* (8 out of 53). Clark’s *The Essential 55: An Award Winning Educator’s Rule for Discovering the Successful Student in Every Child* (4 out of 53) and the National Paideia Center’s *Intellectual Coaching and the Paideia Coached Project* (4 out of 53) were also books frequently used by teachers in their classrooms.

In addition to reading professional books, teachers also use professional journals in their classroom. In responding to the TSPR survey, 47 teachers reported reading 21 journals. The most popular journal that teachers read is *Educational Leadership* which is published by the Association for Supervision and Curriculum Development (ASCD; 6 out of 47). Teachers also frequently read *NEA Today* published by the National Education Association (5 out of 47), the *Science Teacher* published by the National Science Teachers Association (5 out of 47), and *Southwestern Musician* published by the Texas Music Educators Association (5 out of 47).

Finally, of the 78 teachers who selected professional magazines as being the most helpful, 58 teachers report using 19 professional magazines in their classroom during the two months prior to the administration of the TSPR. By far the most popular professional magazine that teachers use in their classroom is *The Mailbox* (24 out of 57). Teachers also use ideas from *Teacher Magazine* (6 out of 57) and *Instructor* (5 out of 57) in their classroom. Tables showing the titles of the books, journals, and magazines teachers found to be the most helpful are located in Appendix D.

### *Summary*

In summary, 70% of the teachers had used ideas from professional reading materials 1-5 times during the past two months. Teachers reported preferring professional magazines over professional books or professional journals. The most frequently used professional magazine was *The Mailbox*, while the most frequently used professional book was Wong and Wong's *The First Days of School: How to Be an Effective Teacher*. *Educational Leadership* published by ASCD was the most frequently cited professional journal used by the teachers surveyed in this study.

*Impact Upon Classroom Practices*

In addition to identifying what professional reading material was most helpful, teachers were also asked to describe how the materials were used or applied in their classrooms. Over half of those surveyed provided information regarding how the professional reading material impacted their practice within the classroom (56.3%). The responses provided by the teachers were then classified into three main categories, (1) to improve instruction, (2) to improve classroom management and student behavior, and (3) as teacher enrichment, in which professional materials engage the teacher to make his or her experience within the profession more informative, meaningful or rewarding.

Of the teachers providing responses, the majority use professional reading materials to improve their instruction within the classroom (79.9%; 135 out of 169). As one teacher noted, the information gained from professional reading “changed the way I explain what questions students should ask of themselves when they read and the type of reflection questions I ask of them” (Paideia Elementary Teacher #1). Another teacher noted using the information garnered from professional reading materials as suggestions for science activities and experiments (PDS Middle Teacher #3) while others use the information to present new reading and literacy strategies (Paideia Elementary Teacher #6; PDS Elementary Teacher #14, non-PDS Elementary Teacher #21, non-PDS Elementary Teacher #29, PDS Middle Teacher #22) . Yet another teacher described using a professional book to develop a problem-solving unit to help her students connect what they had learned to real-life situations (non-PDS Middle Teacher #28).

In addition to using professional reading materials to improve instruction, 13% (22 out of 169) reported using professional reading materials to aid in classroom management and student discipline. One educator described using information from a professional book to set up a database to identify and target behavior problems with students. This teacher then used the information to meet with the students individually to help make the students responsible for changing their own behavior with the educator's assistance (non-PDS High Teacher #28). Another teacher described using ideas from professional reading materials to create incentives for classroom management and to help students become intrinsically motivated to complete their academic work (PDS High Teacher #54).

Only 7.1% (12 out of 169) of the teachers reported using professional reading materials for teacher enrichment. One teacher reports using professional journals to keep current on special education regulations and newly proposed federal guidelines (Paideia Elementary Teacher #13) or to improve their documentation of services provided to students (non-PDS Elementary Teacher #3). Other teachers read professional materials in order to "jog" their creativity (Paideia Middle Teacher #11) or as justification for current practices (non-PDS Middle Teacher #22).

In general, teachers report using professional reading materials to improve classroom instruction, to improve classroom management and student behavior, and as teacher enrichment to provide information and meaning to the teacher. The majority of teachers (79.9%) utilize information from professional reading to improve instruction, 13% use professional reading to aid in classroom management and student behavior, and 7.1% report using professional reading as teacher enrichment.

### *Summary of Research Question Two*

In summary, the majority (70%) of the teachers surveyed had used professional reading materials 1-5 times during the two months prior to the administration of the TSPR. Teachers reported professional magazines as being more helpful than professional books or professional journals. The most frequently cited professional magazine was *The Mailbox*, the most frequently cited book was Wong and Wong's *The First Days of School*, and the most frequently cited professional journal was *Educational Leadership*, published by ASCD. The teachers used information from professional reading in three ways, to improve instruction within the classroom, to improve classroom management and student behavior, and as teacher enrichment. The teachers surveyed mainly used the information from professional reading to improve classroom instruction.

The first two research questions in this study addressed the reading interests and behaviors of teachers in general, as well as how professional reading was implemented within the classroom. The third, and final, research question seeks to understand similarities and differences among teachers working at Paideia, PDS, and non-PDS schools regarding views on professional reading and perceived levels of administrator support for professional reading.

*What, if any, Are the Differences in Responses Among Paideia, PDS, and non-PDS Teachers in their Perceived Level of Administrator Support and Views of the Role of Professional Reading as Part of Professional Development?*

The third research question seeks to understand differences among the three types of schools (Paideia, PDS, and non-PDS) regarding the role of professional reading and administrator support for professional reading. This section will look at the two

previous research questions in light of differences among the three types of schools. The results will be presented using the same presentation order as the two previous research questions. The differences in responses from the teachers on each TSPR were analyzed using three statistics: Pearson's chi-square, the mode, and the index of dispersion. Pearson's chi-square ( $\chi^2$ ) is a nonparametric test of significance that compares proportions of frequencies that are actually observed to those expected to see if they are statistically different (Gay & Airasian, 1996). If the results revealed a statistically significant difference on the  $\chi^2$  among school type, follow up analyses were conducted using the mode ( $Mo$ ) and the index of dispersion ( $D$ ). The mode ( $Mo$ ) is a measure of central tendency that describes the most frequent score, while the index of dispersion ( $D$ ) is a ratio of the number of distinguishable pairs to the maximum number of pairs (Kirk, 1999). The index of dispersion ranges from 0 to 1.0 with the number closer to zero (0) indicating less dispersion and thus, higher confidence in the differences among the school types. The results of the TSPR were then also analyzed utilizing a factor analysis and subsequent follow up analyses that sought to highlight the differences among the three school groups.

#### *Teachers' Ability to Learn- Paideia, PDS, and non-PDS*

Of the eight questions asked on the TSPR that provide information regarding teachers' ability to learn, four revealed statistically significant differences among the responses of the teachers working in Paideia, PDS, and non-PDS schools, as found in Table 32. Statistically significant ( $p < .01$ ) differences were found regarding whether teachers enjoy discussing professional readings with their peers, and a follow-up analysis was conducted to determine school type differences. While the mode ( $Mo$ ) for

Table 32

*Teachers' Ability to Learn- Paideia, PDS, non-PDS*

TSPR	$\chi^2$	<i>df</i>	<i>p</i>
When I was completing my coursework towards my teaching certification, I primarily read ___.	7.485	10	.679
I am very knowledgeable about professional trends in my content area or grade level.	7.831	8	.450
I enjoy discussing what I have read professionally with fellow teachers.	27.769	8	.001**
I would rather attend a workshop than read a professional book, journal article, or magazine.	11.350	8	.183
I do not read as many professional materials as I would like because I do not have enough time.	6.355	8	.608
I do not read as many professional materials as I would like because I do not have access to the material.	28.513	8	.000**
I do not read as many professional materials as I would like because the materials is not applicable to what I teach.	21.194	8	.007**
I do not read as many professional materials as I would like because the professional reading materials are difficult for me to understand.	15.553	8	.049*

\* $p < .05$ . \*\*  $p < .01$ .

all three school types was “agree,” the teachers from the Paideia schools were more likely to agree with the statement than both the PDS and non-PDS teachers, with no significant difference found among the PDS and non-PDS school-types ( $M_o$ = “agree;”  $D_{Paideia}$ = .75;  $D_{PDS}$ = .83;  $D_{non-PDS}$ = .83).

Statistically significant ( $p < .01$ ) differences were also found concerning teacher access to professional reading materials. Follow-up analysis show that while teachers at

all three school types had a *Mo* of “disagree,” the Paideia school teachers were more likely to disagree with the statement when compared to the PDS and non-PDS teachers, which had no apparent differences ( $Mo = \text{“disagree;” } D_{\text{Paideia}} = .82; D_{\text{PDS}} = .93; D_{\text{non-PDS}} = .93$ ).

