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Developing and Validating the Secondary Literacy Professionals Needs Assessment Matrix

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DEVELOPING AND VALIDATING THE SECONDARY LITERACY PROFESSIONALS NEEDS ASSESSMENT MATRIX

by

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ABSTRACT

The purpose of this study was to develop and validate a needs assessment matrix for secondary specialized literacy professionals that identified the professional learning needs of literacy coaches. This tool was developed in order to inform school districts and secondary specialized literacy professionals about the types of professional learning support they will need for them to effectively meet the literacy needs of teachers in secondary schools. The Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM) was created using a variety of methods. A synthesis of literature regarding school improvement, adolescent literacy, 21st century skills, adult learning, literacy coaching and the 2017 International Literacy Association's Standards for Specialized Literacy Professionals was used to provide the conceptual framework for the SLPNAM. The SLPNAM items were developed by interviewing coaching and content experts, going through several iterations before the final instrument was developed. Construct validity was established through exploratory factor analysis, and internal reliability was determined through Cronbach's Alpha. Sixty-four participants from 18 school districts in Florida responded to the SLPNAM. Data analysis indicated that the SLPNAM had a high level of internal reliability, and data reduction was used to ensure that items correlated with constructs it was intended to correlate with. Data from the exploratory factor analysis of the SLPNAM confirmed that construct validity was established. The results from this study provide opportunities for school districts to differentiate professional learning for literacy professionals. It also provides data for school administrators to define the role of the coach and assists secondary literacy professionals in setting professional learning goals specific to their roles.

For Mike, for your patience, support and constant encouragement of all my goals,

but most of all, your unconditional love.

For Shannon and Mickey, being your mom is my most proud and important achievement.

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CHAPTER 1
INTRODUCTION

Problem Statement

The National Assessment of Educational Progress (NAEP) assesses students in Grades 4, 8 and 12 in all schools in the United States, public and private (National Center for Educational Statistics [NCES], 2017). The NAEP reading assessment has been administered in reading periodically from 1992 to 2017. The 2017 National Assessment of Educational Reading Report Card shows that in 2017, 36% of students in Grade 8, scored at or above the proficient level in reading; however, there was a significant change in proficient scores from 2015 to 2017 for eighth grade students (NCES, 2017). For Grade 12 students, the assessment was last administered in 2015 and 37% of students in Grade 12 were at or above proficiency (NCES, 2017). Although there is not a measurable difference in Grade 12 from 2013 to 2015, there is a significant decrease in scores in Grade 12 from 1992. In 1992, 40% of Grade 12 students were at or above proficiency compared to the 37% in 2015. Only 51% of students who take the ACT are ready for the challenges and demands of college reading (ACT, 2006), and 35 - 40% of high school graduates lack the reading and writing skills that employers seek (Achieve, Inc., 2005; Kaestle et al., 2001; National Commission on Writing, 2004). Alarmingly, the proficiency of certain minority groups like Hispanics, Native Americans and students in low income families is lower than the average high school student taking the assessment by approximately 15% (ACT, 2006).

In the state of Florida, approximately 35% of students in eighth grade scored at or above proficiency, similar to students in the rest of the nation (NCES, 2017). The results of eighth

grade reading performance showed no significant difference between 2015 and 2017. The English Language Arts (ELA) portion of the Florida Standards Assessment (FSA) data showed a minimal change from 2017 to 2018 (Florida Department of Education [FDOE], 2018a. In grade 6, there was no change in the percentage of students reading at proficiency between 2017 and 2018. 53% of sixth graders in Florida scored a Level 3 in both years (FDOE, 2018a). In Grade 10, 51% of students scored a level 3 in 2017, and 53% scored a level 3 in 2018, showing a small improvement in the ELA test (FDOE, 2018a).

In the late 1990s, much of the literacy efforts focused on early literacy initiatives. With Reading First, early reading skills like word recognition became the primary focus (Biancarosa & Snow, 2006). Conversely, neglected were concepts and skills associated with reading comprehension, literacy in the content areas, and support of the literacy development of secondary students (Biancarosa & Snow, 2006). The literacy development of students in secondary schools is challenging due to two distinct reasons: adolescent literacy skills are more complex, more integrated and dependent on the discipline and students in secondary students are less motivated to read (Biancarosa & Snow, 2006).

Since the 2010 introduction of the Common Core State Standards (CCSS) by the National Governors Association (NGA) Center for Best Practices & Council of Chief State School Officers (CSSO), there has been an increased focus on what students in the U.S. should be able to read and comprehend (in terms of text complexity and content) in order for them to be college and career-ready (NGA & CSSO, 2010). In addition, the CCSS placed a central focus on the role of literacy (across grades and content areas) in content knowledge and development. Increased expectations and literacy demands have set the tone for a call to support secondary

teachers and students as they navigate the landscape of 21st century literacy. Quality, job-embedded professional development is critical in meeting the demands set forth by the Common Core State Standards.

Suitable school leadership, which includes the administrative team, curriculum leaders and teacher leaders, is imperative to creating the network needed to successfully impact curriculum improvement efforts (International Literacy Association [ILA], 2018). Professional development is critical in creating sustainable literacy practice reform that will impact the adolescent reader. Professional development should focus on the leadership skills needed to guide teachers to work with secondary students and develop shared understanding of the research on reading curriculum, instruction, and assessment (ILA, 2018; Rogers, 2014).

Only 30% of high school students graduate as proficient readers who are college-ready (Greene & Forster, 2003). Only 51% of ACT-tested high school students are prepared for the demands of college reading (ACT, 2006). Florida, with approximately 35% of students in eighth grade scored at or above proficiency, is similar to national statistics (NCES, 2017). Furthermore, the unique demands, such as reading across the disciplines, of navigating through the landscape of adolescent literacy has created additional obstacles to teachers in the secondary classrooms (ILA, 2015). Literacy professionals are called upon by leadership to implement and support literacy initiatives, improve teacher practice and provide job-embedded professional development (Rogers, 2014; Toll, 2009; ILA, 2017). Because of the critical role literacy professionals play in schools, the problem of practice that this Dissertation in Practice explored was the identification of professional learning needs to inform school districts about the types of professional learning support they would need for them to effectively meet the literacy needs of

teachers in secondary schools. The determination of the perceived needs of secondary specialized literacy professionals was based on the coaching roles and responsibilities determined by experts in coaching and guided by the International Literacy Association Standards for the Preparation of Literacy Professionals (International Literacy Association, 2018). The Secondary Literacy Professionals Needs Assessment Matrix [SLPNAM] (Kennedy, 2018) was developed for the identification professional learning needs of literacy coaches to inform school districts about the types of professional learning support they would need to effectively meet the literacy needs of teachers in secondary schools. For the purpose of this study, a secondary literacy professional was defined as a middle and high school literacy coach or middle and high school instructional coach, because these roles have been blurred, depending on the school district or the individual school. In this Dissertation of Practice, the researcher determined the SLPNAM's validity and reliability. There were several possible practical implications related to this study. Results from this study can aid literacy professionals as they set personal goals for their professional learning. Data from the instrument may also be used to inform the school district about the type of professional learning literacy professionals may need for them to be able to support their role and responsibilities. At the time of the present study, no current standardized needs assessment instruments existed to determine the individualized professional learning needs of secondary literacy professionals. There has been a call by ILA to have criteria specific to knowledge and skills required of a specialized literacy professional, and there have been studies and instruments that were focused on the examination of classroom teachers' professional learning needs (ILA, 2018). Based on the review of literature conducted for the present study, no references were found acknowledging and responding to literacy

professionals' existing knowledge, experiences and beliefs. The SLPNAM focuses on secondary literacy professionals, their situated and shifting roles and responsibilities, and specifically, their perceived professional learning needs.

Organizational Context

Since the enactment of the No Child Left Behind Act of 2001, and programs such as *Reading First*, the role of the reading specialist has evolved to a literacy teacher leader who is more involved in the professional development of teachers (ILA, 2015). The 2015 ILA position statement on specialized literacy professionals defined and set the following expectations for a literacy coach:

> Primarily responsible for improving classroom instruction by supporting teacher learning and facilitating literacy program efforts. Collaborate with individual and groups of teachers via coaching and professional learning activities to improve classroom, grade-level, departmental, and schoolwide literacy teaching and learning. May have some teaching or assessment responsibilities as part of their role. (p. 1)

Although the role has been defined, schools and school districts have utilized literacy coaches in schools in a diverse number of ways. In 2017, ILA further delineated the role of the specialized literacy professional by defining and setting standards for three different roles: reading specialist, literacy coach and literacy coordinator/supervisor (ILA, 2018). This was an effort to focus the way of work for the varying roles. With each role, the unique skills and knowledge needed change to reflect the expectations of the position. Determining the professional development needs of the literacy coach, as defined by the standards, is essential to

building capacity and developing the necessary skills needed to successfully fulfill the role. According to a national survey (ILA, 2015b), there appear to be a fewer number of coaches who hold certification as reading specialists. ILA has emphasized the critical need for literacy coaches to have the skills, knowledge and understandings of a literacy specialist in order to effectively provide the professional learning support teachers require for literacy instruction (ILA, 2015b).

School districts and state educational agencies across the nation have adopted different notions and policies about the role and utilization of literacy coaches in middle and high schools. For the 2017-2018 school year, each school district in the state of Florida was required to submit a comprehensive reading plan with school district goals aligned to the State Board of Education's Strategic Plan through the year 2020. The State Board of Education's Strategic Plan goals include achieving the following by 2020: (a) improving overall student achievement on the Florida Standards Assessment - English Language Arts (FSA-ELA) by six percentile points, (b) improving overall student learning gains in ELA by seven percentile points, and (c) closing the achievement gap in ELA between subgroups (white/African American, White/Hispanic, economically disadvantaged/non-economically disadvantaged, students with disabilities (swd)/students without disabilities and English language learners (ELL)/ non-English language learners) by one-third (Florida Department of Education, 2018). In the plan, school districts were required to set goals for improvement by 2020 which were equal to, or greater than, the State Board goals (Florida Department of Education, 2018a). The K-12 provided guidance and suggestions on ways to allocate the budget provided to support the school district in meeting its goals. One suggestion specifically recommended the use of a highly qualified reading coach to

support teachers in instructional decision-making using student data, and support of teachers' effective reading instruction, intervention and reading in the content areas (FDOE, 2018b). The plan also contained a suggestion that the budget allocated be used to support professional development efforts that focus on evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text (FDOE, 2018b). As per the reading plan, school districts have been required to communicate the qualifications they have identified for coaches. An example from a mid-size school district in Florida put forth qualifications for coaches, include the following: (a) a minimum of five years successful K-12 teaching experience required, (b) a master's degree preferred, (c) certification in K-12 Reading or Reading Endorsement preferred; OR in process of earning Certification/Reading Endorsement within a three year time period, (d) strong background in reading instruction and teacher training required, (e) demonstrated success as a reading teacher, and (f) strong background in instructional coaching practices and/or participation in trainings or institutes relates to instructional coaching preferred (FDOE, 2018). Although school districts have been encouraged to hire highly qualified literacy professionals to impact student achievement, the individual skills, knowledge, dispositions and understandings must also be developed to effectively meet school district and state goals.

As a specialized literacy professional who has served in various capacities in the state of Florida, the investigator developed an interest in exploring the most efficient way to support the professional learning needs of literacy professionals (literacy coaches and instructional coaches) in secondary schools. As a school district literacy specialist, the investigator has experienced that school and district based specialized literacy professionals often receive professional

development determined by the interest of the school district administrator or the perceived needs of the coaches. This has resulted in a significant number of hours being devoted to planning and providing professional learning experiences that did not meet the individual needs of the diversity of coaches due to their varying experiences, and literacy backgrounds. The present study was conducted to explore the validity and reliability of an instrument that identifies the professional learning needs of literacy coaches to inform school districts about the types of professional learning support they will need for them to effectively meet the literacy needs of teachers in secondary schools.

Conceptual Framework

The conceptual framework that guided this study drew from several areas. In particular, the study was based on the best practices of professional development (Darling-Hammond, Hyler, Gardner & Espinoza, 2017), and the principles of andragogy that referred to the science of adult learning (Knowles, 1973).

Professional Development

Professional development is an important component in improving teacher practice. The No Child Left Behind [NCLB] (2002*)* legislation communicated the importance of professional development in guaranteeing all teachers were highly qualified to impact student achievement. In the reauthorization of the Elementary and Secondary School Act of 2015, Stephanie Hirsh, executive director of Learning Forward, committed to a new and improved definition of professional learning, (Professional Learning Association, 2017). The professional development definition included but was not limited to activities that are:

> sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that improve and increase teachers' knowledge of the academic subjects the teachers teach; understanding of how students learn; and allow for personalized plans for each educator to address the educator's specific needs identified in observation or other feedback. (Professional Learning Association, 2017, para. 4).

Additionally, the Professional Learning Association (2017) stated, as part of its mission, the following core beliefs:

1. Professional learning that improves educator effectiveness is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
5. Effective school systems commit to continuous improvement for all adults and students. (para. 3)

The core beliefs support the association's mission that professional learning serves as a leverage point with for strengthening and refining teacher practice.

Professional development is defined as the activities that are designed to seemingly provide teachers with additional skills, ideas, and abilities necessary for improvement (Fullan, Hill & Crevola, 2006). This includes workshops, trainings, book studies, one on one coaching, and other various activities that have been developed based on the premise that new ideas and concepts presented in these contexts will create improvements in the classroom (Lentz, 2014).

Fullan (2007) emphasized the limitations of this perspective on professional development. He stated that for teachers to improve, a tremendous paradigm shift must take place in what learning is and under what conditions teachers' work and students learn. According to a synthesis by Guskey (2003) of 13 lists that includes the characteristics of effective professional development, various organizations, researchers and agencies identified common practices that impacted teacher professional learning. Although there appeared to be variances between the intended audiences of the lists identified (practitioners, policy makers, research, etc.), there were common characteristics that appeared across the lists: (a) enhancement of teacher content and pedagogical knowledge, (b) sufficient time and resources, (c) collaboration, (d) accountability, (e) school or site-based, and (f) building leadership capacity (Guskey, 2003). The National Institute of Child Health and Human Development also supported these characteristics with its suggestion that effective teacher professional development must occur over time, and there must be an investment in resources for the continual support of the professional development efforts and needs of educators (Ruddell & Unrau, 2004).

Yoon, Duncan, Lee, Scarloss, and Shapley (2007) analyzed over 1,300 professional development models, in the American Institutes for Research study, to determine the practices used and how the professional development was structured. The two professional development practices that made the biggest difference in the success of the activity, and subsequently the impact on student achievement, were the embeddedness of professional development within the school day and the number of hours spent participating in activities that were connected to the teachers' existing content knowledge and pedagogical practice (Yoon et al., 2007).

In the present study, the SLPNAM was developed to identify the professional learning needs of literacy coaches to inform school districts about the types of professional learning support they would need for them to effectively meet the literacy needs of teachers in secondary schools. Literacy coaches are primarily responsible for improving classroom instruction by supporting teacher learning and facilitating literacy school-based efforts. The SLPNAM will not only allow school district leadership to develop the unique skills and knowledge of literacy coaches, but also support coaches as they develop, in turn, plan, implement and support the professional developments needs of their secondary teachers.

Andragogy

There are five basic hypotheses that drive a student-centered approach to learning (Knowles, 1973). One of the five hypothesis states, “A person learns significantly only those things which he perceives as being involved in the maintenance of, or enhancement of, the structure of self” (Knowles, 1973, p. 33). A concern in the field of education is that many have attempted to apply general theories of child learning to adults. There are multiple theories of adult learning in educational research (Bruner, 1966; Knowles, 1988; Lave & Wenger 1991; Mezirow, 1978; Schon, 1987; Wenger 1998). Initially, Knowles (1973) discussed how adults learn in different ways than children. The term "andragogy" differentiated adult learning from the pedagogy which described how children learn. Knowles (1973) lists the four assumptions of andragogy. The four assumptions that sets andragogy apart are: (a) changes in self-concept from dependency to self-directedness, (b) experience offers a foundation on which to connect new learning, (c) readiness to learn is related to relevance to adult roles, and (d) a problem-centered approach to

learning. To maximize learning for adults, the characteristic of adult learners must be considered. The characteristics of adult learners include: (a) goal oriented, (b) activity oriented, and (c) learning oriented (Houle, 1961). Additionally, it is important to consider not just with what and why adults learn, but how they learn (Knowles, 1973). Adults tend to engage in a series of learning episodes that are referred to as a "project," (p. 23), observing that adult learners are motivated by exploring a project that leads to lasting change or new knowledge or skills (Knowles, 1973). Knowles, Swanson, and Holton, (2005) identified six core principles of adult learning. Table 1 lists each of these six principles with the associated definitions.

Table 1

Principles of Adult Learning

	Principle	Definition
1	Learners' need to know	Adults need to know why they need to learn something before learning it.
2	Self-concept of the learner	The self-concept of adults is heavily dependent upon a move toward self-direction.
3	Prior experience of the learner	Prior experiences of the learner provide a rich resource for learning.
4	Readiness to learn	Adults typically become ready to learn when they experience a need to cope with a life situation or perform a task.
5	Orientation to learning	Adults orientation to learning is life-centered; education is a process of developing increased competency levels to achieve their full potential
6	Motivation to learn	The motivation for adult learners is internal rather than external.

Knowles' principles of adult learning have influenced the work of many others working with educators and professional learning. Moran (2007) proposed a continuum of literacy coaching that was comprised of customizable and individualized professional development activities. These principles allow for literacy coaches to support teachers in a differentiated way so as to facilitate sustainable professional learning. Swift and Kelly (2010) stated that acknowledging the unique characteristics of adult learners can guide professional development to be purposeful, relevant, and linked to the content and pedagogical knowledge that teachers know and bring to a learning situation. According to Swift and Kelly (2010), by utilizing adult learning theory while planning professional development, schools and districts are better positioned to provide more effective, long-lasting professional development for teachers.

As it relates to the development of the SLPNAM, one of the key principles encourages the involvement of adults in the planning and evaluation of their instruction. Knowles (1984) also suggested the acknowledgment of the diverse backgrounds and experiences adults bring to a learning event. Additionally, the most effective professional development practices that impacted student achievement were attributed to situated professional development and activities that connected to teacher existing content and pedagogical knowledge. Through the assessment of perceived professional learning needs, the researcher, in the present study, built on the assumptions of andragogical theory and the principles of effective professional development to effectively support secondary specialized literacy professionals.

Purpose Statement

The purpose of this study was to develop and validate a needs assessment matrix for secondary specialized literacy professionals that could identify the professional learning needs of literacy coaches to inform school districts about the types of professional learning support they would need for them to effectively meet the literacy needs of teachers in secondary schools.

Significance of the Study

Secondary specialized literacy professionals' roles are diverse, dynamic and multi-dimensional. The expectations of the role may become overwhelming, impacting the ability to effectively fulfill the role. If the purpose of a literacy coach, as described by the International Literacy Association (2018), is to "improve classroom instruction by supporting teacher learning and facilitating literacy program efforts," (p. 4) it is critical to provide high-quality, differentiated professional learning to literacy coaches in the effort to enhance their self-efficacy in tasks that help meet school district goals. To understand what many secondary specialized literacy professionals need as it is related to their roles, one must understand the perceptions that contribute to strengthening their practice. Close analysis of a secondary specialized literacy professional's beliefs about professional development needs will help school districts plan meaningful and personalized professional learning opportunities to maximize the coach's way of work.

Research Questions

1. To what extent is the Secondary Literacy Professionals Needs Assessment Matrix valid for use with secondary literacy/instructional coaches through evidence of the validity of the content?
2. To what extent is the Secondary Literacy Professionals Needs Assessment Matrix reliable through the analysis of internal consistency?

CHAPTER 2
LITERATURE REVIEW

Introduction

This chapter presents a summary of the literature related to school improvement, adolescent literacy, 21st century literacy demands, content area reading and specialized literacy professionals. The first section documents the current state in secondary schools as it relates to school improvement and reading proficiency. The following sections contain a discussion the unique characteristics of adolescent literacy, 21st century literacy demands and the call to support literacy in the disciplines. The final section provides an overview of the critical role of the specialized literacy professional as a professional learning resource for schools and school districts.

