

Examining the Effects of a Professional Development Model on Reading Outcomes in 4th Grade Social Studies Classrooms

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Background and Rationale	
<ul style="list-style-type: none">Less than 36% of students in grades 4; this trend continues in later grades (NAEP, 2015).Progressive State Standards require content area teachers to implement reading instruction in their classrooms (i.e. social studies).STRIVE practices yield positive effects on student reading outcomes in social studies classrooms (Simmons et al., 2010; Hairrell et al., 2011).It remains unknown the most effective way to deliver professional development to content area teachers (i.e. researcher- or school-provided).	
Purpose and Research Questions	
<p>The current study investigates a professional development model comparing three experimental conditions: (a) researcher delivered STRIVE PD, (b) school delivered STRIVE PD, and (c) typical social studies practice.</p> <ol style="list-style-type: none">What are the effects of assignment to the three experimental conditions on (a) student comprehension, vocabulary, and content knowledge and (b) implementation fidelity?What levels of fidelity are achieved and how does fidelity mediate the effect of assignment on student outcomes?What student and teacher characteristics moderate the effects of the distributed and enhanced professional development model on student outcomes?	
Professional Development Model	
<ul style="list-style-type: none">The 18-week instructional sequence is supported through a distributed and enhanced professional development model featuring highly specified comprehension and vocabulary practices embedded within social studies instruction.Professional development meetings include an initial training, bimonthly study team meetings, and ongoing, online coaching.STRIVE lessons were supported through detailed lesson plans anchored to progressive state standards.Professional development and lesson materials were developed to support the gradual release of responsibility to teachers.	
Multiple Non-overlapping Cohort Study (N = 81 schools)	
Cohort 1 (2016-2017)	<div>Schools (n=38)<div>Treatment 1: Research Delivered PD (n = 12)Treatment 2: School Delivered PD (n = 13)Control: Typical Social Studies Instruction (n = 13)</div></div>
Cohort 2 (2017-2018)	<div>Schools (n=22)<div>Treatment 1: Research Delivered PD (n = 8)Treatment 2: School Delivered PD (n = 7)Control: Typical Social Studies Instruction (n = 7)</div></div>
Cohort 3 (2018-2019)	<div>Schools (n=21)<div>Treatment 1: Research Delivered PD (n = 7)Treatment 2: School Delivered PD (n = 7)Control: Typical Social Studies Instruction (n = 7)</div></div>