Once again, statistically significant ( $p < .01$ ) differences were found among school types regarding the applicability of the materials to what is taught. The teachers working at the PDS and non-PDS schools had a *Mo* of “disagree” while the teachers working at the Paideia campuses had a *Mo* of “strongly disagree.” In addition, the Paideia school teachers were more likely to choose the “strongly disagree” option than the teachers working at the PDS or non-PDS campuses, which had no apparent differences between the responses ( $D_{\text{Paideia}} = .84; D_{\text{PDS}} = .92; D_{\text{non-PDS}} = .94$ ).

Statistically significant ( $p < .05$ ) differences were found regarding teachers’ ability to comprehend professional reading materials. Teachers working at the Paideia and non-PDS campuses choose “strongly disagree” as their *Mo*. Even though both the Paideia and non-PDS schools choose the option “strongly disagree” most frequently, the Paideia teachers were more likely to choose that option than other answers ( $D_{\text{Paideia}} = .69; D_{\text{PDS}} = .88; D_{\text{non-PDS}} = .83$ ).

### *Summary*

Concerning teachers’ ability to learn it appears that, among the questions that show statistically significant differences among the three school formats, a pattern is emerging. Using the mode and index of dispersion as interpretive tools, it appears that the teachers working at the Paideia campuses enjoy discussing what they read professionally with their colleagues, think they have greater access to the professional

reading materials, find more of the information in the professional reading materials applicable to what they teach, and think the professional reading materials are easier to understand than do teachers working on PDS or non-PDS campuses. Next, the views of reading as part of teacher professional development for teachers working at the three school formats was examined.

*Reading as Part of Professional Development- Paideia, PDS, and non-PDS*

Of the nine questions on the TSPR that provided information regarding teachers' attitudes and beliefs about reading as part of a professional development program, three questions revealed statistically significant responses among the Paideia, PDS, and non-PDS school types, as found in Table 33. Statistically significant ( $p < .01$ ) differences were found regarding teacher views on professional reading helping teachers to grow in their profession. Follow-up analyses reveal that Paideia teachers had a *Mo* of "strongly agree" while PDS and non-PDS teachers had a *Mo* of "agree." The index of dispersion shows that teachers working at the PDS campuses were more likely to choose "agree" and less likely to choose other answer options than teachers working at the Paideia and non-PDS campuses ( $D_{\text{Paideia}} = .91$ ;  $D_{\text{PDS}} = .60$ ;  $D_{\text{non-PDS}} = .96$ ).

Statistically significant ( $p < .05$ ) differences were revealed among school types on how teachers view the relevance of professional reading materials to classroom activities. Teachers working in all three school-types had a *Mo* of "agree." The teachers working on the Paideia campuses were more likely to choose this answer and were less likely to select other answer options, while the PDS and non-PDS teachers show no significant differences among their answer choices ( $Mo = \text{"agree;"}$   $D_{\text{Paideia}} = .78$ ;  $D_{\text{PDS}} = .82$ ;  $D_{\text{non-PDS}} = .82$ ).

Table 33

*Reading as Part of Professional Development- Paideia, PDS, and non-PDS*

TSPR	$\chi^2$	df	p
When I have the opportunity to read professional reading materials, I choose articles or books that discuss emerging trends and theories in my classroom.	10.721	8	.218
When I have the opportunity to read professional reading materials, I choose articles or books that discuss activities I can use in my classroom.	17.595	8	.024*
When I have the opportunity to read professional reading materials, I choose sources that have handouts I can use with my students immediately.	10.704	8	.219
In your opinion, which of the following is the best way to learn about emerging trends and “best practices” in education?	10.517	12	.571
The main reason I read professional reading materials is ____.	13.928	10	.176
Most professional reading materials I encounter discuss relevant, worthwhile topics.	19.105	8	.014*
My favorite professional reading materials are research-based journals.	12.11	8	.146
Professional reading materials help teachers to grow in their profession.	23.868	8	.002**
My favorite type of professional reading materials are professional magazines.	6.560	8	.585

\* $p < .05$ . \*\*  $p < .01$ .

Finally, statistically significant ( $p < .05$ ) differences were revealed among school types regarding articles and books that discuss activities teachers can use in their classrooms. Teachers working on PDS campuses choose “agree” as the most frequent

answer, while teachers working on Paideia and non-PDS campuses choose “strongly agree” for their *Mo*. Even though the Paideia and non-PDS campuses choose “strongly agree” as their mode, the Paideia teachers were more likely to choose “strongly agree” than the other answer choices, and were less likely to choose alternate answers as compared to the other groups of teachers ( $D_{\text{Paideia}} = .64$ ;  $D_{\text{PDS}} = .79$ ;  $D_{\text{non-PDS}} = .79$ ).

### *Summary*

While teachers working at Paideia, PDS, and non-PDS schools appear to have similar feelings regarding many aspects of professional reading as part of staff development, there were some differences among the groups. Once again, the mode and index of dispersion were used as tools of analysis to investigate differences among school types. Primarily, teachers working at Paideia campuses were more likely to strongly agree with the ideas that professional reading helps teachers to grow in their profession and that much of what they encounter when they pursue professional reading is relevant and worthwhile to them. Paideia teachers are also more likely to choose articles or books that discuss activities they can use in their classroom than teachers working at PDS and non-PDS campuses. The next aspect of this research question investigated perceptions of administrator support for pursuing professional reading on Paideia, PDS, and non-PDS campuses.

### *Perceptions of Administrator Support- Paideia, PDS, and non-PDS*

There are six questions on the TSPR seeking information about teachers’ perceptions of their principal’s support for professional reading as part of a professional development program. Of those six questions, five revealed statistically significant differences among school type, as is presented in Table 34.

Table 34

*Perceptions of Administrator Support-- Paideia, PDS, and non-PDS*

TSPR	$\chi^2$	df	p
During this school year, how often has your principal communicated individually with you about professional reading materials?	33.190	8	.000**
During this school year, how often did your principal discuss professional reading materials in group meetings?	32.812	10	.000**
During this school year, how often did your principal encourage faculty-led discussions about professional reading materials?	23.709	8	.003**
Who currently encourages you the most to read professional reading materials?	18.455	12	.103
Does your school have a specific location where professional reading materials are located for your use?	47.454	4	.000**
The teachers I work with closely read professional books, journals, or magazines at least once a week.	42.661	8	.000**

\*\*  $p < .01$ .

Of the six questions, five showed statistically significant responses for teachers working in Paideia, PDS, and non-PDS schools. First, statistically significant ( $p < .01$ ) differences were found among school types concerning how often principals discussed professional reading materials with their teachers on an individual basis. The teachers working in Paideia and PDS schools responded with “1-2 times” as the *Mo*, while teachers working on non-PDS campuses choose “0 times” most frequently. Teachers working on the PDS campuses were less likely to choose an answer other than “1-2 times” than the teachers working on the Paideia campuses. In addition, teachers

working on the non-PDS campuses were more likely to select “0 times” as their response and were less likely to select other answer choices ( $D_{\text{Paideia}} = .93$ ;  $D_{\text{PDS}} = .86$ ;  $D_{\text{non-PDS}} = .78$ ).

Statistically significant ( $p < .01$ ) differences among school types were also revealed regarding how often principals communicated with teachers during group meetings. Follow-up analyses revealed that the teachers working on non-PDS campuses choose “1-2 times” as their most frequent response, while teachers working on PDS and Paideia campuses choose “3-6 times” as their *Mo*. Teachers working on the Paideia campuses were more likely to choose the “3-6 times” option than teachers working on the PDS campuses ( $D_{\text{Paideia}} = .77$ ;  $D_{\text{PDS}} = .80$ ;  $D_{\text{non-PDS}} = .86$ ).

In addition, statistically significant ( $p < .01$ ) differences among school types were also revealed regarding faculty-led discussions about professional reading materials. Similar to the responses for the group meetings, teachers working at the Paideia and PDS campuses choose “3-6 times” as their *Mo*, while teachers working on the non-PDS campuses choose “1-2 times” as their most frequent response. There was no apparent difference in the dispersion of scores among the teachers working for the three types of schools ( $D_{\text{Paideia}} = .90$ ;  $D_{\text{PDS}} = .89$ ;  $D_{\text{non-PDS}} = .87$ ).

When asked whether or not their school has a professional library, the teachers working at the various types of schools responded with statistically significant ( $p < .01$ ) answers. The teachers working on the Paideia and non-PDS campuses had a mode of “yes,” while the teachers working on PDS campuses had a mode of “no.”

Statistically significant ( $p < .01$ ) differences were revealed among school types regarding teachers’ perceptions of what their fellow teachers read. The Paideia teachers

had a *Mo* of “agree” while the teachers working at the PDS and non-PDS campuses had a *Mo* of “not sure.” In addition, the teachers working on the PDS and non-PDS campuses were more likely to choose the “not sure” option than other options, and were less likely to choose other answer choices ( $D_{\text{Paideia}} = .88$ ;  $D_{\text{PDS}} = .84$ ;  $D_{\text{non-PDS}} = .82$ ).