School Improvement

The 2017 National Assessment of Educational Reading Report Card shows that in 2017, 36% of students in Grade 8, and 37% of students in Grade 12 scored at or above the proficient level in reading; however, there was a significant change in proficient scores from 2015 to 2017 for eighth-grade students (NCES, 2017). In the state of Florida, approximately 35% of students in eighth grade scored at or above proficiency, making the results similar to those of the rest of the nation (NCES, 2017). The results of eighth-grade reading performance showed no significant difference between 2015 and 2017. Since the introduction of the Common Core State Standards [CCSS] (2010), there has been an increased focus on what students should be able to read and comprehend (in terms of text complexity and content) to be college and career ready. In addition, the CCSS placed a central focus on the role of literacy (across grades and content areas)

in content knowledge and development. Increased expectations and literacy demands has established the tone for a call to support U.S. secondary students as they navigate the landscape of 21st century literacy.

With the increased expectations and literacy demands of students, 21st century secondary schools have faced a difficult and complex challenge. Schools are filled with students with numerous needs, various levels of proficiency and diverse backgrounds and experiences. There is a strong correlation between schools that are successful and teachers that have the content knowledge and expertise to teach reading effectively (Pressley, 1998). Professionals with specialized literacy knowledge are essential in supporting the challenges that are present in our schools (Bean, 2004). According to the results of the Valley District Study, teachers who had the most interactions with the literacy coach had the most reading gains as compared to classrooms with the lowest engagement with the literacy coach (L'Allier, Elish-Piper & Bean, 2010). Specialized literacy professionals provide support to teachers as they meet the expectations and demands in classrooms. According to Bean (2004), there is evidence that reading specialists are critical in impacting better reading achievement. The Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM) highlights the skills and competencies that support secondary literacy professionals as they prepare to impact student achievement.

Adolescent Literacy

Current viewpoints on adolescent literacy from the last decade have often presented adolescent literacy as a climactic situation (Alliance for Excellent Education, 2006). During that same time period, there has been increasing concern that adolescent learners are not competently

predisposed to meet the literacy challenges of school and life (Faggella-Luby, Ware & Capozzoli, 2009). This concern has been supported by assessment data (e.g., the data reported on the 2017 National Assessment of Educational Reading Report Card that shows that in 2017, 36% of students in grade eight, and 37% of students in Grade 12 scored at or above the proficient level in reading (National Center for Educational Statistics, 2017). Biancarosa and Snow (2006), authors of the landmark *Reading Next* report, first coined the term "adolescent literacy crisis" (p. 7) in 2004. References to such an adolescent literacy crisis also appeared in *A Nation at Risk* (National Commission on Excellence in Education, 1983). The *Nation at Risk* report claimed that approximately 13% of all 17-year-olds in the United States could be determined to be functionally illiterate. Developing literacy instruction in discipline specific classrooms is a fundamental initial step toward improving outcomes for adolescent readers (Faggella-Luby et al., 2009).

Adolescents have typically been defined as individuals between Grades 6-12 and are often categorized as such due to the unique context of their academic day. Their academic day is typically situated in the changing of classes for the various disciplines (Moje et al., 2008). Guthrie and Metsala (1999) defined proficient adolescent readers as students who can synthesize across multiple texts, make connections to their own experiences, evaluate knowledge from science and historical texts, and produce texts for authentic audiences. Schools are often criticized for emphasizing academic literacy over other forms of literacy (e.g., digital or scientific literacies (Alvermann, 2002). This ignores the importance of understanding that different forms of text require different reading skills. The literacy development of adolescent students in secondary schools is challenging due to two distinct reasons: (a) adolescent literacy

skills are more complex, more integrated and dependent on the discipline; and (b) secondary students are less motivated to read (Biancarosa & Snow, 2006). Due to the difficulty of keeping up with the demands of literacy, many students end up dropping out of school (Alliance for Excellent Education, 2006). Although prior efforts, such as the *Reading First* grant, have been directed to literacy in the primary grades, many have these efforts have focused on foundational reading skills like phonological awareness and phonics (Biancarosa & Snow, 2006). These foundational skills are essential to literacy development but must be taught in tandem with comprehension to best prepare students as they experience more complex text.

Adolescents' perceptions of how capable they are as readers and writers will impact how motivated and engaged, they are to learn in their content area classes. According to Faggella-Luby et al. (2009), core literacy instruction consists of: (a) essential content and vocabulary, (b) cognitive strategies and higher-level thinking skills, and (c) improving motivation and engagement (p. 459). Motivating adolescent learners to engage in discipline related literacy activities can be a sizable challenge in middle and high schools (Faggella-Luby et al., 2009). Recognizing and appreciating students' preferences, voices and identities is a trademark of supporting adolescent literacy development (International Literacy Association, 2019). Alvermann (2002) discussed that there are two concepts related to adolescent engagement and motivation in literacy tasks, self-concept and self-efficacy. Self-concept, according to Alvermann, is domain-specific while self-efficacy is related to the activity or task that the student is asked to do. The latter, self-efficacy, is critical to theories of motivation. Self-efficacy, according to Bandura (1993) is one's belief in accomplishing a desired outcome. People who have increased self-efficacy in a concept, skill or strategy, are likely to pursue a new

or challenging endeavor (Tschannen-Moran & McMaster, 2009). Teachers must work to boost confidence with texts and galvanize their desire to apply literacy skills learned in their English Language Arts classrooms to discipline specific reading (Faggella-Luby et al., 2009). Effective adolescent literacy instruction also builds on student interests and needs while still acknowledging and adhering to the challenges of increased literacy achievement expectations (Alvermann, 2002). It engages students in literacy tasks that places them in an active role and helps them see the relevance of the task to the larger context and explicitly communicates why the classroom activities matter (Schaefer, 2017).

Since the introduction of the Common Core State Standards (2010) (CCSS), there has been an increased focus on what students should be able to read and comprehend (in terms of text complexity and content) in order for them to be college and career ready. According to the International Reading Association (2012), 21st century adolescents should be able to: (a) read a variety of texts in various formats; (b) produce products in fixed and multi-modal settings; (c) discuss a variety of texts; and (d) engage with texts in discipline-specific ways. Furthermore, the English Language Arts (ELA) standards expect that students interact with complex texts across the various disciplines. Effective adolescent literacy instruction, therefore, calls for written language and reading to occur in specific contexts and as part of a broader societal context (Alvermann, 2002). This includes both traditional print text along with digital, multi-modal texts. Comprehending text in the various disciplines requires that students understand the discipline-specific vocabulary, purposes, concepts, and text organization that are unique to the subject (Billings & Walqui, 2019). In addition, the CCSS place a central focus on the role of literacy (across grades and content areas) in content knowledge and development. Increased

expectations and literacy demands set the tone for a call to support secondary students as they navigate the landscape of 21st century literacy. The need to focus on the demands of adolescent literacy is made even more critical with technological advancements and new literacies.

In its 2012 position statement on adolescent literacy, the International Reading Association (IRA) discussed the monumental evolution that has occurred in the 21st century regarding how adolescent readers engage with text. No longer is text defined by traditional, print texts. Literacy demands include understanding and engaging with non-print formats and virtual contexts across all subject areas (IRA, 2012). The cultural, linguistic, and economic differences along with the varying proficiency levels and motivation, make adolescent learners unique in their support needs. These learners require knowledgeable and engaged teachers who are aware of these challenges. IRA (2012) offered recommendations for supporting the literacy development of adolescent learners which include: (a) expand the focus on disciplinary literacies, (b) increase the number of secondary literacy specialists, and (c) provide robust professional development to educators that serve adolescent learners. The SLPNAM helps to identify the perceived needs of secondary literacy professionals as it relates to understanding and supporting adolescent learners.

21st Century Literacy Demands

21st century students face complex and difficult challenges in that 21st century learning places unique expectations on students to be literate in a variety of ways and be able to read, communicate, collaborate, learn, and work using a variety of mediums in a variety of contexts. Christensen (Leu, Forzani, Rhoads, Maykel, Kennedy & Timbrell, 2015) discusses that the

Internet is a disruptive technology altering traditional elements of our society as well as the nature of literacy, generating New Literacies that require additional skills and strategies. Leu, Kinzer, Coiro, Castek, & Henry (2013), in their discussion of the dual theory of New Literacies, named eight principles describing New Literacies, among them (a) deictic; (b) multi-faceted and multimodal; and (c) requiring new forms of strategic knowledge. Leu et al. (2013 further emphasized the importance of teachers, in their changing roles, to support a new literacy classroom. These specialized 21st century expectations call upon educators to consider how best to support students in these technological environments, specifically, acknowledging and responding to the existing digital divide, advocating for equity among students who have and those who have not (Roswell, Kress, Pahl, & Street, 2017).

The need to strengthen literacy instruction and respond to the advanced literacy skills needed for college and career is a critical area of concern at both the state and national levels. Leu et al. (2013) described literacy in the 21st century as deixis, meaning, ever-changing. This term certainly captures the rate in which the way we are presented information on a daily basis. Leu et al. (2011) explained that online reading comprehension moves beyond traditional comprehension models to include why readers engage in online reading, the communicative outcomes of online reading, and the rapidly evolving nature of the skills, strategies, and tendencies that are required during online reading comprehension. Within this view, Leu et al. (2011) defined online reading comprehension skills around five major functions: (a) identifying important questions; (b) locating information; (c) analyzing, information; (d) synthesizing information; and (e) communicating information. These five functions were made up of the skills, strategies, and inclinations that were both unique to online reading comprehension and,

include characteristics of offline reading comprehension (Leu et al., 2011). Castek and Coiro (2015) further explained that students' online reading ability cannot be determined solely on their print reading comprehension. Beyond the skills and strategies needed to understand online texts, Coiro, Coscarelli, Maykel, and Forzani (2015) listed the five critical strategies that online readers must apply to critically evaluate online texts. Coiro et al. (2015) discussed that students must: (a) evaluate information about the author to determine the level of expertise; (b) articulate ways to determine author expertise; (c) once expertise determined, the author's craft must be considered and inferences made to determine point of view; (e) employ strategies to work through conflicting information; and (e) the utilize a variety of sources to determine reliability.

The National Council of Teachers of English (NCTE) position statement (para. 1) extended beyond defining what 21st century literacy is, listing skills that a society must have to be a successful participant in the 21st century global society. Some of the skills discussed require that members of society utilize and understand the tools of technology, but also highlighted was the need to be able to make connections, work collaboratively, and share information with the global community.

Unlike the NCTE position statement, the International Reading Association (IRA) position statement exerted an explicit call for integrating the new literacies into classroom instruction. The IRA expressed the belief that students should receive instruction that effectively teaches them to use information and communication technologies (ICTs) responsibly. Like the NCTE statement, the IRA advocated that these tools be used to facilitate problem solving and

collaboration, also noting the need for access to information and communication technologies (ICT) for all students and schools.

The social context influences the way literacies are defined. Leu et al. (2013), like the NCTE and IRA position statements, stressed the concept of integrating new literacies into instruction. As the workforce changes and the skills necessary to navigate successfully have changed, ICTs are essential for developing students' skills. IRA described a number of ideas that must be considered to ensure that the citizenry are truly equipped with 21st century skills and new literacies. Of particular interest is the need to adequately prepare pre-service and practicing teachers through explicit and strategic professional learning aimed at supporting their understanding of new literacies. Additionally, there is a need to support teachers as they begin to expand their definition of literacy to include ICTs. Specialized literacy professionals must possess the pedagogical content knowledge to effectively support teachers as they come to understand the unique characteristics of online reading comprehension and 21st century literacies.

The International Literacy Association's (2018) Standards for the Preparation of Literacy Professionals explicitly described the competencies needed by various literacy professionals (i.e., classroom reading teachers, reading specialists and coaches, as well as principals). Standard 5, for all roles, emphasized the need for all school personnel to collaborate in the use of print and digital media to meet the needs of ALL learners. According to Standard 5, Learners and the Literacy Environment,

> Candidates support and facilitate colleagues' ability to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all

learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (p. 3)

According to the ILA (2018) standards, the literacy coach plays an integral role in supporting teachers as they meet the high demands of the standards. The International Society for Technology in Education (ISTE), published standards for students, educators, education leaders and coaches. The ISTE Standards for coaches delineated the skills and strategies needed to support teachers in digital environments (ISTE, 2011). The standards call for visionary leadership that has knowledge in using technology effectively for teaching learning and assessment, the ability to create and support effective digital environments, understanding on how to plan and implement professional learning, and deep content knowledge in technological areas and adult learning (ISTE, 2011). Although the standards call for specialized literacy professionals to be the literacy leaders that support the teachers as they navigate through multi-modal environments, classroom instruction and behaviors have not been aligned with the demands of online reading or expectations of the standards. Teachers need support through professional learning, coaching and mentoring in how to teach students to read and comprehend multimodal texts; or in how to develop students' 21st century literacy skills.

According to the National Institute for Literacy [NIL] (2007), researchers on adolescent literacy have supported an emphasis on instruction in the reading and writing skills needed to perform these more complex literacy tasks. However, the NIL also reported that many secondary teachers were ill-prepared for teaching these skills within their disciplines and had few strategies and resources upon which to draw when they are attempting to support students with diverse needs and abilities. A school's specialized literacy professional is a critical resource to

support teachers in these situations. The SLPNAM is an important tool to determine the professional learning needs of literacy professionals who require the expertise needed to successfully meet the needs of teachers working with adolescent learners.

Reading in the Content Areas

Adolescent readers require specific support as they grapple with the unique demands of texts in the various content areas (Lee & Spratley, 2010). They require specific skills and strategies that will help them understand the content of the academic disciplines. Early research has been focused on a set of skills that were the product of reading comprehension. More current research has focused on the "task" of reading comprehension, (i.e., the way readers actively engage with the text and the processes they utilize while they are reading to understand the text). Using a content area literacy approach, teachers focus on reading and writing processes and strategies that are common across the different content areas (International Literacy Association, 2017). With the content area literacy approach, instruction consists of teachers explicitly modeling literacy strategies and providing opportunities for students to practice them independently and in small groups (ILA, 2017). These strategies and processes include asking questions, making predictions, and monitoring comprehension. (Lee & Spratley, 2010). Although these strategies are useful in the act of reading, they are insufficient to deeply understand discipline specific text. Content area reading strategies are beneficial but should be used in tandem with strategies that are specific to the discipline under study (Lee & Spratley, 2010).

The Common Core State Standards has brought attention to the importance of reading and writing across all content areas (Carney & Indrisano, 2013). Many states have adopted standards that include goals that require instruction in disciplinary literacy as a response to the call for all students to be career and college ready (ILA, 2015). The implications of these standards are that students are expected to be engaged in the habits of mind that are associated with the thinking of experts in the field. Carney and Indrisano (2013) discussed how teachers in the secondary level must support students with literacy in their disciplines. Shanahan and Shanahan (2008) suggested that, as students progressed in their literacy development, there was a need for more sophisticated and less generalizable skills and routines. This, too, has provided further support for the need to move away from general content area strategies to approaching the discipline from the lens of the expert in that discipline. Since content area teachers are knowledgeable and confident in the content they teach, they are hesitant to take ownership of literacy instruction within their courses. They may also be concerned that focusing on literacy instruction will impact the time needed to successfully teach their content. There is a national concern that more than 70% of students in Grades 4-12 lack the skills to read and write proficiently in the different content areas (NCES, 2017). Understanding text from the perspective of an expert requires an understanding of how authors of content area text use language and text organization to communicate their messages. Disciplinary literacy is the bridge that honors the expertise of the content expert and allows readers to approach text strategically and with a critical eye.

Disciplinary Literacy

Disciplinary literacy was defined by Shanahan and Shanahan (2008) as the "advanced literacy instruction embedded within content-area classes such as math, science, and social studies . . ." (p. 40) that emphasizes the distinctive ways in which experts of a given discipline engage with content specific texts. Disciplinary literacy is a form of critical literacy because it focuses on of how knowledge is created in the disciplines (Moje, 2008). In a disciplinary literacy approach, students use literacy as a vehicle to employ the goals and literacy behaviors that are unique to each academic discipline (ILA, 2017). According to Shanahan, Shanahan, and Mischia (2011), central processes in disciplinary reading include contextualization, corroboration, sourcing, text structure, graphic elements, and critique. Reisman and Wineburg (2008) also emphasized contextualization, focusing on perspective taking.

Understanding text from the perspective of an expert requires an understanding of how authors of content area text use language and text organization to communicate their messages. Each discipline exhibits its own reading and writing demands, and this calls for precision of language that is unique to the subject. As observed by Fang and Schleppegrell (2010), an important consideration of disciplinary literacy instruction is the lexical and grammatical resources of language that are integral to the content areas; texts in the disciplines are made up of language patterns that may be unfamiliar to adolescents. In addition to posing challenges for the reader, these specialized language patterns must be understood to facilitate the writing and discourse that is aligned with a disciplinary perspective. Language, therefore, must be understood for its function and meaning in disciplinary text. Grammar, structure and vocabulary are imperative to successfully comprehending text. In content area text, language is organized in

such a way to convey the author's meaning precisely and efficiently. Science texts, for example, may densely pack noun phrases together to construct technical definitions and descriptions of processes (Fang & Schleppegrell, 2010). In contrast, historical documents may contain nominalizations (nouns that come from verbs and adjectives) that depict abstractions that are common to texts found in history (Fang & Schleppegrell, 2010). Mathematics offers an additional challenge in that it communicates using what Fang and Schleppegrell (2010) defined as natural language and symbolic language. The unique ways that disciplines use language is intentional. Language in science is organized in a way to communicate chains of reasoning that consists of technical vocabulary (Fang & Schleppegrell, 2010). In history, interpretations of events are communicated through nominalization, which is critical in helping them combine time and cause and omit agency for the purpose of eliminating bias (Fang & Schleppegrell, 2010). Mathematics is similar to science in that it is also technical and dense and requires that the author communicate through natural and symbolic means (Fang & Schleppegrell, 2010).

Fang and Schleppegrell (2010) discussed their approach, functional language analysis, to secondary content area reading. The approach was based on the idea that helping readers recognize the language patterns of a discipline would help them see how language constructs knowledge in the various subjects. The functional language analysis approach builds on systemic functional linguistics (SFL). SFL analyzes the use of language in three ways: experiential meaning, interpersonal meaning, and textual meaning. Fang and Schleppegrell

explored each of these levels of meaning by analyzing the language used by the author, providing tools for teachers to help make explicit the way meaning is constructed.

Fang (2012) analyzed the suggestions to improve adolescents' content area literacies through four lenses: the cognitive approach, the sociocultural approach, the linguistic approach, and the critical approach. The cognitive approach focuses on the way people think, understand, reason, remember and learn (Fang, 2012). Instruction through the cognitive approach is the systematic and explicit instruction of cognitive strategies such as summarizing, monitoring, concept mapping, inferencing, and note-taking (Fang, 2012). The cognitive approach supports generic strategies as one way to facilitate comprehension of texts in all content areas. There have been some criticisms of the true nature of cognitive strategies. One such criticism is that a strategy such as summarizing is more a result of comprehension rather than a reading strategy.

The socio-cultural approach, as observed by Fang (2012) moves beyond the use of cognitive strategies to what the reader brings to the reading experience, (e.g., motivation, interest and purpose. This approach suggests that teachers acknowledge and build on the experiences of readers to make connections between their knowledge and new content understandings. It provides a bridge between school and the community. A major criticism of the sociocultural approach has been that it supports the idea of making the language of the discipline more mainstream and common, negating the unique use of discipline specific vocabulary.

The linguistic approach emphasizes the lexical and grammatical elements of text. The instructional focus typically consists of decoding, fluency, vocabulary and text structure (Fang, 2012). Fang and Schleppegrell (2010) developed a model that helped students analyze the language patterns and the meanings of those patterns in a portion of a text. Their goal was to

develop disciplinary understanding. As with the other approaches, criticism of this approach included the assumption of drill-like, decontextualized practice, and the need for teachers to have a deep understanding of language to help students in their content learning.