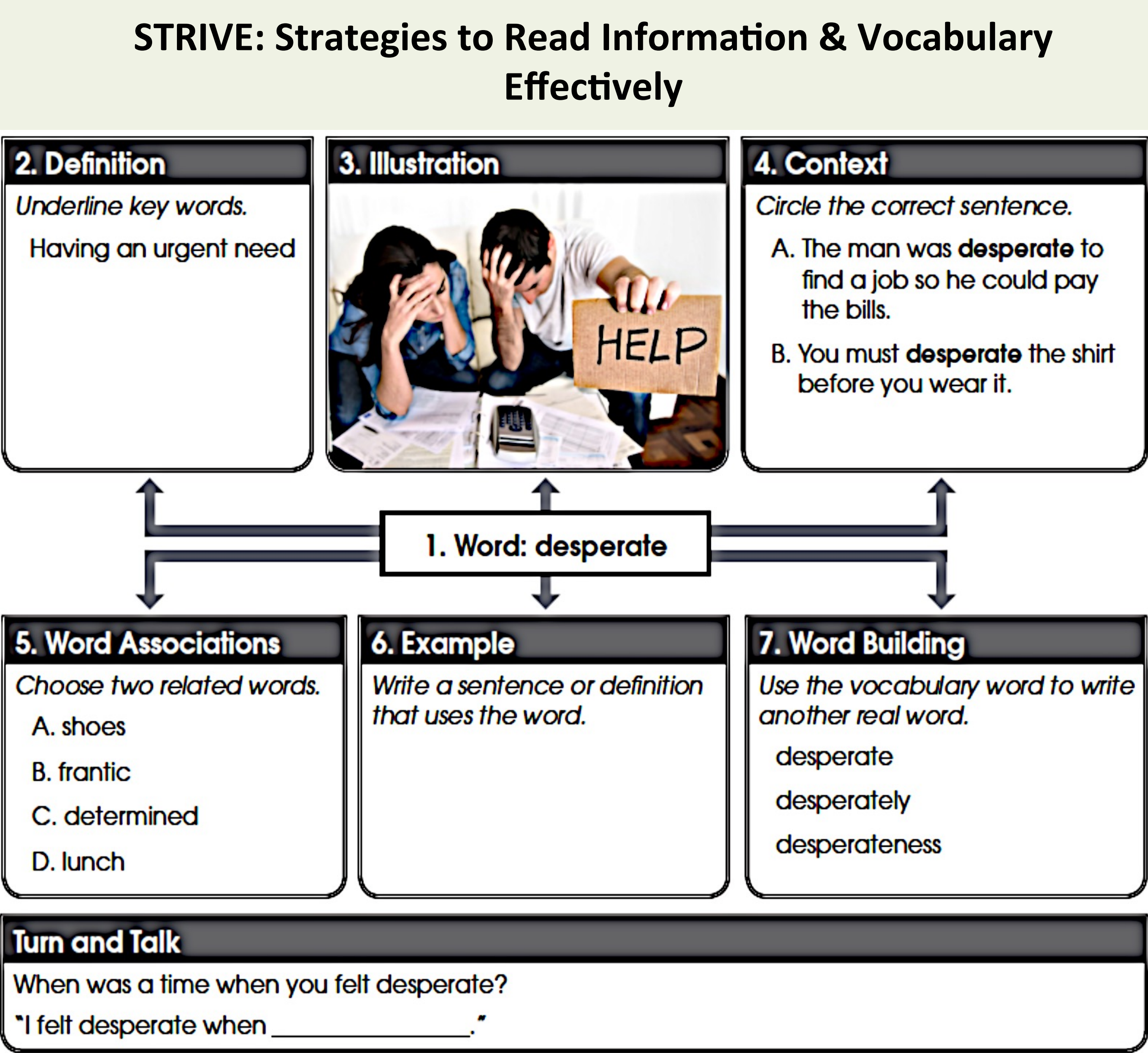


Figure 1. Vocabulary map

Get the Gist

- ☐ What is the most important “who” or “what” in the paragraph?
- ☐ Tell the most important idea about the “who” or “what.”
- ☐ Write the gist in about 10 words or less.

Figure 2. Student cue card

Context CLUE Strategy

C: Check for unknown words.

L: Look for clues. Read the sentences around the word to look for definition, synonym, or general clues to help you learn the word’s meaning.

U: Use the word in a sentence to see whether you understand its meaning. If not, expand your resources.

E: Expand your resources by using a glossary or asking a friend or teacher for help.

Figure 3. Student cue card

Studies Weekly, Week 14
Lessons 15 and 16: Stephen Austin Refuses to Quit!

Topic Sentence

Supporting Details

Concluding Sentence

Class 1

Class 2

Class 3

Class 4

Figure 4. Student workbook pages

Preliminary Results			
Table 1.			
Pretest Data			
Assessment	School-Delivered PD (n = 1088) M (SD)	Researcher-Delivered PD (n = 967) M (SD)	BAU (n = 975) M (SD)
GMRT- Vocabulary SS	89.35 (14.45)	87.10 (13.57)	91.33 (14.37)
GMRT- Comprehension SS	89.91 (15.89)	89.00 (13.93)	95.11 (16.82)
Note. GMRT = Gates MacGinitie Reading Test; SS = Standard Score			
Table 2.			
Benchmark Unit 1 Data			
Proximal Measure	School-Delivered PD (n = 1088) M (SD)	Researcher-Delivered PD (n = 967) M (SD)	BAU (n = 975) M (SD)
Content Knowledge	10.97 (4.05)	10.48 (3.65)	7.59 (2.97)
Vocabulary	16.88 (7.00)	16.73 (6.77)	12.40 (6.57)
Discussion and Next Steps			
<ul style="list-style-type: none">Table 1 reports the pre-testing results for the first of three non-overlapping cohorts in the study.Table 2 reports benchmark data for the first of three proximal measures administered throughout the STRIVE intervention in Cohort 1.Future data for Cohort 1 will include benchmark measures at two additional time points as well as post-test scores.At the conclusion of the study, data will be available for all three cohorts allowing for a fully-powered analysis of results.In addition to student reading outcome data, social validity and professional development feedback will be measured using teacher rating scales.			