### *Summary*

There were distinct differences among teacher perceptions of administrator support regarding professional reading among the Paideia, PDS, and non-PDS schools. The teachers working in the non-PDS schools perceive receiving less support for professional reading than do teachers working on PDS or Paideia campuses. The teachers working on the non-PDS campuses did not think their principals communicated individually with them about professional reading, while the teachers at the Paideia and PDS campuses indicated their principals communicated with them from one to two times. Teachers working at non-PDS campuses also reported lower levels of support from their principals than their Paideia and PDS counterparts during both group meetings and how often their principals encouraged faculty-led discussions about professional reading. It is interesting to note that the teachers working on the Paideia and non-PDS campuses have professional libraries located at their schools, while more PDS teachers did not believe there were professional libraries located on their campuses. Teachers working at PDS and non-PDS campuses are not sure if their colleagues engage in professional reading, while most Paideia teachers do think their colleagues are reading professional books, journals, or magazines on a weekly basis. Three factors (perceived value of professional reading, perceived support for professional reading, and classroom application of professional reading) were then

using a factor analysis. The following section of this study will examine the three identified factors for differences among responses for teachers working at Paideia, PDS, and non-PDS campuses.

#### *Identified Factors Among Paideia, PDS, and non-PDS Schools*

The 26 items on the TSPR were initially analyzed using an exploratory factor analysis in an attempt to discover the underlying constructs influencing participant responses (DeCoster, 1998; Green, Salking, & Akey, 2000; Kim & Muller, 1978). Three factors were identified from the data set after the initial factor extraction and varimax rotation method set the eigen value to one. Based upon the factor loadings, the researcher identified the three factors as (a) perceived value of professional reading, (b) perceived support for professional reading, and (c) classroom application of professional reading. Table 35 provides a summary of the factors loadings for the three factors identified.

The first factor identified by the researcher, the perceived value of professional reading, included three statements from the TSPR. Those three statements are “Most professional reading materials I encounter discuss relevant, worthwhile topics,” “Professional reading materials help teachers to grow in their profession,” and “I do not read as many professional reading materials as I would like because the material is not applicable to what I teach.”

The second factor identified by the researcher, perceived support for professional reading, included four questions from the TSPR. The questions are “During this school year, how often has your principal communicated individually with

Table 35

*Factor Loadings of the TSPR*

	Factor 1 (value)	Factor 2 (support)	Factor 3 (application)
Most professional reading materials I encounter discuss relevant, worthwhile topics.	.723		
Professional reading materials help teachers to grow in their profession.	.767		
I do not read as many professional reading materials as I would like because the material is not applicable to what I teach.	-.722		
During this school year, how often has your principal communicated individually with you about professional reading materials?		.682	
During this school year, how often did your principal discuss professional reading materials in group meetings?		.808	
During this past school year, how often did your principal encourage faculty-led discussions about professional reading materials?		.787	
Who currently encourages you the most to read professional reading materials?		-.653	
When I have the opportunity to read professional reading materials, I choose articles or books that discuss emerging trends and theories in education.			.657
When I have the opportunity to read professional reading materials, I choose articles or books that discuss activities I can use in my classroom.			.740
In the past two months, I have used ideas from professional reading materials in my classroom times.			.676

you about professional reading materials?” “During this school year, how often did your principal discuss professional reading materials in group meetings?” “During this past school year, how often did your principal encourage faculty-led discussions about professional reading materials?” and “Who currently encourages you the most to read professional reading materials?”

The third factor identified by the research, classroom application of professional reading, includes three statements from the TSPR. The three statements are “When I have the opportunity to read professional reading materials, I choose articles or books that discuss emerging trends and theories in education,” “When I have the opportunity to read professional reading materials, I choose articles or books that discuss activities I can use in my classroom,” and “In the past two months, I have used ideas from professional reading materials in my classroom \_\_\_ times.”

The identified factors (perceived value of professional reading, perceived support for professional reading, and classroom application of professional reading) were then analyzed further to see if there were any statistically significant differences among school formats through the use of the Kruskal-Wallis and Dunn’s Multiple Comparison procedure (Hettmansperger, 1984). The Kruskal-Wallis is a nonparametric test for the significance of the differences among the distributions of multiple independent samples. The Dunn’s Multiple Comparison procedure is utilized to discover which of the mean ranks from the Kruskal-Wallis test statistic are not equal, thus determining where the differences among the three school types lie (Kirk, 1999). The first factor identified earlier was the perceived value of professional reading. The mean ranks are found in Table 36, while the application of Dunn’s multiple

comparisons are presented in Table 37. In the results for perceived value of professional reading, there are statistically significant responses among the Paideia and the PDS teachers, as well as among the Paideia and non-PDS teachers for this factor.

Table 36

*Mean Ranks for Factor Perceived Value of Professional Reading From the Kruskal-Wallis Test*

Group	<i>N</i>	Mean Rank
Paideia	73	183.95
PDS	108	138.08
Non-PDS	120	142.59
Total	301	

*Note.* The Mean Rank is the mean for the ranks within each group.

Table 37

*Application of Dunn's Multiple Comparison Procedure to Mean Ranks Data for Factor Perceived Value of Professional Reading*

Group ( <i>u, v</i> )	$ R_u - R_v $	$Z_{(a/[k(k-1)])}[N(N+1)/12]^{1/2}(1/n_u + 1/n_v)^{1/2}$
Paideia, PDS	$ 183.95-138.08 = 45.87^*$	$(2.394)[300(301)/12]^{1/2}(1/73+1/108)^{1/2}= 34.789$
Paideia, non-PDS	$ 183.95-142.59 = 41.36^*$	$(2.394)[300(301)/12]^{1/2}(1/73+1/120)^{1/2}= 34.080$
PDS, non-PDS	$ 138.08-142.59 = 4.51$	$(2.394)[300(301)/12]^{1/2}(1/08+1/120)^{1/2}= 30.453$

*Note.* \* Indicates statistical significance among the two groups compared.

The second factor, the perceived support for professional reading, was analyzed using the Kruskal-Wallis and Dunn's multiple comparison procedure. The Kruskal-Wallis is presented in Table 38. The Dunn's multiple comparison procedure for perceived support for professional reading is found in Table 39. One question from the

TSPR that is part of this factor was not included in these statistical analyses, as the data was gathered in an unordered nominal format and was thus unable to be analyzed in

Table 38

*Mean Ranks for Factor Perceived Support for Professional Reading From the Kruskal-Wallis Test*

Group	<i>N</i>	Mean Rank
Paideia	73	190.16
PDS	108	157.27
Non-PDS	120	121.54
Total	301	

*Note.* The Mean Rank is the mean for the ranks within each group.

Table 39

*Application of Dunn's Multiple Comparison Procedure to Mean Ranks Data for Factor Perceived Support for Professional Reading*

Group ( <i>u, v</i> )	$ R_u - R_v $	$Z_{(a/[k(k-1)])}[N(N+1)/12]^{1/2}(1/n_u + 1/n_v)^{1/2}$
Paideia, PDS	$ 190.16-157.27 = 32.89^*$	$(2.394)[300(301)/12]^{1/2}(1/73+1/108)^{1/2}=34.789$
Paideia, non-PDS	$ 190.16-121.54 = 68.62^*$	$(2.394)[300(301)/12]^{1/2}(1/73+1/120)^{1/2}=34.080$
PDS, non-PDS	$ 157.27-121.54 = 35.73^*$	$(2.394)[300(301)/12]^{1/2}(1/08+1/120)^{1/2}=30.453$

*Note.* \* Indicates statistical significance, and therefore indicates statistically significant difference among the two groups compared.

these statistical procedures. The other three questions identified as part of the factor were used to determine the Kruskal-Wallis and Dunn's multiple comparisons procedure results. The results for this factor show that there are statistically significant differences among the Paideia and PDS teachers, the Paideia and non-PDS teachers, as well as the PDS and non-PDS teachers regarding perceived support for professional reading.

Table 40

*Mean Ranks for Factor Classroom Application of Professional Reading From the Kruskal-Wallis Test*

Group	<i>N</i>	Mean Rank
Paideia	73	151.12
PDS	108	153.08
Non-PDS	120	149.05
Total	301	

*Note.* The Mean Rank is the mean for the ranks within each group.

Table 41

*Application of Dunn's Multiple Comparison Procedure to Mean Ranks Data for Factor Classroom Application of Professional Reading*

Group ( <i>u, v</i> )	$ R_u - R_v $	$Z_{(a/[k(k-1)])}[N(N+1)/12]^{1/2}(1/n_u + 1/n_v)^{1/2}$
Paideia, PDS	$ 151.12 - 153.08  = 1.96$	$(2.394)[300(301)/12]^{1/2}(1/73 + 1/108)^{1/2} = 34.789$
Paideia, non-PDS	$ 151.12 - 149.05  = 2.07$	$(2.394)[300(301)/12]^{1/2}(1/73 + 1/120)^{1/2} = 34.080$
PDS, non-PDS	$ 153.08 - 149.05  = 4.03$	$(2.394)[300(301)/12]^{1/2}(1/108 + 1/120)^{1/2} = 30.453$

The final factor, classroom application of professional reading, was analyzed utilizing the Kruskal-Wallis and Dunn's multiple comparison procedure. The results for the Kruskal-Wallis are presented in Table 40. The information for the Dunn's multiple comparison procedure is found in Table 41. There were no statistically significant differences among the Paideia, PDS, and non-PDS campuses on this factor.