The critical approach grew in response to the information and technological revolution. It considers all text to be inspired by ideology and must be considered in terms of the writer's intentions and its context (Fang, 2012). Instructional practices associated with this approach have students analyzing texts for prejudice, judgements, politics and ideologies (Fang, 2012). In classrooms, topics are explored with the use of supplementary texts that allow readers to see a topic from multiple perspectives. A criticism of this approach has been that teachers and students may lack the knowledge necessary to conduct this level of text analysis.

Fang (2012) suggested a need to incorporate all four approaches for the purpose of disciplinary understanding. He proposed that students need to be exposed to varied text; they need to be engaged in conversations, utilizing linguistic cues, and critically thinking about text in order to develop content area literacies.

Additionally, according to Standard 5 of the Common Core State Standards (CCSS), it is an expectation that students analyze the structure of the text. In many school districts, this has been interpreted as understanding how authors use text structure to communicate meaning. Fang and Schleppegrell (2010) provided evidence that the standards cannot be taught in isolation. For example, to participate in a functional language analysis of text, students may need to understand the word choice used by the author (Standard 4), analyze character interaction (Standard 3) and/or determine the theme to truly construct the knowledge Fang and Schleppegrell discussed. The process also supports engaging students in text-based discussion as they analyze the

decisions authors make that will help them construct the necessary knowledge associated with the concept they are reading. This is far removed from the types of discussions that currently happen in content area classrooms. This moves away from the passive acquisition of information to the active analysis and processing of content knowledge.

Moje (2008) considered the shift to a disciplinary literacy approach, observing that it will be facilitated once teachers and students begin to view learning in the disciplines from the perspective of how knowledge is produced in a discipline, rather than building knowledge in a discipline. Moje also discussed the opposition of teachers to the integration of literacy into content area instruction, citing three reasons. Content area teachers argued that literacy strategies (a) are time-consuming and, therefore, take away from time dedicated to covering their content; (b) are inefficient for the classes they teach and the content they are delivering; and (c) do not lie within their jurisdiction as content area teachers (Moje, 2008). These reasons capture the valid frustrations in the field and provide further evidence that a shift is not only necessary but imperative, and the opportunity exists to embrace a disciplinary literacy approach. This requires a shift in the way teachers approach instruction in their content areas by positioning their decisions within the subjects themselves. This can be accomplished by focusing instruction to thinking, communicating, and approaching text like an expert.

Shanahan and Shanahan (2011) delineated the differences between the approaches to disciplines of experts and novices. Disciplinary literacy is fundamentally about how information is created, shared, and evaluated for quality within a content area. This perspective captures the need to focus on viewing each discipline as a way to construct and produce knowledge rather than just a stagnant content to be learned (Moje, 2008). The role of schema is also critical in

understanding how to develop the habits of mind associated with the expert perspective associated with disciplinary literacy. Novices with limited schema on a disciplinary topic or concept would have difficulty assuming a stance that would allow them to create, share and evaluate information. As Anderson (as cited in Rudell & Unrau, 2004) discussed, a reader approaching a content area topic with limited schema would, likely, focus on the literal, incidental details and facts rather than the relationships and inferences someone with expertise would make. An expert would approach the text with a level of familiarity that a novice would not have. This allows the expert to focus on what is most important in the text, have expectations about the structure of the text, and question the concepts and ideas presented. Experts, according to Shanahan and Shanahan (2011), approach reading with a mindset or interpretive lens that is distinctive to their subject even if they are unfamiliar with the topic under study. This is a lens that novice learners, with limited schema, fail to utilize. They may fail to see the innuendos that texts from the various disciplines offer. For example, in history, the organization of the text is read by historians as persuasive arguments, and experts naturally source the document, look for bias, and determine the reliability and validity of the text (Shanahan and Shanahan, 2011). A novice may approach the same text, and only be able to remember and identify facts, unaware of the critical relationships experts detect.

Teacher read-alouds have often been used as a strategy to model the thinking process for students. Teachers model for students the way they interact, engage and use metacognition to understand text (Ortlieb & Norris, 2012). It is a way to make the abstract more concrete for students. Fisher and Frey (2015) explored how to use teacher modeling to support students as they grappled with complex, informational texts. They proposed that as complex text is used,

teachers need to revise the areas they hone in on for teacher modeling. The four "revised" components for modeling with complex, instructional text are (a) factors of complexity; (b) disciplinary thinking; (c) word solving; and (d) comprehension. Disciplinary literacy is the second component identified by Fisher and Frey as critical for understanding complex, informational text. The authors encouraged teachers to model the ways experts in various disciplines think through discipline specific texts. The examples provided for disciplinary literacy include identifying claims in science, sourcing in history/social studies and determining the theme in a narrative piece (Fisher & Frey, 2015). A think-aloud framework would be an important instructional practice that allows students to hear and see how to interact and think through text like an expert.

Different disciplines offer unique and specialized ways to read and interpret text. In a single text reading, there are three levels of understanding: surface level, text-base level, and situation model (Fletcher & Chrysler, 1990). General content area reading strategies are useful in understanding texts at these three levels. To interpret text as an expert, more authentic and specialized strategies are needed. According to Shanahan and Shanahan (2008), experts in the different disciplines process and make sense of text in specialized ways. In their research, they brought in experts from various fields (history, chemistry and mathematics) to capture the ways the experts created, disseminated, and evaluated knowledge and the differences in the language they used. Their findings confirmed that experts approached their texts in unique ways. Mathematicians emphasized rereading, and the importance of paying close attention to the precision of the language (Shanahan & Shanahan, 2008). Mathematicians looked for patterns, relationships, asked questions, and deciphered symbols and abstract ideas (Lent, 2016).

Historians experienced text as an interpretation (Shanahan & Shanahan, 2008). Their primary focus was to source the document and identify the bias. They were keenly aware of who the author was, and how the author influenced the information that was shared (Shanahan & Shanahan, 2008). Chemists, on the other hand, were primarily focused on interpreting multiple forms of data (Shanahan & Shanahan, 2008). Graphs, charts and data were used interchangeably to help chemists visualize and interpret the content. Like historians, they were attentive to the source, but their intent in sourcing was to determine its validity (Lent, 2017). Making these processes more explicit is a first step in making them visible to students and thus objects of instruction.

The explicit teaching of text structure is an important instructional practice because it supports the disciplinary idea that each discipline brings its unique structure of text to communicate its content. If students are taught to identify the structure of texts in the content areas, they will be better equipped to anticipate what should come next, determine what is most important, summarize the key ideas presented, and begin to evaluate text more like experts in the discipline analyze text. This concept is completely in contradiction to what is common practice in a content area classroom. Teachers are often seen simplifying the content from the text through presentation slides, summarized class notes, or lectures, placing the learner at a disadvantage. The grappling with content specific text, while providing scaffolds to support the process, allows the reader to experience the nuances that are unique to each discipline. It also allows the reader to understand the vocabulary that is unique to the content area. The language should be chosen to capture precision of the subject area, and the author's style in which

meaning is communicated are central idea associated with the structure and organization of the text (Shanahan, as cited in Israel, 2017).

Communicating like an expert requires an understanding of how to write and discuss within the discipline. Each discipline exhibits its own reading and writing demands which include precision of language that is unique to the subject. An important consideration of disciplinary literacy instruction is the lexical and grammatical resources of language that are integral to the content areas (Fang, 2012). Texts in the disciplines are made up of language patterns that may be unfamiliar to adolescents (Fang & Schleppegrell, 2010). In addition to posing challenges for the reader, these specialized language patterns must be understood to facilitate the writing and discourse that is aligned with a disciplinary perspective. Language, therefore, must be understood for its function and meaning in disciplinary text, and considered similarly when writing and speaking. Grammar, structure and vocabulary are imperative to successfully communicating in the disciplines. In content area text, language is organized to convey the author's meaning precisely and efficiently. Science texts, for example, may densely pack noun phrases together to construct technical definitions and descriptions of processes (Fang & Schleppegrell, 2010). In contrast, historical documents may contain nominalizations (nouns that come from verbs) that depict abstractions that are common to texts found in history (Fang & Schleppegrell, 2010). Mathematics offers an additional challenge in that it communicates in what Fang and Schleppegrell (2010) define as natural language and symbolic language. The unique ways that disciplines use language is intentional. Language in science is organized in a way to communicate chains of reasoning that consists of technical vocabulary (Fang & Schleppegrell, 2010). In history, interpretations of events are communicated through

nominalization, which is critical in helping them combine time and cause and omit agency for the purpose of eliminating bias (Fang & Schleppegrell, 2010). Mathematics is similar to science in that it is also technical, dense, and requires that the author communicate through natural and symbolic means (Fang & Schleppegrell, 2010). This specialized way to communicate about a subject supports the need to incorporate opportunities for disciplinary writing and talk into instructional practices.

In the International Literacy Association's position statement on adolescent literacy (2012), there is a list of what the authors believe adolescents deserve. Topping the list is the following: "Adolescents deserve content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline (IRA, 2012, p. 2)". Literacy coaches are critical in helping teachers meet the literacy needs of adolescents at the secondary levels (Frost & Bean, 2006; Marsh et al., 2008). Through collaboration, literacy professionals compliment and honor the teachers' content expertise to view their disciplines through the perspective of experts in their field. The SLPNAM serves as a tool to identify the professional learning needs of literacy professionals as they support content area teachers in utilizing literacy to unlock the complex literacy demands of their disciplines.

Literacy Coaches

No Child Left Behind (NCLB) federal legislation called for increased attention in developing highly qualified teachers in an effort to improve students' literacy skills (NCLB, 2002). The Rand Reading Study Group (2004) declared that teacher quality has been found to be the most critical factor in impacting student achievement. The call for highly qualified teachers

that can make a positive impact on student literacy has been the catalyst to increased attention to job-embedded approaches to professional learning (Frost & Bean, 2006). In order to help teachers learn to better meet students' literacy needs, on-going efforts that include coaching and feedback are recommended (National Staff Development Council, 2001). Desimone, Smith and Ueno (2006) further supported this claim by specifying that professional learning that is content-focused is more likely to positively impact student learning. In addition to professional development needing to be content-focused, Darling-Hammond et al. (2017) listed the following elements of effective professional development: (a) incorporates active learning utilizing adult learning theory; (b) supports collaboration and is job-embedded; (c) uses models of effective practice; (d) provides coaching and expert support; (e) offers feedback and reflection; and (f) is of sustained duration. Professional development is an important component in improving teacher practice. According to The National Institute of Child Health and Human Development, effective teacher professional development must occur over time; and there must be an investment in resources for the continual support of the professional development efforts (Ruddell & Unrau, 2004). According to the Learning Forward (2018) report, professional development must consider the following:

> (1) "skillful leaders, who develop capacity and advocate for and create support systems for professional learning, (2) resources that are prioritized, monitored, and coordinated for educator learning, (3) a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning, (4) effective learning designs that integrate theories, research, and models of human learning to achieve its desired outcomes, (5) implementation that supports long-term change, based on understanding

the change management process, and (6) outcomes aligned with educator performance and state education standards (p. 15)."

The International Literacy Association defined specialized literacy professionals as those who have advanced certification, support student learning, and have the responsibilities associated with those of a reading/literacy specialist, a literacy coach, or a literacy coordinator/supervisor (International Literacy Association, 2015). Reading/literacy specialists primarily work with students who are having difficulty with reading and writing (ILA, 2015). They work collaboratively with the classroom teachers. Literacy coordinators and supervisors develop, lead and evaluate school district or school literacy programs and work alongside teachers in schools (ILA, 2015). Literacy coaches, as defined by ILA, support teachers through collaboration and professional learning activities with the intent of improving instruction and impacting student learning (ILA, 2015).

Literacy coaches have been identified as a resource to better help teachers meet the literacy needs of adolescents at the secondary levels (Frost & Bean, 2006; Marsh et al., 2008). Literacy coaching is a form of highly targeted professional development that can be used to improve reading skills. Literacy coaching inhabits the critical components of what Darling-Hammond and McLaughlin (1995) identified to be effective professional learning. Literacy coaches support teachers through consistent and strategic professional learning that has theoretical support, offers opportunities for demonstration, practice, and feedback (Joyce & Showers, 2002). The goal of coaching is to build capacity within a school, build teacher knowledge and improve practice to increase student achievement (Walpole & Blamey, 2008). Specialized literacy professionals are essential in developing teacher self-efficacy in new

pedagogies and new concepts and skills. Although literacy coaches are critical in their role of supporting and developing secondary teachers, it is also exceptionally important to consider the qualifications and the skills needed to successfully meet the expectations and standards of the coaching role.

Frost and Bean (2006) described the Literacy Coaching Clearinghouse criteria for the employment of literacy coaches. They identified four levels of qualifications: "The Gold Standard, The Great Choice, Good Enough for Now and Not Good Enough for Now" (Frost and Bean, 2006, p.2) . Each of these levels denotes a decreasing level of qualification ranging from the highest, a master's degree in literacy, followed by additional coaching credentials, successful teaching experience, experience with working with teachers, and other coaching dispositions, to the least qualified level which is someone placed in the role for reasons other than coaching qualifications (Frost & Bean, 2006). Every coach being considered or currently in the role can be placed under one of these four categories. McKenna and Walpole (2008) specifically discussed the key differences in coaching teachers in secondary versus elementary schools. Some of the key differences include the increased number of teachers and students, departmentalization and teacher silos, and teachers in various disciplines who may not see the relevancy of literacy as it applies to their content areas. In response to these key differences, McKenna and Walpole (2008) expanded on the four levels of qualifications to include leadership, understanding coaching in the content areas, and focus on continued personal professional development. It is important to consider, in working with literacy coaches, where they fall on this continuum along with the content and coaching knowledge and dispositions that are essential to the role.

In the 21st century's educational context of accountability, effective literacy coaches at the secondary levels must be able to assume a diverse number of roles, including collaborator, job-embedded coach, evaluator of literacy needs, and provider of literacy support across the content areas (IRA, 2006). Three models of coaching that existed in schools at the time of the present study were discussed in *Literacy Coaching for Change* (ILA, 2018b): (a) coaching to conform, (b) coaching into practice and (c) coaching for transformation. Each of these models embodies the skills and characteristics needed to fulfill the assumptions of one model. There are characteristics, beyond qualifications, that must be present or developed to maximize the benefits of the coaching role.

Successful coaches promote relationships and prioritize building trust, actively listening and being responsive to teacher and student needs (McKenna & Walpole, 2008). Coaches must build trust, maintain confidentiality, and prioritize effective communication with teachers (L'Allier et al., 2010). Trust can be facilitated by openly acknowledging teacher expertise. This is critical when working with teachers who are experts in different disciplines. There is a clear distinction between support and evaluation that must be made to eliminate the perception that coaching is punitive (Moran, 2007). This perception may result from school administrators utilizing coaching as a method to remediate educators rather than as a tool to strengthen practices and build capacity within a school.

Coaching should also help establish a school environment that is focused on collaboration (Moran, 2007). Collaboration is exceptionally important in a secondary school setting. In secondary schools, teachers are most often departmentalized by discipline. Even within each discipline, there is great variety in the content taught. Therefore, not only is it difficult to find

commonality inter-disciplinarily, it is also difficult within discipline specific teams as well. The coach can be a critical common thread to fostering connections across the curriculum. The literacy coach can help make important literacy connections across the disciplines to bolster literacy achievement among adolescent students. Coaches may facilitate professional learning community meetings and focus on adolescent literacy issues. As a school-based leader and liaison between administrators and teachers, coaches understand the school culture and dynamics. They take the lead in grade level or discipline-specific meetings, demonstrating positive expectations for all students. They apply concepts of adult learning in their interactions with teachers to maximize their impact on professional learning and relationship building. When coaches shift their conversations to improving student learning rather than focus on the strengths and opportunities for growth of a teacher, the communication shifts to that of collaborator (L'Allier et al., 2010). Interdisciplinary collaboration emphasizes the importance of reading, writing, speaking and listening in all content areas, but also highlights the unique characteristics specific to each discipline. By developing individually and as a group, teachers are better able to approach teaching challenges through a perspective of creative problem-solving and self-reflection (Moran, 2007). This collaboration creates an environment where authentic and ongoing reflection and assessment help to inform and refine practice.

Not only is ongoing reflection critical for the refinement of teacher practice, the same holds true for secondary literacy professionals. An important element of the SLPNAM is that it allows literacy professionals a chance for continued self-reflection. The instrument can help literacy professionals identify areas of strength and opportunities for growth as it relates to their diverse and challenging roles.

CHAPTER 3
METHODOLOGY

Introduction

The main purpose of this study is to develop and validate a needs assessment matrix for secondary specialized literacy professionals that measures their perceived individualized professional learning needs. The research questions this study explored were:

1. To what extent is the Secondary Literacy Professionals Needs Assessment Matrix reliable?
2. To what extent is the Secondary Literacy Professionals Needs Assessment Matrix valid for use with secondary literacy/instructional coaches?

This chapter notes the procedures applied to establish reliability and validity evidence for the Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM) through three phases of development. In phase one, a pilot instrument was developed in response to a school district request. The subsequent revision of the pilot instrument was based on the literature, focus group interview data, and expert feedback. In phase two, the instrument was administered to secondary literacy professionals (n = 36) for the purpose of establishing its validity and reliability. Exploratory Factor analysis was used to identify the cluster of intercorrelated variables in the SLPNAM and provide additional evidence of validity. Cronbach's Alpha (Cronbach, 1951) was utilized to determine the internal consistency of the SLPNAM matrix. Feedback from secondary specialized literacy professionals was used to determine the content validity of the instrument. Phase three consisted of the administration of the final version of the instrument to a larger population of secondary literacy professionals for the purpose of

generalizability. Reliability was also determined using Cronbach's Alpha (Cronbach, 1951) to determine the internal consistency. The methodology employed to test the research questions are discussed in this chapter. The chapter has been organized into four sections: (a) historical context (b) population and sampling, (c) instrumentation, and (d) procedures.

Historical Context: Initial Instrument Development Phases

Phase one took place in June 2017 and was used to design and revise the initial instrument called the Secondary District Instructional Coach Needs Assessment Matrix (SDICNAM). Phase one served to provide data to school district leadership on the perceived needs of the school district's secondary instructional coaches, which led to developing a valid and reliable tool that could be generalized to a larger population.

In response to a study conducted by the Regional Educational Laboratory Southeast (REL) that explored the question, "How are instructional coaching models being implemented in Purple City Public Schools (PCPS)?", a local mid-size central Florida school district developed an instructional coaching model for supporting its secondary schools. The school district hired nine school district instructional coaches to work in collaboration with middle and high school school-based coaches. The level of support that each school received was dependent on four criteria: (a) the number of level one and level two students as determined by the Florida Standards Assessment, (b) proficiency on the first quarter standards as determined by the school district progress monitoring assessment, (c) the number of new teachers, (d) the size of the school (REL Southeast, 2017). According to the school district, this model provides flexibility in assignment, location, and the level of support that will be provided based on the school's needs.

The initial instrument was developed in response to a need shared by a central Florida school district. In the summer of 2017, the researcher planned and delivered, alongside district professional development leaders, a coaching institute for a local school district. She was asked by school district administrators to develop a tool that would determine the professional learning needs of seven secondary school district instructional coaches. School district administrators and the professional development team identified the items that would reflect the knowledge and skills necessary for success in the newly created secondary school district coach role. Initial items were developed by exploring the experiences and beliefs of three school district administrators in regard to the roles of the coach. At the start of the planning sessions, the professional development team met with the director of the Department of Teaching and Learning (DTL). The director provided background on coaches, their role, and the school district's vision on how the coaches would be utilized. During the initial day of professional development planning, a list of potential topics was brainstormed. The list included (a) the coaching continuum, (b) data analysis, (c) literacy support, (d) the district instructional model, (e) identifying and selecting resources, (f) supporting teachers, (g) working with adults, (h) identifying their purpose, (i) content area reading, (j) disciplinary literacy, and (k) standards-based instruction.

After initial conversations with the school district team, the items in the needs assessment matrix were determined based on a review of the International Literacy Association (ILA) middle and high school coaching standards, input from school district leadership, and the members of the professional development team. The ILA Standards for Middle and High School students set the expectation for the tasks and responsibilities that coaches should use to develop

their way of work. The matrix was developed in three phases using Qualtrics and took approximately 10-15 minutes to complete:

Phase One

In the summer of 2017, the professional development team, along with the director of the Department of Teaching and Learning (DTL) brainstormed a list of 40 potential items to include in the needs assessment matrix (Appendix A). Once the initial list was developed, items were organized by items contributed by the director of DTL and items developed based on the ILA standards for middle and high school coaches (Appendix B). The initial list was submitted to the Coordinator for Statistical Research at the researcher's university for review and feedback on the development of a needs assessment tool.

