THE IMPACT OF A COLLABORATIVE INQUIRY-BASED PROFESSIONAL DEVELOPMENT APPROACH ON TEACHER PRACTICE AND STUDENT READING ACHIEVEMENT: A MIXED METHODS STUDY by Julie M. Schaefer, May 2014
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ABSTRACT

This mixed-methods study examined whether one professional development approach, the Collaborative Inquiry-Based (CIB) framework, could impact student achievement within a small group reading intervention, Guided Reading Plus (GRP). Further, qualitative data were collected to better understand what activities teachers engaged in that could play a role in those achievement outcomes. Twelve first grade teachers were randomly selected and assigned to one of the three groups: Group 1- control, Group 2-GRP intervention only, and Group 3- GRP intervention and CIB professional development sessions. The students involved in the study consisted of 249 first grade students who were in the 12 first grade teachers’ classrooms. One reading interventionist was randomly selected to serve as the facilitator for Group 3 during the five CIB professional development sessions. The quantitative findings showed that there were no significant differences in the reading achievement scores between the three groups. The 12-week period may have limited the impact on the development of teacher practice, thus influencing the lack of significant gains in student achievement. Further, qualitative data analysis identified sociocultural activity patterns as well as three sociocultural issues that may have impacted the reading achievement findings: (a) trust issues, (b) off task discussion, and (c) generic affirmations.