*Summary*

The factor of perceived value of professional reading showed statistically significant responses among the Paideia and PDS teachers as well as the Paideia and non-PDS teachers. The perceived support of professional reading factor showed statistically significant responses among the Paideia, PDS, and non-PDS teachers. The factor investigating classroom application of professional reading did not show statistically significant responses among the three school formats. While the three questions on the TSPR that loaded onto a factor labeled classroom application of professional reading did not show statistically significant differences among groups, there were some differences in how the teachers used material from professional reading to impact their classroom practices.

*Summary of Research Question Three*

When looking at the differences among the teachers working on the Paideia, PDS, and non-PDS campuses, a pattern begins to emerge. The teachers working on the Paideia campuses tend to have a more positive view of their own ability to learn as compared to teachers working on PDS and non-PDS campuses, as is illustrated through their responses on the TSPR. The Paideia teachers enjoy discussing what they have read professionally with their colleagues, have greater access to professional reading materials, find the reading materials applicable to what they teach, and find the materials easier to comprehend than do their counterparts working at the PDS and non-PDS campuses. The teachers working at the Paideia campuses also have a stronger belief that professional reading helps teachers to grow in their profession than do

teachers working on PDS and non-PDS campuses, and feel that much of what they read professionally is relevant and worthwhile to them.

It is interesting to note that the teachers working on the non-PDS campuses report fewer instances of their school administrators discussing professional reading with them individually, in group meetings, and encourage fewer faculty-led discussions of professional reading materials than do teachers working at the PDS and Paideia campuses. Teachers working at non-PDS and PDS campuses are not aware of what their fellow teachers are reading on a regular basis, while teachers working at the Paideia campuses think their fellow teachers read professional books, journals, or magazines on a weekly basis.

The factor of perceived value of professional reading showed statistically significant responses among the Paideia and PDS teachers as well as the Paideia and non-PDS teachers. The perceived support of professional reading factor showed statistically significant responses among the Paideia, PDS, and non-PDS teachers. The factor investigating classroom application of professional reading did not show statistically significant responses among the three school formats.

### *Summary of Results*

This chapter has presented the results of a descriptive study investigating teachers' perceptions of their administrators' support of professional reading practices. The results of this study show that teachers do indeed view engaging in professional reading as helping them grow in their profession. Even though teachers do not feel they have as much time as they would like to pursue professional reading, they find the materials to be easily understood, accessible, and applicable to their teaching. Teachers

mainly engage in professional reading to improve their instructional strategies or to expand their knowledge in a field. The majority of teachers surveyed had used ideas from professional reading in their classroom 1-5 times during the two months prior to the administration of the TSPR. Teachers primarily read from *The Mailbox*, Wong and Wong's *The First Days of School*, and from *Educational Leadership*. Teachers working on Paideia campuses have strong beliefs regarding the use of professional reading as part of teacher professional development, as they were more likely to find professional reading helps them grow in their profession and find the material applicable, relevant, and worthwhile to what they teach as compared to the teachers working on the PDS and non-PDS campuses. The teachers working on the non-PDS campuses perceived lower levels of administrator support for professional reading in terms of individual communication with teachers, group meetings, and faculty-led discussions of professional reading. The findings from this study, as they relate to each other and to previous research studies, will be discussed in greater detail in the following chapter of this study.

## CHAPTER FIVE

### Discussion and Conclusions

#### *Introduction*

This study was designed to provide a description of teachers' perceptions of principal support in pursuing professional reading as part of teacher professional development. Three research questions were posed:

1. What are the teacher's perceptions of the benefits of a professional reading program as part of staff development?
  - 1a. What attitudes and beliefs do teachers have about their own ability to learn?
  - 1b. What are teacher's attitudes and beliefs about reading as part of a professional development program?
  - 1c. What are the teachers' perceptions of their principal's support for professional reading as part of a professional development program?
2. What do teachers read professionally that impacts their practices in the classroom?
3. What, if any, are the differences in responses between Paideia, PDS, and non-PDS teachers in their perceived level of administrator support and views of the role of professional reading as part of their professional development?

The Teacher Survey of Professional Reading (TSPR) was administered in the spring of 2005 to 300 teachers working at non-PDS, PDS, and Paideia schools located in central Texas, southwestern North Carolina, and eastern Tennessee.

The purpose of this chapter is to provide an overview and discussion of the findings of this study. This chapter is presented in three sections. The first section discusses and interprets the major findings of this study, while the second section will address its limitations. The final section of this chapter provides suggestions for future research. The first part of this discussion section describes the findings based upon the author's perceived importance to the field of teacher professional development, as opposed to addressing each research question in numeric order. Further, it should be noted that all research questions will be addressed.

### *Overview of the Findings*

Overall, this study produced three major findings for the field of teacher professional development. The first of these findings is that a general difference exists among teachers' thoughts and beliefs based upon whether they teach at a Paideia, PDS, or non-PDS school campus. This finding addresses the first two sections of research question #1 and part of research question #3. The responses to the survey show that teachers working at Paideia schools placed a greater emphasis upon the role of professional reading than do teachers working in PDS and non-PDS schools. For example, while over 80% of the teachers surveyed reported that professional reading helps teachers to grow in their profession, Paideia teachers were much more likely to strongly agree with the statement than did teachers working on PDS and non-PDS campuses. In addition, 68% of all teachers surveyed reported that they enjoyed discussing what they had read with their peers, but Paideia teachers, in comparison with their PDS and non-PDS counterparts, were more likely to agree that they enjoy discussing their professional reading with colleagues ( $M_o = \text{"agree;" } D_{\text{Paideia}} = .75; D_{\text{PDS}} =$

.83;  $D_{\text{non-PDS}} = .83$ ). Furthermore, the Paideia teachers were more likely to report that professional reading materials were easily comprehensible, applicable to what they teach, and relevant and worthwhile as compared to the PDS and non-PDS respondents ( $D_{\text{Paideia}} = .69$ ;  $D_{\text{PDS}} = .88$ ;  $D_{\text{non-PDS}} = .83$ ).

These findings appear to be novel for the field in that it appears that no previous research study has compared teacher professional reading by school type. There are several possible explanations of the observed differences between the responses of Paideia teachers and their PDS and non-PDS counterparts regarding teacher professional reading. One possible explanation is that Paideia schools seem to operate on the belief that formal schooling is only the starting point for lifelong learning as a quest to create an educated democratic citizenry (Adler, 1982). This fundamental concept that teachers in Paideia schools are lifelong learners, and therefore are themselves co-learners with their students, may foster an environment where teachers are more encouraged and more likely to engage in professional reading.

Another possible explanation for the differences between Paideia teachers' responses and the responses of PDS and non-PDS teachers is that Adler's philosophy regarding an educated citizenry has led Paideia schools to use "the Paideia seminar" as an element of teacher training. The Paideia seminar is an opportunity for teachers to learn how to teach students about communicating with others to resolve differences through the use of language (Roberts & Trainor, 2004). The Paideia seminar forces teachers to move beyond traditional textbooks and traditional interpretations to a wider variety of products and a wider variety of interpretations of ideas, values, and forms. For example, teachers may use works of art such as "The Sword of Damocles," an oil

painting by Richard Westall (West, 2003), or poems such as “Self-Reliance” by Ralph Waldo Emerson or “Mother to Son” by Langston Hughes (DTMS, 2005) as possible products to be evaluated in the seminar. Adler (1982) also suggests at least one Paideia seminar should be conducted over the Declaration of Independence, the Constitution, or the Gettysburg Address to allow citizens to better understand democracy in this country. Thus, by asking teachers to read, study, and understand other materials beyond traditional textbooks, Paideia teachers are actively engaged in a teaching-learning culture where extra curricular readings are commonplace and valued.

A second major finding in this study is that differences exist among Paideia, PDS, and non-PDS teachers’ perceptions of the level of administrator support for professional reading as displayed in individual, group, or faculty-led settings. These differences were observed in the teachers’ responses to the third part of research question #1 and research question #3. For example, slightly more than 50% of all teachers surveyed reported their principal communicated individually with them about professional reading. When follow-up analyses were conducted, it was revealed that a higher percentage of teachers working on Paideia and PDS campuses reported that their principals discussed professional reading with them one to two times per year, as compared to non-PDS teachers who most frequently reported that their principals did not communicate with them individually about professional reading during the past academic year. In addition, approximately 75% of all teachers surveyed reported that their principals discussed professional reading materials from one to six times during group meetings over the past academic year. Follow-up analyses revealed that Paideia and PDS teachers more frequently reported that their principals discussed professional

reading three to six times during the past year, while non-PDS teachers generally reported their principals discussed professional reading materials one to two times. Similar results were found with regard to principals encouraging discussions of professional reading in faculty-led meetings, with approximately 70% of all teachers surveyed reporting that their principals encouraged discussions of professional reading in faculty-led meetings from one to six times per year. However, Paideia and PDS teachers had a greater tendency to report that their principals encouraged three to six faculty-led discussions of professional reading per year, while the non-PDS teachers most frequently reported that their principals encouraged only one to two discussions per year.