Phase Two

The second phase was the result of a meeting with the university coordinator for statistical research during which she provided feedback on tool structure, format and psychometric elements. This also took place in the summer of 2017. Five constructs were devised based on the initial items presented. A five-point Likert scale that measured the coaches' perceived professional learning needs on 36 coaching related items (Appendix C). The coaches were asked to identify the extent to which they participated in coaching activities by choosing a rating of either (1) always, (2) most of the time, (3) about half the time, (4) sometimes, and (5) never. Additionally, coaches were asked to determine if they would benefit from professional learning in various coaching activities by determining either (1) always, (2) most of the time, (3) about half the time, (4) sometimes, and (5) never.

Phase Three

The initial list of 48 items was reduced to 28 coaching related items (organized into five constructs) and eight items that captured demographics data (Appendix C). The matrix consisted of 36 questions that categorized into demographics questions (Items 28-36), and five constructs: (a) lesson planning (Items 2-8), (b) the coaching continuum (Items 9-18, 27), (c) data analysis (Items 19-20), (d) school district instructional model (Items 21-23), and (e) characteristics of adult learners (Items 24-26).

In June 2017, the SDICNAM was administered to all seven school district secondary coaches, and all seven coaches responded. After the fall of 2017, the revision process began with focus group interviews with students in the educational leadership doctoral program (Appendix D). The cohort consisted of one deputy superintendent, two instructional coaches, six school level administrators, two teacher leaders and one university faculty. The focus group interviews were conducted face-to-face to allow for rich insight by the participants (National Institute for Urban School Improvement, 2005). The focus group responses were categorized into constructs using keywords in responses. The researcher analyzed the open-ended responses, looking for words that were similar in the responses. From those key terms and concepts, she initially identified 12 key ideas. She then reanalyzed the responses based more global concepts and identified the following constructs: (a) literacy instruction (process knowledge), (b) coaching continuum, (c) the what of literacy instruction (content knowledge), (c working with adults. She continued to seek sources to help develop items that captured the skills and knowledge of the secondary literacy professional. After consulting the literature and the International Literacy Association's Standards for Literacy Professionals (2018), the following constructs were

identified to incorporate focus group data and literature findings: (a) disciplinary literacy, (b) general literacy, (c) 21st century skills, (d) coaching adult learners, and (e) coaching dispositions. Additionally, six scenarios were included for each construct to be used as additional data if social desirability was determined to be a limitation. Scenarios were created with input and guidance from a literacy expert.

The qualitative data obtained from the focus group interview, along with a review of the literature, contributed to the revisions of the Secondary District Instructional Coach Needs Assessment Matrix to become the current version titled, the Secondary Literacy Professionals Needs Assessment Matrix V1.

Validation of Instrument

After the initial administration and revision of the SLPNAM, instrument validation was explored through content validity, internal consistency and an exploratory factor analysis for construct validity. In the fall of 2018, a survey was administered to eight secondary literacy professionals to determine content validity through the analysis of items for clarity, relevance and importance. This phase also included the administration of the revised instrument, Secondary Literacy Professionals Needs Assessment Matrix V1 [SLPNAMV1], to secondary literacy professionals (n=36) in a central Florida school district. The data from this administration provided information needed to determine internal consistency and run an exploratory factor analysis.

The final, validated instrument of the Secondary Literacy Professionals Needs Assessment Matrix V2 (SLPNAMV2), was sent to school district reading leaders and coaching

professional organizations in Florida in the spring of 2018. This instrument was forwarded to secondary literacy professionals in Florida. The purpose of this phase was to send the instrument to a larger population for further exploration of internal consistency and validity.

Population and Sampling

Purposive and convenience sampling was to collect data as a way to determine construct validity and reliability of the SLPNAM (V1). Edmonds and Kennedy (2012) describe purposive sampling as the selection of individuals to participate in a study for a specific need or purpose. A purposive and convenience sampling method (Creswell, 2013) was used to identify a of secondary literacy professionals (n=36), in a Florida school district. For this phase of the study, the sample allowed for the examination of internal consistency evidence of the Secondary Literacy Professionals Needs Assessment Matrix (V1) by selecting secondary literacy professionals to answer items on the matrix that was distributed via email. The researcher sought and received approval from the school district for emailing purposes. Approval to conduct the research was also received from the Institutional Review Board of the University of Central Florida (Appendix E). Additional approval was received from the school district to contact its secondary literacy professionals to explain and conduct the study (Appendix F). The coordinator of secondary literacy coaches in Purple City Public Schools helped identify potential participants and distributed the survey link to 42 potential participants of which 36 returned the SLPNAM (VI).

Purposive and convenience sampling (Creswell, 2013) was used to identify a sample of six secondary literacy professionals, in one Florida school district. Data was collected to

investigate the content validity of the Secondary Literacy Professionals Needs Assessment Matrix (V1). In this phase, the researcher attempted to determine the extent that the SLPNAM (V1) was valid for secondary literacy/instructional coaches. For this part of the study, the sample allowed for the examination of content validity evidence of the Secondary Literacy Professionals Needs Assessment Matrix (V1) by selecting secondary literacy professionals to answer items on the survey that was distributed via email. The researcher sought and received approval from the school district for emailing purposes. Additional approval was received from the school district to contact its secondary literacy professionals to explain and conduct the study (Appendix F). The coordinator of secondary literacy coaches in Purple City School District helped identify potential participants and distributed the survey link to 12 potential participants. Of the 12 surveys distributed, eight were returned.

For the final administration of the SLPNAM (V2), the instrument was distributed to all secondary literacy/instructional coaches in the state of Florida in order to collect data as a way to investigate the internal consistency and validity for the purpose of the Secondary Literacy Professionals Needs Assessment Matrix (V2) (Appendix I). The researcher contacted an executive board member of the Florida Literacy Coaches' Association and obtained the 74 names of the school district reading contacts. An email (Appendix J) explaining the SLPNAM (V2) and its purpose was sent to all 74 school district reading contacts with the intent of forwarding to all secondary literacy professionals in their school districts. An unknown number of instruments were sent to literacy professionals in Florida; however, 62 matrices was returned.

Instrument

A needs assessment is a systematic approach to exploring the types of knowledge and ability of a particular group on a specific subject. Needs, as it relates to professional learning, are "data-driven and evidence-based areas for improvement" (Killion, n.d., p. 1). A needs assessment builds on a strength, assists in reflection and goal-setting, and helps determine the source for assistance (Oregon Department of Education, 2014). The SLPNAM attempts to identify the perceived professional development needs of secondary literacy professionals.

Validity refers to the accuracy of the scale and seeks to determine how well the instrument measures what it intends to measure (Edmonds & Kennedy, 2013). Validity is an interpretation of scores in order to make a judgment on an assessment (Messick, 1995). According to the American Educational Research Association [AERA], the American Psychological Association [APA], and the National Council on Measurement in Education [NCME] (2014), the primary purpose of test validation is to investigate the inferences made on how well the needs assessment matrix translates, measures all parameters, and is aligned to only the construct. Validity is inferred by the manner in which an instrument was constructed, its ability to predict, or its relationship to other measures or constructs, and can be categorized into the following ideas: (a) content validity, and construct validity (DeVellis, 2017, p. 83). Content validity seeks to determine the extent which a set of items reflects a content domain and is closely related to the construct being examined (DeVellis, 2017). The predetermined standard scores are empirical in nature. Construct validity is the degree to which an item directly reflects what the construct (Messick, 1980). Internal consistency is generally defined as an instrument that performs in a consistent and predictable manner (DeVellis, 2017). A number of validity and

internal consistency checks are recommended to determine how well the instrument actually measures the construct. A brief description of the planned procedures follows.

A content validity survey was emailed to a sample of secondary literacy professionals (n=6), in a Florida school district. For this phase of the study, the purposive and convenient sample allowed for the examination of content validity evidence of the Secondary Literacy Professionals Needs Assessment Matrix (V1). Evidence based content demonstrates the extent to which the items on the instrument are aligned with a definition, content, task or construct (McMillian, 2015).

As part of determining construct validity and internal consistency for version 1, a purposive, convenience sampling method (Creswell, 2013) was used to identify a sample of secondary literacy professionals (n=36), in a Florida school district. The original instrument described in the instrument development phase, feedback from a content expert was used to revise items and organize items into five constructs. For this part of the study and the final administration of the instrument to the larger population of secondary literacy professionals, the sample allowed for the examination of internal consistency evidence of the SLPNAM (V1 and V2) by selecting secondary literacy professionals to answer items on the matrix that was distributed via email. Cronbach's Alpha (Cronbach, 1951) was calculated on the SLPNAM (V1 and V2) survey to determine internal consistency. The SLPNAM begins with demographic variables, which included years as an educator, highest degree earned, reading certification acquired, grades taught, years as a reading coach/specialist, and subjects taught. The additional items were presented by construct in a matrix format. Respondents were asked to determine the degree in which they could help teachers with practices related to disciplinary literacy, 21st

century skills, coaching adults, general literacy and coaching dispositions. The following Likert scale was used for each item within each construct: (1) never, (2), sometimes, (3) about half the time, (4) most of the time, and (5) always. Construct validity was obtained through an exploratory factor analysis for the SLPNAM (V1 and V2). Exploratory factor analysis is a sophisticated statistical procedure for analyzing the correlation among the variables and to help substantiate the conceptualization of the construct (Duke & Mallette, 2011).

Internal consistency ensures that the individual items of a scale measure the intended construct and the related items are highly correlated (Hair, Black, Babin, & Anderson, 2010). In this study, reliability analysis was carried out on SLPNAM (V1 and V2*)* to determine the internal consistency of a scale used in the study by extending it to a set of variables, which are consistent with the construct it intended to measure (Jahani, 2012). In other words, reliability indicates the stability and consistency by which the needs assessment matrix measures the construct. (Hair, Black, Babin, Anderson, & Tatham, 2006; Sekaran, 2003; Jahani, 2012). For the purpose of this study, Cronbach's Alpha (Cronbach, 1951) was used as a reliability coefficient to indicate how well the items in a set were positively correlated to one another. The closer Cronbach's Alpha is to 1.0, the higher the internal consistency and reliability of the items measured (Cronbach, 1951).

Procedures

The primary purpose of test validation is to investigate the inferences made on how well the needs assessment matrix translates, measures all parameters, and is aligned to only the construct (AERA, APA, NCME, 2014). Content validity seeks to determine the extent in which a set of items reflects a content domain and is closely related to the construct being examined;

criterion validity is the degree of association between an item or scale to a predetermined standard; and construct validity is the degree to which an item directly measures what the theory claims (DeVellis, 2017). An instrument that has internal consistency is generally defined as one that performs in a consistent and predictable manner (DeVellis, 2017). A number of validity and internal consistency checks are recommended to determine how well the instrument actually measures the construct. A brief description of the planned procedures follows.

Content Validity

The sample (n=8) allowed for the examination of content validity evidence of the Secondary Literacy Professionals Needs Assessment Matrix by purposely selecting secondary literacy professionals to answer items on the survey that was distributed via email. Evidence based content demonstrates the extent to which the items on the instrument are aligned with a definition, content, task or construct (McMillian, 2016, p. 156). Content validity is typically collected from experts that examine the content of the instrument. Experts are provided criteria for their analysis and judge the instrument based on the various parts of the instrument such as clarity, relevance or importance (McMillian, 2016). The six secondary literacy professionals (SLP) were purposively and conveniently selected to answer the questions: Is the question or skills measurement in the test "essential" to the intended measurement? Is the question or skill(s) relevant to the intended measure? Is the question or skill clear? The SLPs were identified based on their knowledge and experiences with the role and related professional learning needs of the secondary specialized literacy professional. Contact was made via electronic mail with a web link to the SLPNAM that was established on Qualtrics. Experts were asked to determine the

degree of match between the items and the objectives, and a panel of experts in the field rated the skill (or knowledge) measured by this item as essential, useful but not essential, or not necessary to the performance of the job (Lawshe, 1975). Additionally, an email was sent to explain the purpose of the study and supporting resources to help participants access the survey via Qualtrics. A follow up request was made via email a week after the initial email to encourage participation in the study.

For this phase of the study, the Lawshe test was used to determine content validity (Lawshe, 1975). The Lawshe test formula is:

$$CVR = [(n_e - N)^{-N/2}] / 2 \quad (1)$$

... where CVR = content validity ratio'

ne = number of experts in the panel answered "yes, relevant"; and

N = total number of experts in the panel.

Construct Validity

Construct validity was obtained through an exploratory factor analysis. Exploratory factor analysis is a sophisticated statistical procedure for analyzing the correlation among the variables and to help substantiate the conceptualization of the construct (Duke & Mallette, 2011). The purpose of the analysis is to determine if the related items are being responded to in a similar fashion (Duke & Mallette, 2011). A confirmation of the correlation between the variables within a construct in an instrument helps to determine if it is valid (Stapleton, 1997). This analysis provides further evidence of construct validity.

Factor analysis was used to identify the cluster of intercorrelated variables. It is a tool for analyzing the structure of the interrelationship among variables and helps to verify the construct being measured (Jahani, 2012). There are three main applications of factor analytical technique:

1. Data reduction, which reduce the number of variables so that the number of factors become less. It is used to simplify the data by identifying a smaller number of underlying factors, and helps to exclude items that require revision, redundant variables, unclear variables, and irrelevant variables (Jahani, 2012).
2. Theory development, which identifies the structure in the relationships between variables which then specifies the variables. It is used to explore the correlation patterns shared by the variables so that theoretical models can be tested (Williams, Onsman & Brown, 2010; Jahani, 2012).
3. Provides evidence for construct validity of self-reporting scales (Williams, Brown, & Onsman, 2010)

In assessing the appropriateness of factor analysis, Hair et al. (2006) suggested the criteria as follows:

1. Bartlett test of sphericity is a statistical test for the presence of correlations among the variables. As a measure of significance, (sig < .05) indicates that there is sufficient correlation existing among the variables (Hair et al., 2006).
2. Kaiser-Meyer-Olkin (KMO) measure of sampling sufficiency indicates the degree of correlation among variables. The value must exceed 0.5. the measurement can be interpreted as follows: .80 or above is acceptable; and below .50 is unacceptable (Hair et al., 2006).

Factor loading shows the correlation between each variable and the degree of likeness between the variable and the factor as well. A larger value of factor loading shows how well the variable is representative of that factor.

Internal Consistency

As part of determining internal consistency, a purposive and convenience sampling method (Creswell, 2013) was used to identify a sample of secondary literacy professionals (n=36), in a Florida school district. For this phase of the study, the purposive, convenience sample allowed for the examination of internal consistency evidence of the SLPNAM (V1 and V2) by purposely and conveniently selecting secondary literacy professionals to answer items on the matrix that was distributed via email using an online survey development software, Qualtrics. Cronbach's Alpha (Cronbach, 1951) was calculated on the SLPNAM survey to determine internal consistency. The SLPNAM begins with demographic variables, which included years as an educator, highest degree earned, reading certification acquired, grades taught, years as a reading coach/specialist, and subjects taught. The additional items were presented by construct in a matrix format. Respondents were asked to determine the degree to which they could help teachers with practices related to disciplinary literacy, 21st century skills, coaching adults, general literacy and coaching dispositions. The following Likert scale was used for each item within each construct: 1 (never), 2 (sometimes), 3 (about half the time), 4 (most of the time), and 5 (always). Of the 42 needs assessment matrices emailed, there were 36 respondents.

For the final administration of the SLPNAM (V2), purposive, convenience sampling was used in order to collect data as a way to investigate the internal consistency and generalizability

of the SLPNAM (V2). Edmonds and Kennedy (2013) described purposive sampling as the selection of individuals to participate in a study for a specific need or purpose. The researcher contacted an executive board member of the Florida Literacy Coaches' Association and obtained the 74 names of the school district reading contacts. An email (Appendix J) explaining the SLPNAM and its purpose was sent all 74 school district reading contacts with the intent of forwarding to all secondary literacy professionals in their school districts. Additionally, an email invite was sent to the president of the Florida Council of Language Arts Supervisors (CLAS) and Reading Supervisors of Florida (RSF). Of the SLPNAM's sent out, 64 were returned. A goal of 10% of the population was needed to best determine generalizability. Cronbach's Alpha (Cronbach, 1951) was calculated on the SLPNAM (V2) to determine internal consistency.

CHAPTER 4
RESULTS

Introduction

The main purpose of this study was to show evidence of validity and reliability for a needs assessment matrix created to measure the perceived professional learning needs of secondary literacy professionals, the Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM). The SLPNAM was distributed to an unknown number of secondary literacy professionals in 74 Florida school districts; 64 participants from 18 school districts completed the SLPNAM. The population targeted were the secondary literacy professionals in the 74 school districts in Florida. The sample consisted of 64 secondary literacy professionals from 18 school districts. The results of the SLPNAM were collected and analyzed from 18 school districts. Statistical analysis was performed on the needs assessment matrix to determine reliability and validity and to understand the perceived professional learning needs of secondary literacy professionals. This chapter contains the results of the study conducted to answer the following two research questions which guided the study:

1. To what extent is the Secondary Literacy Professionals Needs Assessment Matrix valid for use with secondary literacy/instructional coaches through evidence of the validity of the content?
2. To what extent is the Secondary Literacy Professionals Needs Assessment Matrix reliable through the analysis of internal consistency?

Sample

Secondary Literacy Professionals' Needs Assessment Matrix (Version 1)

Thirty-six participants from one school district responded to the Secondary Literacy Professionals' Needs Assessment Matrix (SLPNAM V1). Of the 36, 35 shared their total years in education. Those participants with over 16 years in education represented 51.43% of the sample size. Those participants with 12-15 years, eight-11 years, and four to seven years of experience represented 48.57% of the sample size. Three participants reported having a bachelor's degree as their highest degree, with the remainder of the participants (32) having obtained a master's degree or higher. Twenty-one of the 25 participants who responded reported that they were reading certified. As shown in Figure 1, of the 35 respondents, 51.43% had been reading specialists for less than three years. Approximately 69% of the respondents had previously taught secondary school students with the remainder having taught primary grades through intermediate grades.

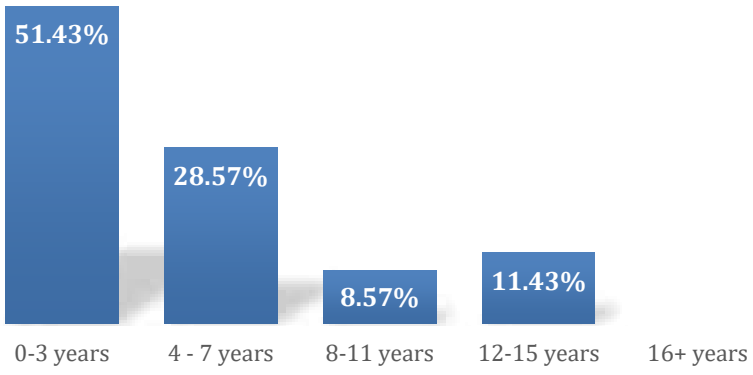

Figure 1. Years as a literary professional (SLPAM, Version 1)

Secondary Literacy Professionals' Needs Assessment Matrix (Version 2)

Sixty-four participants from 18 school districts responded to the Secondary Literacy Professionals' Needs Assessment Matrix (SLPNAM). As shown in Figure 2, literacy professionals were represented in the sample from various school districts in the state of Florida. Of the 64 individuals who participated in the SLPNAM, 52 shared their total years in education. Those participants with over 16 years in education represented 61.54% of the sample size. Those participants with 12-15 years, eight-11 years, and four to seven years of experience represented 36.54% of the sample size, with the group having less than three years of experience representing 1.92% of the sample size. Eight participants reported having earned a bachelor's degree as their highest degree, with the remainder of the participants (44) having obtained a master's degree or higher. Forty of the 52 participants who responded have reported that they were reading certified. As shown in Figure 3, of the 52 respondents, 7.64% had been reading specialist/coaches for more than 16 years; 9.62% for 12-15 years; 26.82% for eight to 11 years, 32.69% for four to seven years; and 23.08% for less than three years. A total of 56% of the respondents had previously taught secondary students, with the remainder having taught primary grades through intermediate grades.