Differences between the Paideia, PDS, and non-PDS teachers were also seen in the follow up analysis of the factor “perceived support for professional reading.” The results showed that there were statistically significant differences between the Paideia and PDS teachers, the Paideia and non-PDS teachers, and the PDS and non-PDS teachers with regard to perceived levels of administrator support for professional reading. The Paideia teachers had a higher mean rank (mean rank= 190.16) on the Kruskal-Wallis statistic than did the PDS teachers (mean rank=157.27), and the PDS teachers had a higher mean rank than did the non-PDS teachers (mean rank= 121.54) on perceived levels of administrator support. These differences in perceived levels of administrator support for professional reading may stem from underlying differences in the role of professional development at the three types of schools. It appears that both Paideia and PDS schools seek to provide professional development opportunities for teachers in much more explicit manners than what may be found at non-PDS campuses.

As noted earlier, the Paideia model is conceptually based upon a vision of creating and nurturing lifelong learners and citizens, which includes the teachers who are engaged in the teaching-learning dialogue (Adler, 1982). PDS campuses are also conceptually based, at least in part, on the idea that the PDS campuses work in partnership with an institute of higher education for the purpose of preparing new teachers and continuing the professional development of veteran teachers with the ultimate goal of improving student achievement (NCATE, 2001). By way of contrast, traditional non-PDS campuses generally do not provide integrated teacher professional development.

The differences between Paideia and PDS teacher perceptions of administrator support for professional reading may have several possible explanations. One possible account of the differences between these teacher perceptions is another distinction that can be made between the role and goals of professional development in Paideia schools and PDS schools. Many PDS administrators and teachers view the main role of a PDS as training new teachers rather than promoting the professional development of seasoned teachers (Bullough, et. al., 1997). PDS professional development programs and activities tend to focus on the training of new teachers and place greater emphasis on new teacher training over professional development of the veteran teachers at the PDS. Because the PDS model focuses more on pre-service teachers reading and collaborating with seasoned teachers in the process of training the novice teachers, the veteran teachers may not be engaging to the same degree in their own professional reading and their own professional development.

In contrast, Billings and Fitzgerald (2002) reported that all Paideia teachers are encouraged to conduct model and practice seminars with other instructors and

community members to model effective seminar techniques before conducting student seminars. In addition to model and practice seminars, all Paideia teachers attend conferences, workshops, and Summer Institutes which provide continuing professional development for new and seasoned teachers alike; these programs help the entire group of teachers learn more about Paideia principles and new ways to effectively implement the Paideia principles in the classroom to provide a rigorous education for their students (National Paideia Center 2003). Thus, to the extent that Paideia teachers perceive greater administrator support for professional reading, this may simply be the result of the Paideia concept that all teachers, regardless of age and experience level, are lifelong learners. This view of all Paideia teachers as lifelong learners translates into administrators at the Paideia schools encouraging all of their teachers to attend and participate in model and practice seminars as well as the professional development provided in the Summer Institute and other conferences. In these extracurricular programs, teachers are encouraged to spend more time reading and collaborating in seminars and discussions with other teachers.

The third major finding for this study addresses the issue of time and availability in pursuing professional reading. The current study found that the majority (76.8%) of the teachers across the three school types reported they do not have enough time to read as many professional reading materials as they would like. This finding is consistent with previous research (Barrow, 1989; Hinrichs & Ruhl-Smith, 1998-1999; Kersten & Drost, 1980; Womack & Chandler, 1992) in which lack of time was consistently listed as the main barrier preventing teachers from pursuing professional reading. According to Kersten and Drost (1980), teachers feel that both school responsibilities and home

responsibilities made finding time to read professional materials difficult. This finding was reiterated in Womack and Chandler's (1992) study, in which time constraints such as teaching responsibilities, second jobs, and family responsibilities all interfered with teachers pursuing professional reading.

In the current study, almost 58% of the teachers surveyed using the TSPR reported that they have adequate access to professional reading materials. This finding is not consistent with previous research, in which lack of resource availability was the second most cited barrier to pursuing professional reading (Barrow, 1989; Hinrichs & Ruhl-Smith, 1998-1999; Kersten & Drost, 1980; Womack & Chandler, 1992). For example, in Kersten and Drost's study, after lack of time, the second most commonly cited factor that prevented teachers from pursuing professional reading was lack of material availability. In contrast, the teachers surveyed in this study reported that they have adequate access to professional reading materials. This increased perception of access to professional reading materials may be supported by the fact that a similar number (60.8%) of teachers reported that there is a professional library located on their campus which provides access to professional reading materials. This result of increased access to professional reading materials may also have to do with technological changes over the past decade, specifically increased access to the World Wide Web via the Internet. No question on the TSPR specifically asked teachers whether or not they used the Internet to access professional reading resources, such as online journals or online magazines. Interestingly, numerous teachers (n= 15) wrote in answers on the TSPR indicating the Internet was the most helpful resource to them in providing ideas that they used in their classroom. Thus, it appears that the most

significant barrier to an increase in teacher professional reading continues to be a lack of time, as having access to reading materials needed did not seem to change teacher's sense of being able to use their limited time to read.

In general, three primary findings were found in this study. Teachers' responses to the TSPR illustrated that there are differences in perceived value of professional reading between the Paideia, PDS, and non-PDS campuses, that there are differences among perceived levels of administrator support for pursuing professional reading, and that there is an increased perception of availability of professional books, journals, and magazines for teachers. In addition to these primary findings, there are several more issues that need to be addressed. One such issue is the preference of teachers for pragmatic journals and magazines over theoretical ones.

In the current study, all the teachers surveyed prefer pragmatic journals and magazines over ones with theoretical foundations, with no statistically significant differences between school types. More teachers surveyed for this study reported a preference for articles or books that discuss activities they can use in their classroom than for articles or books that discuss emerging trends and theories. This finding is consistent with previous research (Cogan & Anderson, 1977; Hinrichs & Ruhl-Smith, 1998-1999; Hughes & Johnston-Doyle, 1978; Kersten & Drost, 1980; Koballa, 1987; Littman & Stodosky, 1998; Wood, Zalud, & Hoag, 1995) which found that educators preferred to read pragmatic articles that provided practical, hands-on materials or activities that could be quickly and easily implemented within the classroom. This finding could possibly be linked to teachers not having as much time as they would like to read professional materials.

A second issue that needs to be addressed concerns the reading materials selected by teachers for use in their classroom. This issue formed the basis for the second research question. In the current study, the professional magazines and journals most frequently selected by the teachers for use in their classroom are *The Mailbox*, *Teacher Magazine*, *Instructor* magazine, as well as *Educational Leadership*, *NEA Today*, *The Reading Teacher*, and the *English Journal*. The professional magazines and journals most frequently selected by the teachers in this study are the same as the periodicals selected by the teachers in previous studies (Cogan & Anderson, 1977; Hinrichs & Ruhl-Smith, 1998-1999; Hughes & Johnston-Doyle, 1978; Koballa, 1987; Littman & Stodosky, 1998; Wood, Zalud, & Hoag, 1995). Perhaps these professional materials are most frequently selected because they best meet the needs of the teachers in finding quality instructional activities to engage their students.

A third issue that warrants further consideration is an inquiry into why teachers engage in professional reading. This was discussed in the second part of the first research question and in research question #2. The top reasons cited as to why teachers engage in professional reading are to improve instructional practices within their classroom (39.4%) or to expand knowledge in a field (34.4%). These results are consistent with those found by Shearer, et al., (1997), which found that teachers read for four main purposes, namely to expand their knowledge, to understand or solve an instructional problem, to improve instruction, and to garner support for a current instructional practice. In addition to supporting the results found in Shearer, et al.'s study, the reasons teachers engage in professional reading correlate closely with several tenets of andragogy, a theory of adult learning. One of underlying principles of

andragogy is that adults learn in the face of problems or obstacles they face in life (Knowles, 1975; Merriam, 2001; Merriam & Caffarella, 1999). The teachers surveyed for this study seem to engage in reading to improve their instructional practices, to improve classroom management and student behavior, or as teacher enrichment, all stemming from problems or obstacles the teachers face in their professional life. In addition, over 80% of the teachers surveyed in this study perceive engaging in professional reading as helping them to grow in their profession. Teachers in this study were also more likely to report that they were self-motivated (30%) to read over being motivated by their peers (28%) or by their school administrators (26%) to pursue professional reading. This ties in closely with another underlying principle of andragogy, in which internal factors, rather than external factors, tend to drive adult learning (Knowles, 1975; Merriam, 2001).

It is also important to note that the majority of all of the teachers surveyed (81.8%) report that professional reading materials are written in a manner that is easy for them to comprehend. The perceived high levels of reading comprehension may have to do with the fact that teachers, in general, have high levels of reading comprehension. On a survey of adult literacy, teachers performed similarly to those working in fields in which an advanced degree is required, such as lawyers, physicians, and counselors, with regard to measures of reading comprehension (Bruschi & Coley, 1999). Thus, many of the materials written in trade publications favored by teachers may be easy for them to comprehend. Although, it is possible that teachers' perceived high levels of reading comprehension are actually due to the fact that the pragmatic

journals and magazines they favor are written on a lower level than are theoretical journals.

A final issue regarding teacher responses on the TSPR that merits further discussion is the fact that there were a surprising number of “not sure” responses to some questions on the survey. For example, concerning the statement, “The teachers I work closely with read professional books, journals, or magazines at least once a week,” there was a surprisingly high number (45.6%) of “not sure” responses. It appears that many of the teachers working on the PDS and non-PDS campuses may not be aware of what the other teachers on their campuses are reading, as illustrated in their responses in which the mode was “not sure. However, teachers on the Paideia campuses reported being aware of their peers reading books, journals, or magazines on a weekly basis as they responded with a mode of “agree.” This may be due to the fact that Paideia teachers, given their collaborative approach, appear to communicate more frequently with each other regarding the seminars they conduct and participate in, whereas the PDS and non-PDS teachers do not necessarily communicate with each other about what they are reading professionally.

However, there are other examples of higher than expected numbers of “not sure” responses to questions on the TSPR. For example, with regard to the statement, “I am very knowledgeable about professional trends in my content area or grade level,” approximately one fourth of the teachers surveyed responded with “not sure.” In like fashion, approximately one fourth of the teachers responded that they were “not sure” about the statement, “When I engage in professional reading, I primarily choose articles or books that discuss emerging trends and theories in education.” One possible

explanation for the higher than anticipated “not sure” responses is that many of the teachers surveyed may not be knowledgeable about the field of teacher professional reading, and are therefore unable to clearly answer some of the questions, even though a description of professional materials was included in the TSPR and read aloud at the beginning of the survey administration.

It is important to note that the high number of “not sure” responses was not an issue during the piloting of the survey instrument. In order to improve the reliability of this instrument, the researcher asked 15 teachers to take the survey, and then discussed each survey question with the teachers to make sure each question and response was clearly written. The teachers who took part in the pilot session rarely selected the “not sure” response, and the wording on two of the questions was clarified to reduce the “not sure” responses in the future administration of the instrument to the 300 teachers who were surveyed for this study.

#### *Limitations of the Study*

Although important implications regarding the role of professional reading in teacher professional development are illustrated with this study, it is important to identify the limitations encountered by the researcher. One limitation of this study is that it involves the use of an instrument created specifically for this research study rather than one that has been norm-referenced. However, it should be noted, that there is no norm-referenced assessment instrument regarding the professional reading of teachers that was available for the researcher to use in this study. In order to address this limitation, the researcher attempted to create a reliable instrument by piloting the survey on a focus group of 15 educators who provided information on the clarity of the

directions and questions contained within the instrument prior to distribution among the teachers at the nine schools. While several questions loaded onto three factors during the factor analysis, several questions did not load onto a factor. This survey instrument could be refined in order to have more questions load onto the factors or have additional planned factors. In addition, the TSPR needs to include a few questions concerning the use of technology to access professional reading materials by teachers and could possibly address the use of the Internet.

A second limitation of this study was the fact that the data collection procedure was altered at one campus, resulting in a lower rate of participation for that campus. The decision was made to distribute the survey via the teachers' mailboxes rather than in a group setting, which resulted in a lower rate of participation. In addition, the researcher is not sure that these teachers carefully read the directions of the TSPR and, due to the procedural change, knows they did not hear the directions of the survey read aloud. This difference in the administration procedure and response rate could have a small effect upon the results of this study.

#### *Suggestions for Future Study*

In addition to revising the TSPR, the researcher has identified three suggestions for future study regarding teacher professional reading that have grown out of this current research study. First, while utilizing a self-report measure such as the TSPR is appropriate in the initial stages of investigating a research topic, further research studies should focus on studying observable behaviors in a variety of contexts beyond self-report measures. Researchers should take a more in-depth look at the role of professional reading in professional development, as well as perceived levels of

administrator support, through the use of classroom and faculty meeting observations, administrator and faculty interviews, or single-subject methods.

Second, this study has demonstrated differences between the Paideia, PDS, and non-PDS campuses on the perceived value of, and support for, professional reading. Namely, the Paideia teachers appear to value the role of professional reading in their professional development more than teachers working at the PDS and non-PDS campuses. Further research should attempt to investigate what elements of the Paideia model encourage teachers to read and value professional reading, as well as identify whether all Paideia schools value professional reading to the same degree as the three campuses surveyed in this study. In addition, further research should investigate the professional reading that occurs at PDS and non-PDS campuses to elucidate how, when, and why professional reading takes place and how ideas garnered from the reading are implemented within the classroom.

A third area for future research is to investigate responses from teachers in how they plan to use information from professional reading in their classrooms to develop a protocol to encourage more teachers to read and apply the information to their classroom. This area of future research could also help develop a program to allow principals to implement professional reading programs on their campuses and as well as help evaluate the effectiveness of such activities.

APPENDICES

## APPENDIX A

## Demographics of Teachers by School Type

Table A.1

*Demographics of Teachers by School Type*

Demographics		Paideia	PDS	Non-PDS	Totals
Gender	Male	12	38	28	78
	Female	59	69	86	214
	Not report				8
Ethnicity	White	65	90	85	240
	African American or Black	5	3	13	21
	Asian	0	0	2	2
	American Indian or Alaskan Native	0	1	1	2
	Hispanic	0	7	6	13
	Other	0	4	6	10
	Not report				12
Age	21-25	2	6	12	20
	26-30	11	12	12	35
	31-40	21	18	21	60
	41-50	17	34	26	77
	51+	20	35	41	96
	Not report				12
Years teaching	0-1	1	13	11	25
	2-5	17	20	18	55
	6-10	19	16	17	52
	11+	34	58	69	161
	Not report				6
Degree Program	BA-SOE	36	56	58	150
	BA-CAS	20	22	32	74
	Alternative	5	19	14	38
	Other	7	10	9	26
	Not report				12

*(table continues)*

Demographics		Paideia	PDS	Non-PDS	Totals
Highest degree	Bachelor's	44	58	87	189
	Master's	28	41	28	97
	Doctorate	0	3	0	11
	Not respond				
Time read per week	30 min or less	1	6	9	16
	30 min- 1 hour	7	16	8	31
	1-2 hours	7	11	20	38
	2-5 hours	30	40	39	109
	5-10 hours	24	21	33	78
	10+ hours	4	14	10	28

## APPENDIX B

## Teacher Survey of Professional Reading

This survey seeks to understand your personal and professional reading habits. Please read and answer each question so that it most closely describes you. This survey is being conducted anonymously, so answer candidly.

Throughout the survey, various terms concerning professional reading materials in the field of education will be used. Please use the terms as designated:

- **Professional books** refer to texts written specifically for educators and presents information on content, pedagogy, or both. Examples of professional books are Harry Wong's *First Days of School*, and *How People Learn*.
- **Professional journals** refer to journals published to provide information to educators concerning policy, research-based practices, and discussions on controversial subjects. Examples of professional journals include the *Kappan*, and *The Reading Teacher*.
- **Professional magazines** refer to magazines that are published on a regular basis to provide information about the field of education, activities, lessons, and handouts to educators. Two examples of professional magazines are *Mailbox* and *Teacher Magazine*.
- **Professional reading materials** is a term that will be used when referencing all three; professional books, professional journals, and professional magazines.

## Section A

## Reading as Part of Personal and Professional Growth

Please respond to each question as it best describes you.

1. On average, how much time per week do you spend reading for both professional and personal reasons? (Check only one.)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> 30 minutes or less | <input type="checkbox"/> 30 minutes to 1 hour | <input type="checkbox"/> 1 to 2 hours  |
| <input type="checkbox"/> 2 to 5 hours       | <input type="checkbox"/> 5 to 10 hours        | <input type="checkbox"/> over 10 hours |

2. Based upon your answer for question number one, approximately what *percentage* of your time do you spend reading each of the following per week? (Percent must total 100.)

_____ Newspapers	_____ Professional Books	_____ Novels
_____ Non-fiction books	_____ Professional Journals	_____ Magazines
_____ Textbooks	_____ Professional Magazines	_____ Poems, essays
_____ Other (Please describe.): _____		

Please use the scale below and circle the number that best represents you.

**(5) Strongly Agree (4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree**

**When I have the opportunity to read *professional reading materials*, I choose**

	SA			SD
3. Articles or books that discuss emerging trends and theories in education.	5	4	3	2 1
4. Articles or books that discuss activities I can use in my classroom.	5	4	3	2 1
5. Sources that have handouts I can use with my students immediately.	5	4	3	2 1

6. In your opinion, which of the following is the *best* way to learn about emerging trends and “best practices” in education? (Check only one.)