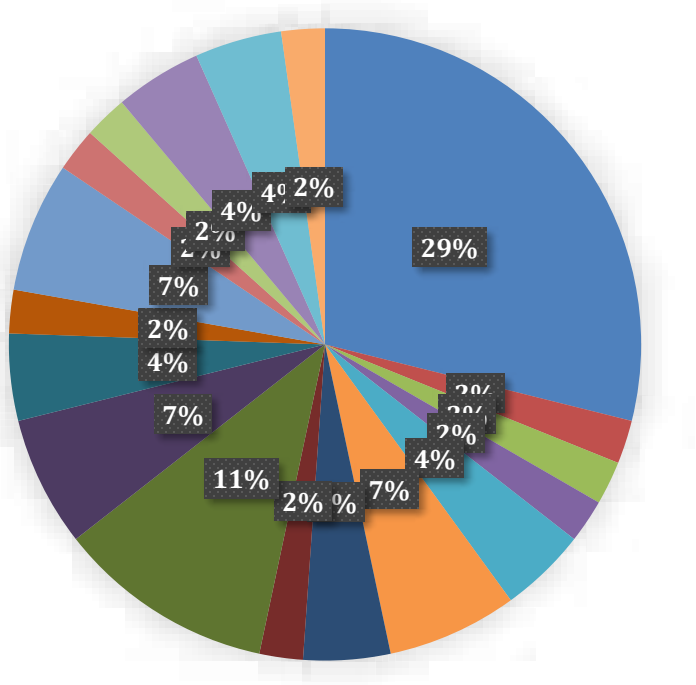

Figure 2. School districts represented in the data.

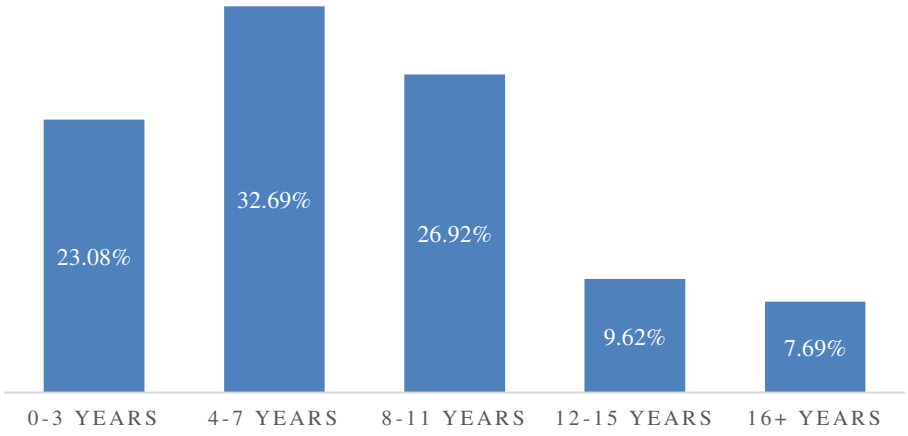

Figure 3. Years as a literary professional (SLPNAM, Version 2)

Power Analysis

An a priori power analysis was conducted using G*Power3 (Faul, Erdfelder, Lang, & Buchner, 2007) to test the difference between two independent group means using a two-tailed test, a small effect size (d= .2), and an alpha of .05. Result showed that a total sample of 54 participants was required to achieve a power of .80.

Data Collection

Secondary Literacy Professionals' Needs Assessment Matrix (Version 1)

The professional learning needs assessment data from educators currently employed as literacy professionals in a central Florida school district served as the primary source of research data. The demographic items served as supporting research data. The invitation to participate in the SLPNAM (V1) was sent via email (Appendix J) to the district reading contact to share with secondary literacy coaches in the school district. A Qualtrics link was included in the email for access to the SLPNAM (V1). The SLPNAM (V1) is displayed in Appendix I.

Secondary Literacy Professionals' Needs Assessment Matrix (Version 2)

The professional learning needs assessment data from educators currently employed as literacy professionals served as the primary source of research data. The demographic items served as supporting research data. The invitation to participate in the SLPNAM was sent, via email, to district reading contacts of Florida districts as well as members of Florida Council of Language Arts Supervisors (CLAS) and Reading Supervisors of Florida (RSF). A Qualtrics link was included in the email for access to the SLPNAM. The letter and email are displayed in

Appendix J. The original SLPNAM and the subsequent instrument, after data reduction, are shown in Appendix I.

Data Analysis

Secondary Literacy Professionals' Needs Assessment Matrix (Versions 1 and 2) Factor Analysis

As shown in Table 2, exploratory factor analysis (EFA), Lawshe Test and Cronbach's Alpha were used to examine the data in this study. The data were analyzed using Social Sciences (SPSS) software version 25 (Appendix K).

Table 2

Summary of Data Analysis Methods

Purpose	Statistical Measures Used
Content Validity	Lawshe Test
Construct Validity	Exploratory Factor Analysis
Reliability	Cronbach's Alpha

Construct Validity

Exploratory factor analysis was used to confirm that the SLPNAM (V1 and V2) is designed with a single dimension. This single underlying dimension in the SLPNAM is the perceived professional learning needs of secondary literacy professionals. Also, factor analysis was used to identify items on the SLPNAM that align with the single dimension (Sekaran, 2003). This helped in providing additional evidence of construct validity.

There are assumptions that Hair et al. (2010) stated for conducting factor analysis. Statistical analyses indicated that the Bartlett's test of sphericity was significant at .000 The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy ranges from 0 to 1. For measure of sampling adequacy or whether data could factor well, Hair et al., 2010; Pallant, 2007; Tabachnick & Fidell, 2007 suggested that if the Kaiser-Meyer-Olkin (KMO) is greater than 0.6. and the Bartlett's Test of Sphericity (BTS) must be significant at $\alpha < .05$ then factorability of the correlation matrix is assumed.

Secondary Literacy Professionals' Needs Assessment Matrix (Version 1)

Exploratory Factor Analysis was started by conducting Kaiser-Meyer-Olkin Measure and Bartlett's test of sphericity of Sampling Adequacy Test using a 36-item instrument. The procedures generated Kaiser–Meyer–Olkin value for each construct which was above 0.6 with a significant Bartlett's test of sphericity value, indicating that the data were sufficient to proceed with the factor analysis (Pallant, 2007; Tabachnick & Fidell, 2007). Tables 3 through 7 show the KMO and Bartlett's Test results for each construct.

Table 3

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for Disciplinary Literacy

Component	Construct	Number of Items	KMO	BT (significance)
1	Disciplinary Literacy	7	.786	.000

Table 4

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for General Literacy

Component	Construct	Number of Items	KMO	BT (significance)
2	General Literacy	5	.652	.000

Table 5

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for 21st Century Skills

Component	Construct	Number of Items	KMO	BT (significance)
3	21st Century Skills	4	.786	.000

Table 6

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for Coaching Adult Learners

Component	Construct	Number of Items	KMO	BT (significance)
4	Coaching Adult Learners	6	.866	.000

Table 7

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for Coaching Dispositions

Component	Construct	Number of Items	KMO	BT (significance)
5	Coaching Dispositions	6	N/A	N/A

Factor loading demonstrated that all variables loaded on to one factor for Disciplinary Literacy (Table 8) and Coaching Adult Learners (Table 9). For the following constructs: (a) General Literacy, and (b) 21st Century Skills and (c) Coaching Dispositions, they did not load onto one factor. This was confirmed with components extracted, as shown in Tables 10, 11, and 12.

Table 8

Total Variance Explained Before Extraction of Items: Disciplinary Literacy

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	5.382	67.273	67.273

Table 9

Total Variance Explained Before Extraction of Items: Coaching Adult Learners

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
4	4.872	81.207	81.207

Table 10

Total Variance Explained Before Extraction of Items: General Literacy

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
2 (Factor 1)	3.739	62.312	62.312
(Factor 2)	1.076	17.926	17.926

Table 11

Total Variance Explained Before Extraction of Items: 21st Century Skills

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
3 (Factor 1)	3.612	51.604	51.604
(Factor 2)	1.099	15.695	15.695

Table 12

Total Variance Explained Before Extraction of Items: Coaching Dispositions

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
5 (Factor 1)	4.763	52.919	52.919
(Factor 2)	1.079	11.993	64.913

Additionally, no KMO or Bartlett Test of Specificity was reported for component 5. This was a result of a non-positive definite R-matrix due to have too many variables and too few cases of data, which makes the correlation matrix a bit unstable (Wothke, 1993).

The total variance explained further supports components with more than one factor loading. In analyzing the extraction sums of squared loadings, three components (General

Literacy, 21st Century Skills, and Coaching Dispositions) had eigenvalues that were one or greater, which provides evidence of more than one factor loading. Additionally, although only one factor loaded, question 9 had one item that showed a communality of .290 which was vastly different from the rest of the items. Therefore, item H was extracted. By eliminating items in each question that did not show communality, the extraction sums of squared loading identified just one factor loaded, with the exception of Coaching Dispositions. The result showed that the value of KMO measure of sampling adequacy was 0.650 (above the recommended level of 0.6) and Bartlett's test of sphericity was significant ($p<.01$). However, items included under Coaching Dispositions had no KMO or Bartlett Test of Specificity reported. This was a result of a non-positive definite R-matrix due to having too many variables and too few cases of data, which makes the correlation matrix a bit unstable (Wothke, 1993).

After deleting the items (Questions 9, 12, 14 and 18), the second run of factor analysis extracted one factor with eigenvalues greater than 1.0, other than Coaching Dispositions. Further analysis shows that in question 18 (all items), zero of 36 participants responded with "never," two of the respondents answered, "sometimes," to question c, and one respondent answered "about half the time" to questions c, d, and e. Therefore, the data were skewed to the right. The Bartlett's test of sphericity ($p<.01$) was found to be significant for the correlation matrix, therefore, appropriate for factor analysis. Thus, it can be claimed that the results of the final run of factor analysis had fulfilled all assumptions (Hair et al., 2010). All items had significant loading exceeding 0.50 as shown in Tables 13 through 17. This analysis led to the development of the Secondary Literacy Professionals' Needs Assessment Matrix (Version 2) that was distributed to the larger population for content validity, internal consistency and generalizability.

Table 13

Total Variance Explained After Extraction of Items (Disciplinary Literacy)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	5.133	73.328	73.328

Table 14

Total Variance Explained After Extraction of Items (General Literacy)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
2	3.364	67.275	67.275

Table 15

Total Variance Explained After Extraction of Items (21st Century Skills)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
3	2.143	53.574	53.574

Table 16

Total Variance Explained After Extraction of Items (Coaching Adult Learners)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
4	4.872	81.207	81.207

Table 17

Total Variance Explained After Extraction of Items (Coaching Dispositions)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
5 (Factor 1)	3.279	54.652	54.652
5 (Factor 2)	2.722	17.033	71.685

Content Validity

The Secondary Literacy Professionals Needs Assessment Matrix content validity survey (Appendix H) was emailed to eight literacy coaches to determine if items were essential, relevant and clear, the data were not utilized to determine extraction of items. The data were incomplete as not all respondents completed the survey. Additionally, the results were appropriate because most of the items were between 70 and 79% (Abdollahpour, Nejat, Nourozian, Majdzadeh, 2010). This decision was made to continue with exploratory factor analysis.

Secondary Literacy Professionals' Needs Assessment Matrix (Version 2)

Exploratory factor analysis was started by conducting Kaiser-Meyer-Olkin Measure and Bartlett's test of sphericity of Sampling Adequacy Test on a 28-item instrument. The procedures generated Kaiser–Meyer–Olkin value for each construct which was above 0.6 with a significant Bartlett's test of sphericity value, indicating that the data were sufficient to proceed for the factor analysis (Pallant, 2007; Tabachnick & Fidell, 2007). Tables 18-22 show the KMO and Bartlett's Test results for each construct.

Table 18

Kaiser-Meyer-Olkin (KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for Disciplinary Literacy

Component	Construct	Number of Items	KMO	BT (significance)
1	Disciplinary Literacy	7	.881	.000

Table 19

Kaiser-Meyer-Olkin (KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for General Literacy

Component	Construct	Number of Items	KMO	BT (significance)
2	General Literacy	5	.825	.000

Table 20

Kaiser-Meyer-Olkin (KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for 21st Century Skills

Component	Construct	Number of Items	KMO	BT (significance)
3	21st Century Skills	4	.774	.000

Table 21

Kaiser-Meyer-Olkin (KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for Coaching Adult Learners

Component	Construct	Number of Items	KMO	BT (significance)
4	Coaching Adult Learners	6	.801	.000

Table 22

Kaiser-Meyer-Olkin (KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity (BT) for Coaching Dispositions

Component	Construct	Number of Items	KMO	BT (significance)
5	Coaching Dispositions	6	.800	.000

As shown in Tables 23 through 27, the communalities of the items on the SLPNAM were appropriate as they were greater than .500 for each item in each factor (Hair, et. al., 2010). Also, factor loading demonstrated that all variables loaded on to one factor for the following constructs: (a) Disciplinary Literacy, (b) General Literacy, and (c) 21st Century Skills. Items pertaining to Coaching Adult Learners and Coaching Dispositions did not load onto one factor. This was confirmed with two components extracted (Table 28 through 32).

Table 23

Communalities: Disciplinary Literacy

Items	Initial	Extraction
Q10-a	1.000	.627
Q10-b	1.000	.742
Q10-c	1.000	.788
Q10-d	1.000	.584
Q10-e	1.000	.755
Q10-f	1.000	.725
Q10-g	1.000	.722

Table 24

Communalities: General Literacy

Items	Initial	Extraction
Q11-a	1.000	.551
Q11-b	1.000	.724
Q11-c	1.000	.843
Q11-d	1.000	.891
Q11-e	1.000	.649

Table 25

Communalities: 21st Century Skills

Items	Initial	Extraction
Q12-a	1.000	.703
Q12-b	1.000	.485
Q12-c	1.000	.760
Q12-d	1.000	.694

Table 26

Communalities: Coaching Adult Learners

Items	Initial	Extraction
Q13-a	1.000	.908
Q13-b	1.000	.869
Q13-c	1.000	.940
Q13-d	1.000	.805
Q13-e	1.000	.886
Q13-f	1.000	.852

Table 27

Communalities: Coaching Dispositions

Items	Initial	Extraction
Q14-a	1.000	.788
Q14-b	1.000	.722
Q14-c	1.000	.697
Q14-d	1.000	.514

Table 28

Factor Loadings Based on Principal Component Analysis Extraction: Disciplinary Literacy

	Component
Items	1
Q10-a	.792
Q10-b	.861
Q10-c	.888
Q10-d	.764
Q10-e	.869
Q10-f	.851
Q10-g	.879

Table 29

Factor Loadings Based on Principal Component Analysis Extraction: General Literacy

	Component
Items	1
Q11-a	.742
Q11-b	.851
Q11-c	.918
Q11-d	.944
Q11-e	.805

Table 30

Factor Loadings Based on Principal Component Analysis Extraction: 21st Century Skills

	Component
Items	1
Q12-a	.838
Q12-b	.697
Q12-c	.872
Q12-d	.833

Table 31

Factor Loadings Based on Principal Component Analysis Extraction With Varimax Rotation: Coaching Adult Learners

	Components	
Items	1	2
Q13-a	.931	.205
Q13-b	.903	.232
Q13-c	.827	.283
Q13-d	.847	.294
Q13-e	.189	.922
Q13-f	.321	.865

Table 32

Factor Loadings Based on Principal Component Analysis Extraction With Varimax Rotation: Coaching Dispositions

	Components	
Items	1	2
Q14-a	.884	.206
Q14-b	.817	.267
Q14-c	.784	.253
Q14-d	.776	.121
Q14-e	.162	.920
Q14-f	.296	.868

The total variance explained (Tables 33 - 37) further supported components with more than one factor loading. In analyzing the extraction sums of squared loadings, two components, Coaching Adult Learners and Coaching Dispositions had eigenvalues that were one or greater, which provides evidence of more than one factor loading. As a result, items in questions 13 and 14 were analyzed to determine causes of variance. In question 13, items e and f, none of the 51 participants responded with "never" or "sometimes;" therefore, the data were skewed to the right. By eliminating these items, the extraction sums of squared loading still identified more than one factor. A construct with fewer than three items is generally weak and unstable; five or more strongly loading items (0.50 or better) are desirable and indicate a solid factor; therefore, the items were retained (Costello & Osborne, 2005). They were, however, determined to be better suited for their own construct in future iterations of the instrument (Costello & Osborne, 2005). For the initial factor analysis of question 14 (Coaching Dispositions), there were six items. The result showed that the value of KMO measure of sampling adequacy was 0.800 (above the recommended level of 0.6) and Bartlett's test of sphericity was significant ($p<.01$). However, the items Q14-e and Q14-f achieved low communality. Thus, these items were removed. After deleting the items, the second run of factor analysis extracted one factor with eigenvalues greater than 1.0. Therefore, these items were deleted from the measures of coaching dispositions. The result from final run yielded two factors. The KMO measure of sampling adequacy value was 0.764, indicating that the items were highly interrelated and shared common factors. The Bartlett's test of sphericity ($p<.01$) was found to be significant of the correlation matrix and thus the appropriateness for factor analysis. Thus, it can be claimed that the results of

the final run of factor analysis had fulfilled all assumptions (Hair et al., 2010). All items had significant loading exceeding 0.50 as shown in Table 38.

Table 33

Total Variance Explained Before Extraction of Items in Question 14 (Disciplinary Literacy)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	4.992	71.311	71.311

Table 34

Total Variance Explained Before Extraction of Items in Question 14 (General Literacy)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
2	3.658	73.156	73.156

Table 35

Total Variance Explained Before Extraction of Items in Question 14 (21st Century Skills)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
3	2.642	66.052	66.052

Table 36

Total Variance Explained Before Extraction of Items in Question 14 (Coaching Adult Learners)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
4 (Factor 1)	4.196	69.936	69.936
(Factor 2)	1.064	17.728	87.663

Table 37

Total Variance Explained Before Extraction of Items in Question 14 (Coaching Dispositions)

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
5 (Factor 1)	3.489	58.153	58.153
(Factor 2)	1.081	18.020	76.173

Table 38

Total Variance Explained After Extraction of Items in Question 14

	Extraction of Squared Loadings		
Component	Total	% of Variance	Cumulative %
5	2.722	68.046	68.046

As shown in Table 39, the mean values of the SLPNAM ranged from 4.06 to 4.61, with the standard deviation ranging from .44 to .80. The table shows that the participants perceived that they were most knowledgeable in is general literacy (mean=4.61, standard deviation=.50). The construct that participants perceived to be a need was 21st century skills (mean =4.06, standard deviation=.73). Coaching adult learners had a minimum response of 1, and coaching dispositions has a maximum response of 4.

Table 39

Mean and Standard Deviation of Studied Constructs

Component	N	Minimum	Maximum	Mean	Standard Deviation
Disciplinary Literacy	51	2.14	5.00	4.1485	.70622
General Literacy	50	2.50	5.00	4.6100	.73450
21st Century Skills	50	2.20	5.00	4.0640	.73450
Coaching Adult Learners	48	1.00	5.00	4.1528	.80177
Coaching Dispositions	48	4.00	5.00	4.5469	.43655

Table 40 presents inter correlations among the study variables. These inter correlations give a general picture of relationships among the study variables. Another benefit of the correlation matrix is to identify multi-collinearity among the variables of the study. The Pearson correlation coefficients value can vary from -1.00 to +1.00. A correlation value of +1.00 indicates a perfect positive correlation, a value of -1.00 represents a perfect negative correlation, and a value of 0.00 indicates no linear relationship between the X and Y variable or between two variables (Tabachnick & Fidell, 2007).