- |   |  |
|---|--|
| <input type="checkbox"/> attending workshops                | <input type="checkbox"/> taking graduate courses |
| <input type="checkbox"/> reading journal articles and books | <input type="checkbox"/> talking with colleagues |
| <input type="checkbox"/> joining professional organizations | <input type="checkbox"/> serving on committees   |
| <input type="checkbox"/> other (describe): _____            |  |

7. When I was completing my coursework towards my teaching certification, I primarily read \_\_\_\_\_. (Check only one.)

- textbooks
- journal articles about teaching
- in-class handouts on various topics
- theoretical or philosophical books
- primary sources (by the original author, not interpreted by other authors)
- other (describe): \_\_\_\_\_

8. The main reason I read **professional reading materials** (books, journals, or magazines) is \_\_\_\_\_. (Check only one.)

- to expand my knowledge in a field
- as background preparation for an upcoming lesson
- to solve a problem I am experiencing in my classroom
- to improve my instructional practices in my classroom
- to gain research-based support for instructional practices
- I do not read professional materials

**Section B**  
**Reading as Part of Professional Development**

Answer each question as it best describes you.

1. In the past two months, I have used ideas from **professional reading materials** in my classroom \_\_\_\_\_ times. (Check only one.)

- 0                       1-2                       3-5  
 6-8                       9+

2. If you have used ideas from **professional reading materials** during the past two months, which was the *most* helpful to you? (Check only one. Provide title if possible.)

- professional book            Title \_\_\_\_\_  
 professional journal        Title \_\_\_\_\_  
 professional magazine      Title \_\_\_\_\_  
 Other (Describe): \_\_\_\_\_  
 I do not read **professional reading materials**.  
 I read **professional reading materials**, but I have not used ideas in my classroom in the past two months

3. If you have used ideas from professional reading materials in your classroom during the past two months, how did you apply or use the information? (Explain below.)

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**Section C**  
**Support for Professional Reading**

Please read and answer each of the following questions.

1. During this school year, how often has your principal communicated *individually* with you about **professional reading materials**? (Check only one.)

- 0 times                       1-2 times  
 3-6 times                       7-10 times  
 10+ times

2. During this school year, how often did your principal discuss **professional reading materials** in *group* meetings? (Check only one.)

- 0 times                       1-2 times  
 3-6 times                       7-10 times  
 10+ times

3. During this school year, how often did your principal *encourage* faculty-led discussions about **professional reading materials**? (Check only one.)

- 0 times                       1-2 times  
 3-6 times                       7-10 times  
 10+ times

4. Who currently encourages you the most to read **professional reading materials**? (Check only one.)

- administrators       friends               fellow educators  
 professors               spouse/ significant other/ family members  
 nobody  
 other (describe): \_\_\_\_\_

5. Does your school have a specific location where professional reading materials are located for your use? (Circle only one.)

Yes      No

### Section D

#### Views on Reading as Part of Professional Growth

Please use the scale below and circle the number that best represents you.

<b>(5) Strongly Agree</b>	<b>(4) Agree</b>	<b>(3) Not Sure</b>	<b>(2) Disagree</b>	<b>(1) Strongly Disagree</b>
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	SA				SD
1. Most <b>professional reading materials</b> I encounter discuss relevant, worthwhile topics.	5	4	3	2	1
2. The teachers I work with closely read professional books, journals, or magazines at least once a week.	5	4	3	2	1
3. My favorite <b>professional reading materials</b> are research-based journals.	5	4	3	2	1

4. <b>Professional reading materials</b> help teachers to grow in their profession.	5	4	3	2	1
5. I am very knowledgeable about professional trends in my content area or grade level.	5	4	3	2	1
6. I enjoy discussing what I have read professionally with fellow teachers.	5	4	3	2	1
7. I would rather attend a workshop than read a professional book, journal article, or magazine.	5	4	3	2	1
8. My favorite type of <b>professional reading materials</b> are professional magazines.	5	4	3	2	1

Please complete the following items using the same scale from above.

**I do not read as many professional reading materials as I would like because**

	SA				SD
9. I do not have enough time.	5	4	3	2	1
10. I do not have access to the material.	5	4	3	2	1
11. The material is not applicable to what I teach.	5	4	3	2	1
12. The professional reading materials are difficult for me to understand.	5	4	3	2	1

### Section E A Little Bit about Yourself...

Please answer all of the following questions.

1. Gender (Check only one.):

Male

Female

2. Age (Check only one.):

21-25 years old

26- 30 years old

31-40 years old

41-50 years old

51 + years old

3. Ethnicity (Check only one.):

- White
- Black or African American
- Asian
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Hispanic
- Other

4. How many years of teaching have you completed? (Check only one.)

- 0-1 year
- 2-5 years
- 6-10 years
- 11+ years

5. Which level of schooling do you currently teach? (Check all that apply.)

- elementary school
- middle or junior high school
- high school

6. Describe your current teaching position. (Examples: 3<sup>rd</sup> grade teacher, middle school physical education teacher, high school librarian, etc.)

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7. Do you assist with any extracurricular activities at your school? Yes No

If yes, describe: \_\_\_\_\_

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8. What type of degree program did you complete in order to receive your teaching certificate?

- Bachelor degree through School of Education
- Bachelor degree through College of Arts and Sciences
- alternative certification
- other ( describe): \_\_\_\_\_

9. What is the highest degree you have earned?

- Bachelors
- Masters
- Doctorate

10. Do you have any specializations or endorsements? Yes No

If yes, describe: \_\_\_\_\_

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## APPENDIX C

## TSPR and Research Questions

## Section A

*Research Question 3*

3. On average, how much time per week do you spend reading for both professional and personal reasons? (Check only one.)

- 30 minutes or less       30 minutes to 1 hour       1 to 2 hours  
 2 to 5 hours       5 to 10 hours       over 10 hours

*Research Question 3*

4. Based upon your answer for question number one, approximately what *percentage* of your time do you spend reading each of the following per week? (Percent must total 100.)

\_\_\_\_\_ Newspapers      \_\_\_\_\_ Professional Books      \_\_\_\_\_ Novels  
 \_\_\_\_\_ Non-fiction books      \_\_\_\_\_ Professional Journals      \_\_\_\_\_ Magazines  
 \_\_\_\_\_ Textbooks      \_\_\_\_\_ Professional Magazines      \_\_\_\_\_ Poems, essays  
 \_\_\_\_\_ Other (Please describe.): \_\_\_\_\_

Please use the scale below and circle the number that best represents you.

(5) Strongly Agree (4) Agree (3) Not Sure (2) Disagree (1) Strongly Disagree

When I have the opportunity to read *professional reading materials*, I choose

	SA				SD
<i>Research Questions 1b, 3</i>					
3. Articles or books that discuss emerging trends and theories in education.	5	4	3	2	1
<i>Research Questions 1b, 3</i>					
4. Articles or books that discuss activities I can use in my classroom.	5	4	3	2	1
<i>Research Questions 1b, 3</i>					
5. Sources that have handouts I can use with my students immediately.	5	4	3	2	1

*Research Questions 1b, 3*

6. In your opinion, which of the following is the *best* way to learn about emerging trends and “best practices” in education? (Check only one.)

- |   |  |
|---|--|
| <input type="checkbox"/> attending workshops                | <input type="checkbox"/> taking graduate courses |
| <input type="checkbox"/> reading journal articles and books | <input type="checkbox"/> talking with colleagues |
| <input type="checkbox"/> joining professional organizations | <input type="checkbox"/> serving on committees   |
| <input type="checkbox"/> other (describe): _____            |  |

*Research Questions 1a, 3*

7. When I was completing my coursework towards my teaching certification, I primarily read \_\_\_\_\_. (Check only one.)

- textbooks
- journal articles about teaching
- in-class handouts on various topics
- theoretical or philosophical books
- primary sources (by the original author, not interpreted by other authors)
- other (describe): \_\_\_\_\_

*Research Questions 1b, 3*

8. The main reason I read professional reading materials (books, journals, or magazines) is \_\_\_\_\_. (Check only one.)

- to expand my knowledge in a field
- as background preparation for an upcoming lesson
- to solve a problem I am experiencing in my classroom
- to improve my instructional practices in my classroom
- to gain research-based support for instructional practices
- I do not read professional materials

## Section B

*Research Question 2*

3. In the past two months, I have used ideas from professional reading materials in my classroom \_\_\_\_\_ times. (Check only one.)

- |                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 0   | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-5 |
| <input type="checkbox"/> 6-8 | <input type="checkbox"/> 9+  |                              |

*Research Question 2*

4. If you have used ideas from professional reading materials during the past two months, which was the *most* helpful to you? (Check only one. Provide title if possible.)

- professional book      Title \_\_\_\_\_
- professional journal      Title \_\_\_\_\_
- professional magazine      Title \_\_\_\_\_
- Other (Describe): \_\_\_\_\_
- I do not read professional reading materials.
- I read professional reading materials, but I have not used ideas in my classroom in the past two months

*Research Question 2*

3. If you have used ideas from professional reading materials in your classroom during the past two months, how did you apply or use the information? (Explain below.)

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## Section C

*Research Questions 1c, 3*

6. During this school year, how often has your principal communicated *individually* with you about professional reading materials? (Check only one.)

- 0 times                                       1-2 times
- 3-6 times                                       7-10 times
- 10+ times

*Research Questions 1c, 3*

7. During this school year, how often did your principal discuss professional reading materials in *group* meetings? (Check only one.)

- 0 times                                       1-2 times
- 3-6 times                                       7-10 times
- 10+ times

*Research Questions 1c, 3*

8. During this school year, how often did your principal *encourage* faculty-led discussions about professional reading materials? (Check only one.)

- 0 times                                       1-2 times
- 3-6 times                                       7-10 times
- 10+ times

*Research Questions 1c, 3*

9. Who currently encourages you the most to read professional reading materials?  
(Check only one.)

- administrators       friends       fellow educators  
 professors       spouse/ significant other/ family members  
 nobody  
 other (describe): \_\_\_\_\_

*Research Questions 1c, 3*

10. Does your school have a specific location where professional reading materials are located for your use? (Circle only one.)

Yes      No

## Section D

(5) Strongly Agree	(4) Agree	(3) Not Sure	(2) Disagree	(1) Strongly Disagree
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	SA				SD
<i>Research Questions 1b, 3</i> 1. Most professional reading materials I encounter discuss relevant, worthwhile topics.	5	4	3	2	1
<i>Research Questions 1c, 3</i> 2. The teachers I work with closely read professional books, journals, or magazines at least once a week.	5	4	3	2	1
<i>Research Questions 1b, 3</i> 3. My favorite professional reading materials are research-based journals.	5	4	3	2	1
<i>Research Questions 1b, 3</i> 4. Professional reading materials help teachers to grow in their profession.	5	4	3	2	1
<i>Research Questions 1a, 3</i> 5. I am very knowledgeable about professional trends in my content area or grade level.	5	4	3	2	1
<i>Research Questions 1a, 3</i> 6. I enjoy discussing what I have read professionally with fellow teachers.	5	4	3	2	1
<i>Research Questions 1a, 3</i> 7. I would rather attend a workshop than read a professional book, journal article, or magazine.	5	4	3	2	1
<i>Research Questions 1b, 3</i> 8. My favorite type of professional reading materials are professional magazines.	5	4	3	2	1

Please complete the following items using the same scale from above.

I do not read as many professional reading materials as I would like because

	SA	SD			
<i>Research Questions 1a, 3</i> 9. I do not have enough time.	5	4	3	2	1
<i>Research Questions 1a, 3</i> 10. I do not have access to the material.	5	4	3	2	1
<i>Research Questions 1a, 3</i> 11. The material is not applicable to what I teach.	5	4	3	2	1
<i>Research Questions 1a, 3</i> 12. The professional reading materials are difficult for me to understand.	5	4	3	2	1

#### Research Questions:

1. What are the teacher's perceptions of the benefits of a professional reading program as part of staff development?
  - 1a. What attitudes and beliefs do teachers have about their own ability to learn?
  - 1b. What are teacher's attitudes and beliefs about reading as part of a professional development program?
  - 1c. What are the teachers' perceptions of their principal's support for professional reading as part of a professional development program?
2. What do teachers read professionally that impacts their practices in the classroom?
3. What, if any, are the differences in responses between Paideia, PDS, and non-PDS teachers in their perceived level of administrator support and views of the role of professional reading as part of their professional development?

## APPENDIX D

## Tables of Books, Journals, and Magazines Selected by Teachers

The following are three tables listing the titles of books (Table C.1), journals (Table C.2), and magazines (Table C.3) that teachers listed as being the most helpful.

Table D.1

*Books Teachers Use*

Professional Book, Author	Frequency
<i>The First Days Of School: How To Be An Effective Teacher</i> , by H. K. Wong, & R. T. Wong	8
<i>The Essential 55: An Award-winning Educator's Rules for Discovering the Successful Student in Every Child</i> by R. Clark	4
<i>Intellectual Coaching and the Paideia Coached Project</i> , by The National Paideia Center	4
<i>Framework for Understanding Poverty</i> , by R. K. Payne	3
<i>Hidden Rules of Class at Work</i> , by R. K. Payne, & D. L. Krabill	3
<i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</i> , by E. O. Keene, & C. Tovani	2
<i>No Sweat Bubble Tests</i> by Scholastics	2
<i>Strategies that work; Teaching Comprehension to Enhance Understanding</i> , by S. Harvey, & A. Goudvis	2
<i>The Differentiated Classroom: Responding to the Needs of All Learners</i> , by C. A. Tomlinson	2
<i>Arttalk</i> , by R. Ragans	1

(table continues)

Professional Book, Author	Frequency
<i>Best Practice: New Standards for Teaching and Learning in America's Schools</i> , by S. Zemelman, H. Daniels, & A. Hyde	1
<i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> , by R. J. Marzano, D. Pickering, & J. E. Pollock	1
<i>Classroom Management That Works: Research-Based Strategies for Every Teacher</i> by R. J. Marzano, J. S. Marzano, & D. J. Pickering	1
<i>Cooperative Learning</i> , by S. Kagan	1
<i>Discipline Survival Kit for the Secondary Teacher</i> , by J. G. Thompson	1
<i>Discipline With Dignity</i> , by R. L. Curwin, & A. N. Mendler	1
<i>Educating Troubled Youth Amid Whirlwind Social Change</i> , by R. W. Ramsey	1
<i>Endangered Minds: Why Children Don't Think And What We Can Do About It</i> , by J. M. Healy	1
<i>Guided Reading : Good First Teaching for All Children</i> , by G. S. Pinnell, I. C. Fountas	1
<i>How to Read a Book</i> , by C. Van Doren & M. J. Adler	1
<i>Lee Canter's Assertive Discipline: Positive Behavior Management for Today's Classroom</i> , by L. Canter, & M. Canter	1
<i>The Paideia Seminar: Active Thinking Through Dialogue</i> , by The National Paideia Center.	1
<i>Positive Discipline</i> , by. J. Nelsen	1
<i>Principals and Standards for School Mathematics</i> , by National Council of Teachers of Mathematics	1
<i>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</i> , by R. Dufour, & R. E. Eaker	1

(table continues)

Professional Book, Author	Frequency
<i>Rich Dad, Poor Dad: What the Rich Teach Their Kids About Money--That the Poor and Middle Class Do Not!</i> , by R. T. Kiyosaki, & S. L. Lechter	1
<i>Strategies for Reading Assessment and Instruction: Helping Every Child Succeed</i> , by D. R. Reutzel, & R. B. Cooter	1
<i>Teaching With Love and Logic: Taking Control of the Classroom</i> , by J. Fay, D. Funk	1
<i>Teaching With the Brain in Mind</i> , by E. Jensen	1
<i>The Tough Kid Social Skills Book</i> , by S. M. Sheridan, & T. Oling	1
<i>Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life</i> , by S. Johnson, & K. H. Blanchard	1
<i>6 + 1 Traits of Writing: The Complete Guide</i> , by R. Culham	1

Table D.2

*Journals Teachers Read*

Professional Journal Title, Organization	Frequency
<i>Educational Leadership</i> , ASCD	6
<i>NEA Today</i> , NEA	5
<i>The Science Teacher</i> , NSTA	5
<i>Southwestern Musician</i> , TMEA	5
<i>English Journal</i> , NCTE	3
<i>The Reading Teacher</i> , IRA	3
<i>The Choral Journal</i> , ACDA	2
<i>Journal of School Counseling</i>	2

*(table continues)*

Professional Journal Title, Organization	Frequency
<i>Mathematics Teacher</i> , NCTM	2
<i>School Library Journal</i>	2
<i>Young Children</i> , NAEYC	2
<i>American Biology Teacher</i> , NABT	1
<i>American String Teacher</i> , ASTA	1
<i>The Chronicle of Higher Education</i>	1
<i>Dimension</i> , SCOLT	1
<i>Foreign Language Annals</i> , ACTFL	1
<i>Phi Delta Kappan</i> , PDK	1
<i>The Physics Teacher</i> , AAPT	1
<i>Reading Research Quarterly</i> , IRA	1
<i>Roeper Review</i> , Roeper School	1
<i>Teaching History</i> , HA	1

Table D.3

*Magazines Teachers Read*

Professional Magazine Title	Frequency
<i>The Mailbox</i>	24
<i>Teacher Magazine</i>	6
<i>Instructor</i>	5
<i>The Instrumentalist</i>	4
<i>Teacher's Helper</i>	3

*(table continues)*

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Professional Magazine Title	Frequency
<i>TEXAS COACH</i>	3
<i>AIMS</i>	1
<i>American Theatre</i>	1
<i>Arithmetic Teacher</i>	1
<i>Art in America</i>	1
<i>Arts and Activities</i>	1
<i>Atlantic Monthly</i>	1
<i>ATPE News</i>	1
<i>The Classroom Teacher</i>	1
<i>Edutopia</i>	1
<i>Learning</i>	1
<i>The Library Journal</i>	1
<i>Teaching Tolerance</i>	1
<i>Time for Kids</i>	1

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