The results of the correlation analysis proved the existence of the relationships between disciplinary literacy, 21st century skills, general literacy and coaching adult learners. There appeared to be a moderate correlation with Pearson r greater than .431 between each of these constructs. The p value was less than 0.05 among these constructs showing the correlation to be statistically significant (Minitab, n.d.). A low correlation existed between coaching dispositions and each of the other constructs; disciplinary literacy (.112), 21st century skills (-.004), general literacy (.148) and coaching adult learners (.258). Because the p value was greater than 0.05,

there was inconclusive evidence about the significance of the association between the variables (Minitab, n.d.).

Table 40

Pearson Correlation Analysis

Descriptor	N	Disciplinary Literacy	21st Century Skills	General Literacy	Coaching Adult Learners	Coaching Dispositions
Disciplinary Literacy	51	1	.604	.632	.641	.112
P-Value			.000	.000	.000	.448
21st Century Skills	50	.604	1	.431	.508	-.004
P-Value		.000		.002	.000	.978
General Literacy	50	.632	.431	1	.671	.148
P-Value		.000	.002		.000	.226
Coaching Adult Learners	48	.641	.508	.671	1	.258
P-Value		.000	.000	.000		.077
Coaching Dispositions	48	.112	-.004	.178	.258	1
P-Value		.448	.978	.226	.077	

Reliability

Secondary Literacy Professionals' Needs Assessment Matrix (Version 1)

Reliability was determined by calculating internal consistency via Cronbach's Alpha. Results from the reliability analysis are presented in Table 41. Cronbach's alpha for the five

constructs (28 items) were all above 0.8, ranging from .816 to .949 which confirmed good to excellent reliability.

Table 41

Value, Mean, Standard Deviation, and Reliability for Each Construct (Version 1)

Construct	Mean	Standard Deviation	Reliability
Disciplinary Literacy	30.84	7.076	.929
General Literacy	31.46	3.237	.816
21st Century Skills	24.34	4.056	.875
Coaching Adult Learners	24.69	5.634	.949
Coaching Dispositions	42.07	3.304	.867

Secondary Literacy Professionals' Needs Assessment Matrix (Version 2)

Reliability was determined through calculating internal consistency via Cronbach's Alpha. Results from the reliability analysis are presented in Table 42. Cronbach's alpha for all of the five constructs (28 items) were above 0.8, ranging from 0.828 to 0.927.

Table 42

Value Mean, Standard Deviation, and Reliability for Each Construct (Version 2)

Construct	Mean	Standard Deviation	Reliability
Disciplinary Literacy	29.04	4.944	.927
General Literacy	20.23	3.673	.903
21st Century Skills	18.44	2.012	.828
Coaching Adult Learners	24.92	4.811	.912
Coaching Dispositions	27.87	2.183	.853

This study showed evidence of validity and reliability for the needs assessment matrix Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM), created to measure the perceived professional learning needs of secondary literacy professionals. The results of the SLPNAM were collected and analyzed from 19 school districts. Statistical analysis performed on the Secondary Literacy Professionals Needs Assessment Matrix determined reliability and validity in order to understand the perceived professional learning needs of secondary literacy professionals. The findings will inform the implications for instrument usage and practice.

CHAPTER 5
SUMMARY, IMPLICATIONS, & RECOMMENDATIONS

Introduction

In Chapter 4, the results and data for the present study were reported. Chapter 5 contains a discussion of the findings, limitations, implications for instrument usage, implications for practice, recommendations for further research, and a summary. The researcher's intent, in this chapter, was to expand upon the results and data presented in Chapter 4 to provide a better understanding of the evidence for the validity and reliability of Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM). Due to the researcher's focus on results related to the validation of the instrument, the results from the completion of the SLPNAM by the secondary literacy professionals were not analyzed. The findings in this study are discussed in relation to best practices of professional development (Darling-Hammond et al., 2017) and the principles of andragogy that refer to the science of adult learning. In addition, implications for practitioners and recommendations for future research are presented and discussed. The chapter concludes with a statement that summarizes the results of this study in light of previous research.

Discussion of Findings

This study describes the development the SLPNAM to measure perceived professional learning needs of secondary school literacy professionals. The main purpose of this study was to examine psychometric properties of the SLPNAM including reliability and construct validity. The SLPNAM was developed keeping the principles of andragogy in mind. The whole premise of the instrument was to develop a tool that would acknowledge the prior experiences of secondary literacy professionals, the perceived needs of what they need to know, and their self-

concept as learners. This, in turn, would allow secondary literacy professionals to take ownership for their learning. This is directly related to Knowles' principles of adult learning (Knowles et al., 2005). Additionally, the principles of adult learners were used to help identify items for the SLPNAM. The SLPNAM was administered to 64 secondary school literacy coaches in 18 Florida school districts. The data suggested that the SLPNAM is valid and reliable for use with this population of secondary literacy professionals.

Research Question 1

To what extent is the Secondary Literacy Professionals Needs Assessment Matrix valid for use with secondary literacy/instructional coaches through evidence of the validity of the content?

Exploratory factor analysis was started by conducting Kaiser-Meyer-Olkin Measure and Bartlett's test of sphericity of Sampling Adequacy Test on a 28-item instrument. The procedures generated Kaiser–Meyer–Olkin values for each construct which were above 0.6 with a significant Bartlett's test of sphericity value, indicating that the data were sufficient to proceed with the factor analysis (Pallant, 2007; Tabachnick & Fidell, 2007). Factor loading demonstrated that all variables loaded on one factor for the following constructs: (a) Disciplinary Literacy, (b) General Literacy, and (c) 21st Century Skills. Items pertaining to coaching adult learners and coaching dispositions did not load on one factor. After extraction of items from the two constructs, Coaching Adult Learners and Coaching Dispositions, it can be claimed that the results of the final run of factor analysis had fulfilled all assumptions (Hair et al., 2010). All items had significant loading exceeding 0.50.

Research Question 2

To what extent is the Secondary Literacy Professionals Needs Assessment Matrix reliable through the analysis of internal consistency?

The findings resulting from Research Question 1 indicated that the SLPNAM was reliable. SPSS software was used to calculate Cronbach's Alpha of each of the five constructs on the SLPNAM: (1) Disciplinary Literacy, (2) General Literacy, (3) 21s Century Skills, (4) Adult Learning, and (5) Coaching Dispositions. Cronbach's alpha for the five constructs (28 items) suggested that the SLPNAM has a high level of internal reliability (Spector, 1992). This high level of internal reliability indicated that each of the item clusters on the SLPNAM measured the corresponding underlying construct. In this study, the underlying construct in the SLPNAM was the perceived needs for the specific coaching content, knowledge and dispositions that a secondary literacy coach should perform as outlined by the ILA's standards for literacy professionals (2018), content and coaching experts, and feedback from secondary literacy coaches.

Limitations

There are several limitations to be considered for this study. First, the pilot school district, Purple City Public Schools, that participated in this study is an organization where the researcher was recently employed. Thus, the SLPNAM (V1) was shared and distributed to a purposive and convenience sample that consisted of participants who knew the researcher. The literacy professionals who participated from the Purple City Public Schools were colleagues of the researcher, and this may have influenced the ways in which they responded to items on the

SLPNAM in contrast to the ways in which they may have responded to a researcher with whom they were not familiar.

Additionally, for the pilot administration, the SLPNAM (V1) was sent to the director of the Department of Teaching and Learning who, in turn, distributed it to school district literacy professionals. The director may be seen as someone in the role of evaluator for the population of secondary literacy professionals targeted. This may have caused evaluation apprehension, the desire to "look good," which may have impacted participants' responses (Trochim, 2006). This, too, may have influenced the way participants responded to the SLPNAM as opposed to the matrix being distributed by an anonymous or unfamiliar source.

The lack of preoperational explication of constructs may also have been a limitation of the study (Trochim, 2006). Prior to the administration of the SLPNAM, the researcher could have ensured that all concepts and ideas presented in the items on the matrix were thoroughly understood. This could have been done by providing clear definitions of these concepts prior to administering the SLPNAM. Due to the diversity of respondents in terms of literacy backgrounds, years of experience and/or district affiliation, the establishment of common language and clear operational definitions would help strengthen the validity of responses.

Although the goal of the study was to have 10% of the target population respond to the final administration of the SLPNAM, this was difficult to accomplish for several reasons. In an attempt to deliver the SLPNAM to all secondary literacy professionals in the state, the researcher attempted to contact the Florida State Department of Education to request a list of persons identified as secondary literacy professionals in the state. The state representative acknowledged that no database or list was kept at the state level. The researcher contacted an executive board

member of the Florida Literacy Coaches' Association and obtained the 74 names of the district reading contacts. A list was provided; however, the list was outdated, and many individuals listed were no longer in the district reading contact role. Another obstacle emerged when several school districts communicated policies that declined any outside research using their employees or divulged that their school districts no longer had literacy professionals at the secondary level. As a result, the researcher contacted the presidents of the Florida Council of Language Arts Supervisors (CLAS) and Reading Supervisors of Florida (RSF) to seek assistance in forwarding the SLPNAM. An undisclosed number of links to the SLPNAM were sent and 64 were returned. This did not meet the goal set at the onset of the study of attempting to collect data for 10% of the population. This small sample size may have impacted the assumptions determined based on the data collected.

Implications for Instrument Usage

The idea for a needs assessment of professional learning for literacy professionals developed organically. During a professional development brainstorming session, the researcher realized that due to the diverse backgrounds and experiences of the coaches at a central Florida district, a one size fits all approach to professional learning was not the most impactful or efficient way to proceed. Items on the SLPNAM evolved from that initial request and use. Since its initial development, the instrument has seen numerous iterations with the intent of validating the instrument for use across the country with secondary literacy professionals. This would be not only appropriate, but relevant to states outside Florida. Items were developed, in part using the International Literacy Association's Standards for Literacy Professionals (2018),

and based on what the literature and research revealed about the principles of adult learning, coaching and adolescent literacy, none of which were specific to a state or local school district. Additionally, the name of the instrument also allows for flexibility of use. In other words, many states or school districts have different labels for the role of coach; therefore, the literacy professionals' name encompasses the roles defined within the International Literacy Association's Standards for Literacy Professionals (2018). Therefore, the Secondary Literacy Professionals Needs Assessment Matrix could be a beneficial tool to be used by states and school districts, nation-wide, to determine the perceived needs of secondary literacy professionals.

Implications for Practice

Implications for Instrument Development Related to Topic/Construct

The SLPNAM, although deemed reliable and valid, does present opportunities for revisions. This instrument was designed with the knowledge that the needs of teachers working with adolescents pose unique challenges and opportunities. As discussed in Chapter 2, the literacy development of adolescent students in secondary schools is challenging for two distinct reasons: (a) adolescent literacy skills are more complex, more integrated and dependent on the discipline, and (b) students in secondary schools are less motivated to read (Biancarosa & Snow, 2006). Additionally, adolescents' perceptions of how capable they are as readers and writers impact how motivated and engaged they are to learn in their content area classes. Alvermann (2002) discussed two concepts related to adolescent engagement and motivation in literacy tasks, self-concept and self-efficacy. The SLPNAM addresses disciplinary literacy as one of its critical constructs. However, there are currently just two items that address motivation and engagement

in a global sense (Kennedy, 2019). A potential revision would be to add "motivation and engagement of adolescents" as its own construct, with specific strategies related to helping teachers support students within this critical aspect of adolescent literacy.

There are multiple theories of adult learning in educational research (Bruner, 1966; Knowles, 1988; Lave & Wenger 1991; Mezirow 1978; Schon, 1987; Wenger 1998). The term "andragogy" differentiated adult learning from the pedagogy which described how children learn. As discussed in Chapter 1, the characteristics of adult learners include being: (a) goal oriented, (b) activity oriented, and (c) learning oriented (Houle, 1961). Knowles et al. (2005), listed six principles of adult learning that are important to consider as well. The six principles are: (a) learners' need to know, (b) self-concept of the learner, (c) prior experience of the learner, (d) readiness to learn, (e) orientation to learning, and (f) motivation to learn. The SLPNAM was developed, keeping the principles of andragogy in mind. In the SLPNAM, Coaching Adult Learners is a construct included to identify the literacy professionals' knowledge about working with teachers. Although the items are specific to the role of coaching, the items can be revised to truly reflect the principles and characteristics of adult learners. For example, an item may state, "I can determine the prior experiences of teachers" as a way to incorporate one of Knowles (2005) six principles.

Implications for the Preparation of Specialized Literacy Professionals

As stated in Chapter 2, Frost and Bean (2006) described the Literacy Coaching Clearinghouse criteria for the employment of literacy coaches, identifying four levels of qualifications for literacy. Each of these levels reflect a level of qualifications that decline from

a high level of having advanced degrees in literacy, additional coaching credentials, successful teaching experience, experience with working with teachers, and other coaching dispositions to the least qualified level in which someone is placed in the role for reasons other than coaching qualifications (Frost & Bean, 2006). McKenna and Walpole (2008) discussed the key differences in coaching teachers in secondary versus elementary schools. Some of the key differences included the increased number of teachers and students, departmentalization, and teachers in various disciplines who may not see the relevancy of literacy as it applies to their content areas. McKenna and Walpole (2008) expanded on the four levels of qualifications to include leadership, understanding coaching in the content areas and focus on continued personal professional development. The International Literacy Association's (2018) Standards for the Preparation of Literacy Professionals explicitly described the competencies needed by various literacy professionals (i.e., classroom reading teachers, reading specialists and coaches, as well as principals) need to have. The SLPNAM is a tool that may be used by school districts or states to adequately identify where coaches fall within Frost and Bean's (2006) four levels, as well how they encompass the criteria for secondary school coaches discussed by McKenna and Walpole (2008). Professional development activities are designed to provide teachers with additional skills, ideas, and abilities necessary for improvement (Fullan et al., 2006). Moran (2007) proposed a continuum of literacy coaching comprised of customizable and individualized professional development activities. Swift and Kelly (2010) stated that acknowledging the unique characteristics of adult learners can guide professional development to be purposeful, relevant, and linked to the content and pedagogical knowledge that teachers know and bring to a learning situation (p. 19). Because the Standards for the Preparation of Literacy Professionals

(2018) are reflected within the items of the SLPAM, these too will further support the identification of professional learning needs and support required for coaches within a school, school district or state.

Implications for the Professional Development of Specialized Literacy Professionals

Professional development is an important component in improving teacher practice. The No Child Left Behind [NCLB] (2002*)* legislation communicated the importance of professional development in guaranteeing all teachers as being highly qualified to impact student achievement. The Rand Reading Study Group declared that teacher quality has been found to be the most critical factor in impacting student achievement (Snow, 2002).The call for highly qualified teachers who can positively impact student literacy has been the catalyst for increased attention to job-embedded approaches to professional learning (Frost & Bean, 2006). Literacy coaches support teachers through consistent and strategic professional learning that has theoretical support, offers opportunities for demonstration, practice, and feedback (Joyce & Showers, 2002). Literacy coaches have been identified as resources to better help teachers meet the literacy needs of adolescents at the secondary levels (Frost & Bean, 2006; Marsh et al., 2008). Literacy coaching contains the critical components of what Darling-Hammond and McLaughlin (1995) identified to be effective professional learning. The goals of coaching is to build capacity within a school, build teacher knowledge, and improve practice to increase student achievement (Walpole & Blamey, 2008); however, there are distractors to reaching these goals. Secondary specialized literacy professionals' roles are diverse, dynamic, and multi-dimensional, and it has been recognized that literacy coaches do not spend the majority of their time in the

classroom performing coaching tasks (Walpole & Blamey, 2008). Much of their time is spent on tasks such as administering assessments, participating in meetings, and organizing resources (L'Allier et al., 2010). This may be due to the idea that the expectations of the role may become overwhelming due to a number of factors. First, in many school districts, the role may not be clearly defined, resulting in coaches being unsure as to what they should be doing or how to plan their days. Additionally, at the secondary level, there are a diverse number of needs, requests, and types of support needed. Understanding how to prioritize those needs or even identify where to start may be a source of frustration. The SLPNAM provides clear constructs and tasks that are related to the role. Indirectly, it can assist in clarifying the roles of both novice and seasoned coaches.

Individuals learn significantly only those things which they perceive to be most important and relevant for their own development and enhancement (Knowles, 1973). Another important element of the SLPNAM is that it allows literacy professionals a chance for continued self-reflection. The instrument can help literacy professionals identify areas of strength and opportunities for growth. This could be valuable to them as they create their individualized professional development plans, allowing for personal accountability of their professional trajectory.

Implications for Educational Leadership

The goal of coaching is to build capacity within a school, build teacher knowledge, and improve practice to increase student achievement (Walpole & Blamey, 2008). Specialized literacy professionals are essential in developing teacher self-efficacy in new pedagogies and

new concepts and skills through job-embedded professional learning. Professional development is an important component in improving teacher practice. Darling-Hammond et al. (2017) listed the elements of effective professional development as follows: (a) incorporates active learning utilizing adult learning theory, (b) supports collaboration and is job-embedded, (c) uses models of effective practice, (e) provides coaching and expert support, (e) offers feedback and reflection, and (f) is of sustained duration. According to Swift and Kelly (2010), adult learning theory can lead to effective and long-lasting professional development. The SLPNAM embodies the skills, tasks and dispositions that are central to effective coaching at the secondary level. The SLPNAM can serve as a tool for districts to strategically and intentionally develop their best asset so as to facilitate quality professional development for literacy professionals. The time and resources for identifying these needs will allow for differentiated professional development plans that are directly aligned with the needs of coaches. No longer would a "one size fits all" approach to professional learning for coaches be the result. School districts and states can utilize the data from the SLPNAM to develop professional learning communities for coaches, establish professional relationships among coaches that complement each of their strengths and address weaknesses, while utilizing their existing knowledge and strengths to help build capacity within a school and a coaching cohort. If the purpose of a literacy coach, as described by the International Literacy Association (2017), is to impact instruction in classrooms in a positive manner, it is critical to provide high-quality, differentiated professional learning to literacy coaches in the effort to enhance their beliefs in tasks that help meet school district goals.

Recommendations for Future Research/Next Steps

The goal of this study was to examine evidence of validity and reliability for a new psychometric measure evaluating the professional learning needs of secondary specialized literacy professionals known as the SLPNAM. Data were collected to test three research questions relating to these goals. Significant findings resulted from the collection and analyses of data. However, this study contributes to the discussion about understanding the professional learning needs of specialized secondary literacy professionals and the implications for school district policy and practice.

An opportunity for future research lies in going beyond the scope of a single state or a selection of school districts. The researcher hopes to select another state that has similar policies to Florida about literacy/instructional coaches & compare results with those obtained during this study. Another important research opportunity is conducting a correlation study to determine the relationship between students' performance on standardized tests and the correlation to coaches' responses in the SLPNAM.

An additional step for future research is to conduct a confirmatory factor analysis in order to test the SLPNAM against an established model (Williams et. al, 2010). With this particular study, a similar matrix that helped identify the perceived needs of literacy professionals was not found during the literature review. Therefore, exploratory factor analysis was determined to be the best procedure to implement.

Another consideration for future recommendations or next steps comes through the analysis of data related to coaching adult learners and coaching dispositions. In the final version of the SLPNAM, these two constructs raised questions. These two constructs required additional

item reduction as well as analysis of individual item responses because the exploratory factor analysis showed items were loading into two factors. With item reduction, two factors continued to be reflected. While analyzing individual items in question 13, coaching adult learners, no participants selected "never" or "sometimes" leading the researcher to determine that this may be a cause of the multiple factors being represented. Therefore, these two constructs warrant further research. This is especially important in that the items for these two constructs both came from the literature as well as data from the school administrator focus group. This may suggest a difference in the preceptions of administrators and secondary literacy professionals of knowledges and skills necessary for the role. Administering the SLPNAM to school administrators would allow for the examination of the conceptual understanding of the roles and responsibilities of the secondary literacy professionals. Another next step would be to provide professional development to secondary literacy professionals related to andragogy and the soft skills needed to effectively work with teachers. Many of the participants of the SLPNAM were new to the role, therefore the transition from working with children to working with adults may need to be supported.

The SLPNAMV1 contained items that were open-ended scenarios developed for the purpose of determining if social desireability impacted participant responses. For the purpose of this study, the qualitative data obtained from these scenarios was not analyzed as it was deemed unnecessary. However, analyzing the data would help determine the accuracy of the responses selected for each construct. The responses to the scenarios would allow for more specific determination of participants' knowledge and understandings and misconceptions. It would provide important qualitative data that would assist secondary literacy professionals, schools and

districts in developing a professional development plan that capitalizes on strengths and opportunites for growth.

The SLPNAM serves as an important instrument in informing schools and districts of the perceived needs of secondary literacy professionals. A map that serves as a decision-making tool could help districts and schools plan professional learning that reflects the opportunities identified. The map would directly link each indicator with a professional learning event that would allow secondary literacy professionals to engage in activities specific to their needs. This would allow for differentiation of professional learning for the literacy professional.

Lessons Learned

There are always opportunities to reflect on the challenges that presented themselves throughout the design and administration of an instrument. The biggest frustration faced in the present study was the ambiguity of identifying a sample that reflected the criteria of the population of the study. Within the state of Florida, school districts determine the position title (of the literacy professional). In other words, one school district may refer to the "literacy coach" while others, though still requiring a focus on literacy, may identify the role as that of an "instructional coach." Additionally, not all school districts employ coaches at the secondary level. Therefore, in the future, a more careful examination of school district reading plans would help determine how districts define and title these coaching roles and would help in the administration of the instrument. This would also hold true if the SLPNAM would be administered in other states nation-wide.

As lessons learned relate to instrument development, operationalizing a construct was a challenging process. Operationalization refers to the process of creating indicators or items for measuring constructs (Bhattacherjee, 2012). According to Pajares (1992), in order to truly determine if the items reflect the construct under analysis, the construct would require careful reconsideration and the researcher would need agreement on the meaning of the construct and its conceptualization. This could be accomplished by conducting a thorough review of the literature to encompass all definitions and concepts associated with the construct under analysis. As a result, items within the construct would be strengthened, and as a result, would lead to a more precise operationalization of the construct.

Summary

The impetus for the Secondary Literacy Professionals Needs Assessment Matrix came about years prior to the development of the instrument. As a former secondary literacy professional, coach and school district literacy specialist, the researcher was often faced with either participating in or providing professional learning to literacy coaches and instructional coaches in her school district. As a former literacy coach, the researcher was part of a cohort that received professional learning every year. Regardless of content knowledge background or coaching experience, all coaches received the same professional development. Within the coaching cohort, there was a vast difference in experiences and perceived needs to develop as coaches. Additionally, as a secondary literacy specialist at the school district level, the researcher found herself continuing to develop professional learning activities that failed to differentiate between the individual experiences and knowledge that coaches brought with them.

It was not until after the researcher left the school district role that her desire to create a tool to determine what the professional learning needs of secondary literacy specialists was confirmed. The event that confirmed the need for what became the SLPNAM was a request by a school district to design content and provide professional development for newly hired school district secondary literacy coaches. As the professional development team began to brainstorm the content for the two-week coaching institute, the researcher realized, based on serving as a coach in this same school district, that a one size fits all for professional development did not seem to be the best approach. Since that initial development of a needs' assessment matrix for eight school district coaches, the instrument has evolved. Grounded in research on professional learning and adult learning theory, the SLPNAM has been transformed from items based on one school district's vision for the role of school district instructional coaches to a valid and reliable instrument that has gone through multiple iterations, based on feedback from literacy coaches, content experts, administrators, literacy professional standards, and the literature.

The research begun with this instrument opens multiple opportunities for use of the instrument at the school district and national level. Future iterations can consist of items that reflect the ever-changing role of literacy and literacy professionals in evolving classrooms and with the needs of the professionals who support teachers and students in the nation's schools.

APPENDIX A
PILOT STUDY: PCPS NEEDS ASSESSMENT MATRIX (VERSION 1)

Potential items for PCPS (pre coaching institute) Needs Assessment Survey
*Red designates what district leadership suggested

*Blue designates what PD team suggested

- repeated coaching cycles with individual
- repeated coaching cycles small groups of teachers
- data analysis,
- planning,
- modeling,
- co-teaching
- observing, and debriefing
- targeted follow-up around particular content with high yield strategies.

- Instructional model
- Identifying student evidence for the instructional model indicators
- Identifying teacher evidence for the instructional model indicators
- Facilitating a professional learning community
- Facilitations a lesson study
- Facilitating a literacy leadership team
- Disciplinary literacy
- Content area reading
- Supporting CAR-PD teachers
- Effective literacy strategies

- Modeling small group instruction
- Differentiation
- Establishing centers/stations in a secondary classroom
- Characteristics of adult learners
- Motivating adult learners
- Side by side modeling
- Identifying and selecting text for instruction
- Identifying and selecting resources for instruction
- Developing a literacy action plan
- Aligning standards to instruction
- Supporting/coaching new teachers
- Supporting/coaching veteran teachers
- Communicating with administration

Notes from district leadership:

1. Sitting around in PLCs may be some of the work at the start, but we've done this for years, and the impact has been limited and immeasurable.

2. I want to use these coaches to transition the image of DTL from the deliverers of content/strategy to the just-in-time support for individuals.

APPENDIX B
PILOT STUDY: PCPS NEEDS ASSESSMENT MATRIX (VERSION 2)

Potential items for PCPS (pre-coaching institute) Needs Assessment

Purpose: The purpose of this instrument is to identify the needs of secondary coaches as it relates to roles and tasks they will be expected to do. The needs will be used to determine future professional development for coaches.

The **RED** items designate the coaching roles/tasks as identified by the district. The **BLUE** items designate the coaching roles/tasks as identified by the professional development team (which includes a consultant, university faculty and district professional development specialist)

- repeated coaching cycles with individuals
- repeated coaching cycles small groups of teachers
- data analysis
- planning lessons
- modeling
- co-teaching
- observing teachers and debriefing with teachers
- targeted follow-up around particular content with high yield strategies.
- Knowledge of the Instructional model
- Identifying student evidence for the instructional model indicators
- Identifying teacher evidence for the instructional model indicators
- Facilitating a professional learning community
- Facilitating a lesson study
- Facilitating a literacy leadership team

- Disciplinary literacy
- Content area reading
- Supporting CAR-PD teachers
- Identifying literacy needs
- Establishing literacy goals
- Implementing effective literacy strategies
- Modeling small group instruction
- Differentiation
- Establishing centers/stations in a secondary classroom
- Characteristics of adult learners
- Motivating adult learners
- Side by side modeling
- Identifying and selecting text for instruction
- Identifying and selecting resources for instruction
- Developing a literacy action plan
- Aligning standards to instruction
- Planning professional development based on teacher needs
- Supporting/coaching new teachers
- Supporting/coaching veteran teachers
- Communicating with administration

- Selection and use of a range of assessment tools to make decisions about student literacy needs

Demographics (adapted from Calo, K.M., Sturtevant, E.G., & Kopfman, K.M.,)

- How many years have you been an educator?
- How many years have you been a reading specialist/reading coach?
- What subjects have you taught in the past?
- Highest degree earned
- How many trainings, workshops or courses have you taken that focused on coaching?

APPENDIX C
PILOT STUDY: PCPS COACHING NEEDS ASSESSMENT (VERSION 3)

PCPS Needs Assessment District Instructional Coaches 2017 (pilot study)

Q1 Dear PCPS District Instructional Coaches,

You are invited to participate in the "SCPS Coaching Needs Assessment." The purpose of this needs' assessment is to understand your individual coaching backgrounds in order to differentiate and plan various professional learning opportunities specific to your needs in the future.

Please complete the following needs assessment matrix. You will be asked to answer questions about your prior coaching experience, training, and your interest in learning new skills or strategies that will be integral to your coaching role. Confidentiality will be maintained to the degree permitted by the technology used. This needs assessment should take approximately 10-15 minutes to complete. Please feel free to ask questions regarding this study. You may contact me if you have additional questions at analexis.kennedy@ucf.edu. Thank you for your time.

Sincerely,
Analexis Kennedy
University of Central Florida

I agree to participate in the PCPS Coaching Needs Assessment:

- ○ Yes (1)
- ○ No (2)

Q2 Establishing literacy instructional goals based on the standards

	I can help teachers establish literacy instructional goals based on the standards. (1)	I would benefit from professional development on establishing literacy instructional goals based on the standards. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q3 Selecting texts (a variety of texts/resources) for instruction

	I can help teachers plan instruction using a variety of texts and resources. (1)	I would benefit from professional development on selecting a variety of texts and resources for instruction. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q4 Establishing literacy centers/stations in a secondary classroom

	I can help establish literacy centers/stations in teachers' classrooms. (1)	I would benefit from professional development on establishing literacy centers/stations in a secondary classroom. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q5 Integrating content area reading strategies in all subjects

	I can help teachers integrate content area reading strategies in all subject areas. (1)	I would benefit from professional development on integrating content area reading strategies in all subject areas. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q6 Providing discipline specific instructional support

	I can help teachers provide discipline specific instructional support. (1)	I would benefit from professional development on providing discipline specific instructional support. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q7 Implementing high yield strategies

	I can support teachers in implementing high yield strategies. (1)	I would benefit from professional development on implementing high yield strategies. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q8 Implementing effective literacy strategies

	I can support teachers in implementing effective literacy strategies. (1)	I would benefit from professional development on implementing effective literacy strategies. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q9 Modeling for teachers

	I can provide a literacy-based observation lesson in front of students as a teacher-colleague observes. (1)	I would benefit from professional development on providing a literacy-based observation lesson. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q10 Observing teachers

	I can provide specific suggestions on instructional practices as I observe a lesson. (1)	I would benefit from professional development on observing teachers as part of the coaching cycle. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q11 Facilitating a professional learning community

	I can facilitate a professional learning community. (1)	I would benefit from professional development on facilitating a professional learning community. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q12 Facilitating lesson study

	I can facilitate a lesson study cycle. (1)	I would benefit from professional development on facilitating lesson study. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q13 Supporting CAR-PD teachers

	I can support CAR-PD teachers in integrating literacy into their subject. (1)	I would benefit from professional development on supporting CAR-PD teachers. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q14 Planning professional development based on teacher needs

	I can plan professional development based on specific teacher needs. (1)	I would benefit from professional development on planning professional development based on specific teacher needs. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q15 Facilitating a book study

	I can facilitate a book study. (1)	I would benefit from professional development on facilitating a book study. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q16 Planning a workshop

	I can design a workshop for professional development. (1)	I would benefit from professional development on designing a workshop. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q17 Supporting new teachers

	I can support new teachers. (1)	I would benefit from professional development on supporting new teachers. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q18 Supporting veteran teachers

	I can support veteran teachers. (1)	I would benefit from professional development on supporting veteran teachers. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q19 Data analysis

	I can analyze data and establish instructional goals based on the data. (1)	I would benefit from professional development on data analysis. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q20 Use of a range of assessments to guide instructional decisions

	I can use a variety of assessments to measure specific literacy strengths and needs. (1)	I would benefit from professional development on using a variety of assessments to measure literacy strengths and needs. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q21 Implementation of the SCPS instructional model

	I can support teachers in implementing the SCPS instructional model. (1)	I would benefit from professional development on supporting teachers as they implement the SCPS instructional model. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q22 Identifying student evidence for the SCPS instructional model indicators

	I can identify student evidence that reflects the SCPS instructional model indicators. (1)	I would benefit from professional development on identifying student evidence that reflects the SCPS instructional model indicators. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q23 Identifying teacher evidence for the SCPS instructional model indicators

	I can identify teacher evidence that reflects the SCPS instructional model indicators. (1)	I would benefit from professional development on identifying teacher evidence that reflects the SCPS instructional model indicators. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q24 Characteristics of adult learners

	I understand the characteristics of adult learners. (1)	I would benefit from professional development on the characteristics of adult learners. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q25 Communicating with school and district leadership

	I can effectively communicate with school and district leadership. (1)	I would benefit from professional development on communicating with school and district leadership. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q26 Facilitating adult conflict resolution

	I can utilize coaching techniques to work through teacher challenges and resistance. (1)	I would benefit from professional development on facilitating adult conflict resolution. (2)
Always (1)	○	○
Most of the time (2)	○	○
About half the time (3)	○	○
Sometimes (4)	○	○
Never (5)	○	○

Q27 What other essential information is needed for coaches to know and/or have access to?

Q28 How many years have you been an educator?

- 0-3 (1)
- 4-7 (2)
- 8-11 (3)
- 12-15 (4)
- 16+ (5)

Q29 What is your highest degree earned?

- Bachelors (1)
- Masters (2)
- Educational Specialist (3)
- Doctorate (4)

Q30 Do you have your Reading Endorsement?

- Yes (1)
- No (2)

Q31 Do you have your Reading Certification?

- ○ Yes (1)
- ○ No (2)

Q32 How many years have you been a reading specialist/coach?

- ○ 0-3 (1)
- ○ 4-7 (2)
- ○ 8-11 (3)
- ○ 12-15 (4)
- ○ 16+ (5)

Q33 What grades have you taught? Check all that apply.

- ☐ K-2 (1)
- ☐ 3-5 (2)
- ☐ 6-8 (3)
- ☐ 9-12 (4)

Q34 What subjects have you taught in the past? Check all that apply.

- ☐ Elementary: all subjects (1)
- ☐ Reading (2)
- ☐ English Language Arts (3)
- ☐ Math (4)
- ☐ Science (5)
- ☐ Social Studies (6)

☐ Other (7)

Q35 How many trainings have you attended related to coaching?

○ 0-2 (1)

○ 3-5 (2)

○ 6+ (3)

Q36 List the specific trainings/workshops/institutes that you have attended related to coaching.

_____

APPENDIX D
FOCUS GROUP QUESTIONAIRE

What is your current role at your school or district:

What is the primary level you work with (check all that apply):

____ Elementary School

____ Middle School

____ High School

____ District

____ Other (Please specific) _____

A literacy professional in this study is defined as a literacy coach or an instructional coach in a secondary school.

What do you see is the literacy professional's role(s) at your school?

What criteria/credentials should literacy professionals hold?

What are the top 3 types of knowledge do you believe the literacy professional should have?

1:

2:

3:

What types of support do you expect the literacy professional to provide to teachers in the area of literacy?

What is the #1 need of your teachers in literacy teaching and student learning?

What types of professional learning would benefit a literacy professional?

What would you think are the top 3 qualities of an effective literacy professional?

1:

2:

3:

APPENDIX E
UCF INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Determination of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Analexis Kennedy**

Date: **September 12, 2018**

Dear Researcher:

On 09/12/2018, the IRB reviewed the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination, Category 2
Project Title:	Developing and Validating the Secondary Literacy Professionals Needs Assessment Matrix
Investigator:	Analexis Kennedy
IRB Number:	SBE-18-14314
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

This letter is signed by:

Signature applied by Renea C Carver on 09/12/2018 10:39:43 AM EDT

Designated Reviewer

APPENDIX F
APPROVAL FOR RESEARCH PCPS

[redacted]

September 21, 2018

Ms. Analexis Kennedy

[redacted]

Dear Ms. Kennedy,

I am in receipt of the proposal and supplemental information that you submitted for permission to conduct research in the Seminole County Public Schools. Thank you for very clearly delineating the required components of the research request. After a review of these documents, it has been determined that you are granted permission to conduct the study described herein.

We would appreciate you sharing the outcome of your project, *Developing and Validating the Secondary Literacy Professional Needs Assessment Matrix.* Your first order of business is to contact [redacted] will provide you with the names of the middle and high school coaches. It is important that you understand that use of the [redacted] email system is not permitted for research purposes. Typically researchers provide each subject with a written request to participate in their study and include the link to their survey in the communication [redacted] will facilitate distribution of the requests to the middle and high school coaches.

Best of luck!

Respectfully,

[redacted]

[redacted]

APPENDIX G
SLPNAM VERSION 1

Secondary Literacy Professionals' Needs Assessment Matrix

Q1 Dear Literacy Professional,
I am currently working on my dissertation research. The purpose of my study is to develop and validate the Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM). I am working on calculating the content and construct validity of items I have written. This includes having secondary literacy professionals taking and providing feedback on the instrument.

Your participation is completely voluntary. Should you wish to participate, you will be asked to take the SLPNAM and answer Likert style questions for each item related to secondary literacy professionals. Your responses will be completed online. It will take approximately 15 minutes in total.

Although your role will be that of content experts– not research participants, please know that this study has been approved by UCF IRB. Your responses will be completely anonymous, and no one (including me) will know that the responses came from you.
Please feel free to ask questions regarding this study. You may contact me if you have additional questions at analexis.kennedy@ucf.edu.

Thank you for your time.

Sincerely,
Analexis Kennedy
University of Central Florida

I agree to participate in the Coaching Needs Assessment:

- ○ Yes (1)
- ○ No (2)

Q2 How many years have you been an educator?

- ○ 0-3 (1)
- ○ 4-7 (2)
- ○ 8-11 (3)
- ○ 12-15 (4)

- ○ 16+ (5)

Q3 What is your highest degree earned?

- ○ Bachelors (1)
- ○ Masters (2)
- ○ Educational Specialist (3)
- ○ Doctorate (4)

Q4 Do you have your Reading Certification?

- ○ Yes (1)
- ○ No (2)

Q5 How many years have you been a reading specialist/coach?

- ○ 0-3 (1)
- ○ 4-7 (2)
- ○ 8-11 (3)
- ○ 12-15 (4)
- ○ 16+ (5)

Q6 What grades have you taught? Check all that apply.

- ☐ Early Childhood (1)
- ☐ Primary (K-2) (2)
- ☐ Intermediate (3-5) (3)
- ☐ Middle School (6-8) (4)
- ☐ High School (9-12) (5)

Q7 What subjects have you taught in the past? Check all that apply.

- ☐ Elementary: all subjects (1)
- ☐ Reading (2)
- ☐ English Language Arts (3)
- ☐ Mathematics (4)
- ☐ Science (5)
- ☐ Social Studies (6)
- ☐ Other (7)

Q8 In which of the following activities have you participated in to prepare for your role as a specialized literacy professional?

_____

Q9 I can help teachers in...

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...integrating content area reading strategies in all subjects. (1)	○	○	○	○	○
...utilizing a variety of discipline-specific literacy support. (2)	○	○	○	○	○
...responding to the demands of discipline-specific texts. (3)	○	○	○	○	○
...using discipline-specific strategies for composing text. (4)	○	○	○	○	○
...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development. (5)	○	○	○	○	○
...selecting discipline-specific texts and instructional resources to support the	○	○	○	○	○

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
literacy needs of all students (6)					
...selecting discipline-specific strategies for developing content knowledge. (7)	○	○	○	○	○
...planning engaging disciplinary literacy lessons building on adolescent students' interests and motivations. (8)	○	○	○	○	○

Q10 A science teacher visits you and shares that he is frustrated with his less -than-proficient students' inability to read and understand the science textbook. He notices that these struggling students read his science text as they would read a novel. What do you suggest he does to teach his students to read the science textbook through the scientific lens?

_____

Q11 The school principal wants to see literacy integrated in the content areas. In a recent PLC meeting, a team of history teachers shares that they do not have the time to teach their content, let alone add literacy instruction as well. They communicate with you that they are history teachers, not reading teachers and need your help on how to make literacy instruction more specific to social studies. How would you approach this situation?

_____

Q12 I can help teachers in...

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...supporting students' use of critical thinking strategies. (1)	○	○	○	○	○
...supporting students' effective and responsible use of information and communication technologies. (2)	○	○	○	○	○
...supporting students' reading comprehension of digital texts. (3)	○	○	○	○	○
...supporting students as they evaluate information in online texts. (4)	○	○	○	○	○
...analyzing the unique demands of digital (multi-modal) reading comprehension. (5)	○	○	○	○	○
...planning lessons incorporating 21st century literacies. (6)	○	○	○	○	○

Q13 The district has encouraged the use of diverse texts in all subject areas which include print and digital, multi-modal texts. List three professional development goals that you prioritize as most important for supporting teachers as they integrate a variety of texts in their instruction.

_____

Q14 I can help teachers in...

	Never (1)	Sometimes (2)	About half the time (3)	Most of the Time (4)	Always (5)
...developing instruction integrating the research-based components of reading. (1)	○	○	○	○	○
...integrating reading, writing and communication strategies in their instruction. (2)	○	○	○	○	○
...understanding the standards in order to plan lessons to the rigor of the standards. (3)	○	○	○	○	○
...analyzing the school's curriculum in order to align to state literacy standards. (4)	○	○	○	○	○
...planning engaging literacy lessons that build on adolescent students' interests and motivation. (5)	○	○	○	○	○
...analyzing literacy	○	○	○	○	○

	Never (1)	Sometimes (2)	About half the time (3)	Most of the Time (4)	Always (5)
assessment data to inform instructional decisions. (6)					
...differentiating instruction to meet the individual needs of adolescent learners. (7)	○	○	○	○	○

Q15 You recently observed a middle school language arts teacher using "The Outsiders" as her anchor text. You observe as the teacher reads the novel out loud while students take notes on a teacher-created study guide. Students appear passive and disengaged. What do you suggest to this teacher during your coaching conversation?

_____

Q16 I can...	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson. (1)	○	○	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations. (2)	○	○	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and	○	○	○	○	○

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
processes-providing feedback. (3)					
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching. (4)	○	○	○	○	○
...facilitate a professional learning community committed to continuous improvement. (5)	○	○	○	○	○
...provide differentiated professional learning activities for teachers based on needs and choices. (6)	○	○	○	○	○

Q17 The 9th grade reading team is made up of veteran and new teachers. Your administrator asks that you develop a professional development plan for this 9th grade team. What considerations or ideas will you use to help you develop this plan?

_____

Q18 I can...

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...communicate effectively with teachers. (1)	○	○	○	○	○
...communicate effectively with school leadership. (2)	○	○	○	○	○
...communicate effectively with district leadership. (3)	○	○	○	○	○
...develop collegial relationships built on trust and mutual respect. (4)	○	○	○	○	○
...remain positive in interactions with teachers. (5)	○	○	○	○	○
...remain positive in interactions with school leadership. (6)	○	○	○	○	○
...commit to life-long learning and professional growth. (7)	○	○	○	○	○
...accept feedback and reflect on improvements. (8)	○	○	○	○	○

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...encourage, be supportive and positively interact with teachers as they take on new skills/strategies or develop new understandings. (9)	○	○	○	○	○

Q19 Your assistant principal has conducted an evaluation of a teacher who is struggling to make instructional progress. She shares with you that she would like you to complete a coaching cycle with this teacher and report back whether or not improvement has occurred. What would you do in this scenario?

_____

APPENDIX H
SLPNAM SURVEY TO DETERMINE CONTENT VALIDITY

SLPNAM Content Validity

Q1 Dear Literacy Professional,

I am currently working on my dissertation research. The purpose of my study is to develop and validate the Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM). I am working on calculating the content and construct validity of items I have written. This includes having secondary literacy professionals taking and providing feedback on the instrument.

Your participation is completely voluntary. Should you wish to participate, you will be asked to take the SLPNAM and answer Likert style questions for each item related to secondary literacy professionals. Your responses will be completed online. It will take approximately 15 minutes in total.

Although your role will be that of content experts– not research participants, please know that this study has been approved by UCF IRB. Your responses will be completely anonymous, and no one (including me) will know that the responses came from you. Please feel free to ask questions regarding this study. You may contact me if you have additional questions at analexis.kennedy@ucf.edu.

Thank you for your time.

Sincerely,
Analexis Kennedy
University of Central Florida

I agree to participate in the Coaching Needs Assessment:

- ○ Yes (1)
- ○ No (2)

Q2 The item is. . .			
	Not necessary (1)	Useful, but not essential (2)	Essential (3)
...integrating content area reading strategies in all subjects. (1)	○	○	○
...utilizing a variety of discipline-specific literacy support. (2)	○	○	○
...responding to the demands of discipline-specific texts. (3)	○	○	○
...using discipline-specific strategies for composing text. (4)	○	○	○
...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development. (5)	○	○	○
...selecting discipline-specific texts and instructional resources to support the literacy needs of all students (6)	○	○	○
...selecting discipline-specific strategies for developing content knowledge. (7)	○	○	○
...planning engaging disciplinary literacy lessons building on adolescent students' interests and motivations. (8)	○	○	○

Q3 The item is. . . .			
	Not relevant (1)	Somewhat relevant (2)	Highly relevant (6)
...integrating content area reading strategies in all subjects. (1)	○	○	○
...utilizing a variety of discipline-specific literacy support. (2)	○	○	○
...responding to the demands of discipline-specific texts. (3)	○	○	○
...using discipline-specific strategies for composing text. (4)	○	○	○
...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development. (5)	○	○	○
...selecting discipline-specific texts and instructional resources to support the literacy needs of all students (6)	○	○	○
...selecting discipline-specific strategies for developing content knowledge. (7)	○	○	○
...planning engaging disciplinary literacy lessons building on adolescent students' interests and motivations. (8)	○	○	○

Q4 The item is. . ..			
	Unclear (1)	Needs some revision (2)	Very clear (6)
...integrating content area reading strategies in all subjects. (1)	○	○	○
...utilizing a variety of discipline-specific literacy support. (2)	○	○	○
...responding to the demands of discipline-specific texts. (3)	○	○	○
...using discipline-specific strategies for composing text. (4)	○	○	○
...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development. (5)	○	○	○
...selecting discipline-specific texts and instructional resources to support the literacy needs of all students (6)	○	○	○
...selecting discipline-specific strategies for developing content knowledge. (7)	○	○	○
...planning engaging disciplinary literacy lessons building on adolescent students' interests and motivations. (8)	○	○	○

Q5 The item is ...

	Not necessary (1)	Useful, but not essential (2)	Essential (3)
...supporting students' use of critical thinking strategies. (1)	○	○	○
...supporting students' effective and responsible use of information and communication technologies. (2)	○	○	○
...supporting students' reading comprehension of digital texts. (3)	○	○	○
...supporting students as they evaluate information in online texts. (4)	○	○	○
...analyzing the unique demands of digital (multi-modal) reading comprehension. (5)	○	○	○
...planning lessons incorporating 21st century literacies. (6)	○	○	○

Q6 The item is ...

	Not relevant (1)	Somewhat relevant (2)	Highly relevant (3)
...supporting students' use of critical thinking strategies. (1)	○	○	○
...supporting students' effective and responsible use of information and communication technologies. (2)	○	○	○
...supporting students' reading comprehension of digital texts. (3)	○	○	○
...supporting students as they evaluate information in online texts. (4)	○	○	○
...analyzing the unique demands of digital (multi-modal) reading comprehension. (5)	○	○	○
...planning lessons incorporating 21st century literacies. (6)	○	○	○

Q7 The item is. . . .			
	Unclear (1)	Needs some revision (2)	Very clear (3)
...supporting students' use of critical thinking strategies. (1)	○	○	○
...supporting students' effective and responsible use of information and communication technologies. (2)	○	○	○
...supporting students' reading comprehension of digital texts. (3)	○	○	○
...supporting students as they evaluate information in online texts. (4)	○	○	○
...analyzing the unique demands of digital (multi-modal) reading comprehension. (5)	○	○	○
...planning lessons incorporating 21st century literacies. (6)	○	○	○

Q8 The item is...

	Not necessary (1)	Useful, but not essential (2)	Essential (3)
...developing instruction integrating the research-based components of reading. (1)	○	○	○
...integrating reading, writing and communication strategies in their instruction. (2)	○	○	○
...understanding the standards in order to plan lessons to the rigor of the standards. (3)	○	○	○
...analyzing the school's curriculum in order to align to state literacy standards. (4)	○	○	○
...planning engaging literacy lessons that build on adolescent students' interests and motivation. (5)	○	○	○
...analyzing literacy assessment data to inform instructional decisions. (6)	○	○	○
...differentiating instruction to meet the individual needs of adolescent learners. (7)	○	○	○

Q9 The item is...

	Not relevant (1)	Somewhat relevant (2)	Highly relevant (3)
...developing instruction integrating the research-based components of reading. (1)	○	○	○
...integrating reading, writing and communication strategies in their instruction. (2)	○	○	○
...understanding the standards in order to plan lessons to the rigor of the standards. (3)	○	○	○
...analyzing the school's curriculum in order to align to state literacy standards. (4)	○	○	○
...planning engaging literacy lessons that build on adolescent students' interests and motivation. (5)	○	○	○
...analyzing literacy assessment data to inform instructional decisions. (6)	○	○	○
...differentiating instruction to meet the individual needs of adolescent learners. (7)	○	○	○

Q10 The item is...

	Unclear (1)	Needs some revision (2)	Very clear (3)
...developing instruction integrating the research-based components of reading. (1)	○	○	○
...integrating reading, writing and communication strategies in their instruction. (2)	○	○	○
...understanding the standards in order to plan lessons to the rigor of the standards. (3)	○	○	○
...analyzing the school's curriculum in order to align to state literacy standards. (4)	○	○	○
...planning engaging literacy lessons that build on adolescent students' interests and motivation. (5)	○	○	○
...analyzing literacy assessment data to inform instructional decisions. (6)	○	○	○
...differentiating instruction to meet the individual needs of adolescent learners. (7)	○	○	○

Q11 The item is. . . .			
	Not necessary (1)	Useful, but not essential (2)	Essential (3)
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson. (1)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations. (2)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback. (3)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching. (4)	○	○	○
...facilitate a professional learning community committed to continuous improvement. (5)	○	○	○
...provide differentiated professional learning activities for teachers based on needs and choices. (6)	○	○	○

...

Q12 The item is. . . .			
	Not relevant (1)	Somewhat relevant (2)	Highly relevant (3)
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson. (1)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations. (2)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback. (3)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching. (4)	○	○	○
...facilitate a professional learning community committed to continuous improvement. (5)	○	○	○
...provide differentiated professional learning activities for teachers based on needs and choices. (6)	○	○	○

Q13 the item is . . .			
	Unclear (1)	Needs some revision (2)	Very clear (3)
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson. (1)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations. (2)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback. (3)	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching. (4)	○	○	○
...facilitate a professional learning community committed to continuous improvement. (5)	○	○	○
...provide differentiated professional learning activities for teachers based on needs and choices. (6)	○	○	○

Q14 This item is. . .			
	Not necessary (1)	Useful, but not essential (2)	Essential (3)
...communicate effectively with teachers. (1)	○	○	○
...communicate effectively with school leadership. (2)	○	○	○
...communicate effectively with district leadership. (3)	○	○	○
...develop collegial relationships built on trust and mutual respect. (4)	○	○	○
...remain positive in interactions with teachers. (5)	○	○	○
...remain positive in interactions with school leadership. (6)	○	○	○
...commit to life-long learning and professional growth. (7)	○	○	○
...accept feedback and reflect on improvements. (8)	○	○	○
...encourage, be supportive and positively interact with teachers as they take on new skills/strategies or develop new understandings. (9)	○	○	○

Q15 This item is...

	Not relevant (1)	Somewhat relevant (2)	Highly relevant (3)
...communicate effectively with teachers. (1)	○	○	○
...communicate effectively with school leadership. (2)	○	○	○
...communicate effectively with district leadership. (3)	○	○	○
...develop collegial relationships built on trust and mutual respect. (4)	○	○	○
...remain positive in interactions with teachers. (5)	○	○	○
...remain positive in interactions with school leadership. (6)	○	○	○
...commit to life-long learning and professional growth. (7)	○	○	○
...accept feedback and reflect on improvements. (8)	○	○	○
...encourage, be supportive and positively interact with teachers as they take on new skills/strategies or develop new understandings. (9)	○	○	○

Q16 This item is. . .			
	Unclear (1)	Needs some revisions (2)	Very clear (3)
...communicate effectively with teachers. (1)	○	○	○
...communicate effectively with school leadership. (2)	○	○	○
...communicate effectively with district leadership. (3)	○	○	○
...develop collegial relationships built on trust and mutual respect. (4)	○	○	○
...remain positive in interactions with teachers. (5)	○	○	○
...remain positive in interactions with school leadership. (6)	○	○	○
...commit to life-long learning and professional growth. (7)	○	○	○
...accept feedback and reflect on improvements. (8)	○	○	○
...encourage, be supportive and positively interact with teachers as they take on new skills/strategies or develop new understandings. (9)	○	○	○

APPENDIX I
SLPNAM VERSION 2

SLPNAM VERSION 2

Secondary Literacy Professionals' Needs Assessment Matrix V2

Q1 Dear Literacy Professional,
I am currently working on my dissertation research. The purpose of my study is to develop and validate the Secondary Literacy Professionals Needs Assessment Matrix (SLPNAM).

Your participation is completely voluntary. Should you wish to participate, you will be asked to take the SLPNAM and answer Likert style questions for each item related to secondary literacy professionals. Your responses will be completed online. It will take approximately 5 minutes in total.

Although your role will be that of content experts– not research participants, please know that this study has been approved by UCF IRB. Your responses will be completely anonymous, and no one (including me) will know that the responses came from you.

Please feel free to ask questions regarding this study. You may contact me if you have additional questions at analexis.kennedy@ucf.edu.

Thank you for your time.

Sincerely,
Analexis Kennedy
University of Central Florida

I agree to participate in the Coaching Needs Assessment:

- ○ Yes (1)
- ○ No (2)

Q2 What school district do you work at?

_____

Q3 How many years have you been an educator?

- 0-3 (1)
- 4-7 (2)
- 8-11 (3)
- 12-15 (4)
- 16+ (5)

Q4 What is your highest degree earned?

- Bachelors (1)
- Masters (2)
- Educational Specialist (3)
- Doctorate (4)

Q5 Do you have your Reading Certification?

- Yes (1)
- No (2)

Q6 How many years have you been a reading specialist/coach?

- ○ 0-3 (1)
- ○ 4-7 (2)
- ○ 8-11 (3)
- ○ 12-15 (4)
- ○ 16+ (5)

Q7 What grades have you taught? Check all that apply.

- ☐ Early Childhood (1)
- ☐ Primary (K-2) (2)
- ☐ Intermediate (3-5) (3)
- ☐ Middle School (6-8) (4)
- ☐ High School (9-12) (5)

Q8 What subjects have you taught in the past? Check all that apply.

- [ ] Elementary: all subjects (1)
- [ ] Reading (2)
- [ ] English Language Arts (3)
- [ ] Mathematics (4)
- [ ] Science (5)
- [ ] Social Studies (6)
- [ ] Other (7)

Q9 In which of the following activities have you participated in to prepare for your role as a specialized literacy professional?

Q10 I can help teachers in. .. .

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...integrating content area reading strategies in all subjects. (1)	○	○	○	○	○
...utilizing a variety of discipline-specific literacy support. (2)	○	○	○	○	○
...responding to the demands of discipline-specific texts. (3)	○	○	○	○	○
...using discipline-specific strategies for composing text. (4)	○	○	○	○	○
...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development. (5)	○	○	○	○	○

Q10 I can help teachers in. .. .

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...selecting discipline-specific texts and instructional resources to support the literacy needs of all students (6)	○	○	○	○	○
...selecting discipline-specific strategies for developing content knowledge. (7)	○	○	○	○	○

Q11 I can help teachers in...

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...supporting students' use of critical thinking strategies. (1)	○	○	○	○	○
...supporting students' effective and responsible use of information and communication technologies. (2)	○	○	○	○	○
...supporting students' reading comprehension of digital texts. (3)	○	○	○	○	○
...supporting students as they evaluate information in online texts. (4)	○	○	○	○	○
...planning lessons incorporating 21st century literacies. (6)	○	○	○	○	○

Q12 I can help teachers in...

	Never (1)	Sometimes (2)	About half the time (3)	Most of the Time (4)	Always (5)
...integrating reading, writing and communication strategies in their instruction. (2)	○	○	○	○	○
...understanding the standards in order to plan lessons to the rigor of the standards. (3)	○	○	○	○	○
...analyzing literacy assessment data to inform instructional decisions. (6)	○	○	○	○	○
...differentiating instruction to meet the individual needs of adolescent learners. (7)	○	○	○	○	○

Q13. I can help teachers in. . ..

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson. (1)	○	○	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations. (2)	○	○	○	○	○

Q13. I can help teachers in. . ..

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback. (3)	○	○	○	○	○
...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching. (4)	○	○	○	○	○
...facilitate a professional learning community committed to continuous improvement. (5)	○	○	○	○	○

Q13. I can help teachers in. . ..

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...provide differentiated professional learning activities for teachers based on needs and choices. (6)	○	○	○	○	○

Q14 I can...

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
...communicate effectively with teachers. (1)	○	○	○	○	○
...communicate effectively with school leadership. (2)	○	○	○	○	○
...develop collegial relationships built on trust and mutual respect. (4)	○	○	○	○	○
...remain positive in interactions with school leadership. (6)	○	○	○	○	○
...commit to life-long learning and professional growth. (7)	○	○	○	○	○
...accept feedback and reflect on improvements. (8)	○	○	○	○	○

APPENDIX J
EMAIL TO LITERACY COACHES DISTRICT CONTACTS

My name is Analexis Kennedy and I am in the process of completing my doctoral program at the University of Central Florida.

As a former secondary literacy and instructional coach, I was often looking for professional learning opportunities that allowed me to better serve the unique needs and demands of all secondary teachers and their students at my school.

For my dissertation study, I developed an instrument that may help school districts identify the professional learning needs of their secondary literacy coaches. As part of the validation process of the instrument, I am asking for your assistance in distributing the Secondary Literacy Professionals' Needs Assessment Matrix to all the secondary literacy and instructional coaches in your district. Thank you!

http://ucf.qualtrics.com/jfe/form/SV_8eq8LaKNY5Wa3Dn
Please let me know if you have any questions.

You may contact me at (Analexis.Kennedy@ucf.edu).

Thank you, in advance, for your time and support of my study. I will be glad to share results upon its completion.

FYI, my dissertation chair is Dr. Vicky Zygouris-Coe (vzygouri@ucf.edu). Feel free to contact her with any related questions.

Respectfully,
Analexis Kennedy

APPENDIX K
SPSS OUTPUT

Your license will expire in 3 days.

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GET
  FILE="\\net.ucf.edu\cst\userfolderslabs\anakenn\Desktop\Secondary Literacy Professionals'
Needs Assessment Matrix V2_August 28, 2019_08.36.sav".
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Reliability

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	51	79.7
	Excluded[a]	13	20.3
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.927	7

Item Statistics

	Mean	Std. Deviation	N
I can help teachers in... - ...integrating content area reading strategies in all subjects.	4.37	.799	51
I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	4.18	.713	51
I can help teachers in... - ...responding to the demands of discipline-specific texts.	4.10	.755	51
I can help teachers in... - ...using discipline-specific strategies for composing text.	3.86	1.059	51
I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	4.29	.855	51
I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	4.18	.793	51

I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	4.06	.904	51

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I can help teachers in... - ...integrating content area reading strategies in all subjects.	24.67	18.867	.711	.922
I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	24.86	19.001	.793	.915
I can help teachers in... - ...responding to the demands of discipline-specific texts.	24.94	18.416	.841	.910
I can help teachers in... - ...using discipline-specific strategies for composing text.	25.18	17.268	.688	.929
I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	24.75	17.834	.813	.912
I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	24.86	18.441	.789	.915

I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	24.98	17.380	.829	.910

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29.04	24.438	4.944	7

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  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.

- - - - - - - - - - - - - - - - - - - - - - - F A C T O R   A N A L Y S I S - - - - - - - - - - - - - - - - - -
- - - - -
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Factor Analysis

Notes

Output Created	28-AUG-2019 10:43:49
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Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR /VARIABLES Q10_1 Q10_2 Q10_3 Q10_4 Q10_5 Q10_6 Q10_7 /MISSING LISTWISE /ANALYSIS Q10_1 Q10_2 Q10_3 Q10_4 Q10_5 Q10_6 Q10_7 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.

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Correlation Matrix[a]

a. Determinant = .004

Inverse of Correlation Matrix

	I can help teachers in... - ...integrating content area reading strategies in all subjects.	I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	I can help teachers in... - ...responding to the demands of discipline-specific texts.	I can help teachers in... - ...using discipline-specific strategies for composing text.	I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.
I can help teachers in... - ...integrating content area reading strategies in all subjects.	2.373	-.633	-.664	.117	-.891
I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	-.633	3.620	-1.936	.807	-.572
I can help teachers in... - ...responding to the demands of discipline-specific texts.	-.664	-1.936	4.404	-1.702	.338

I can help teachers in... - ...using discipline-specific strategies for composing text.	.117	.807	-1.702	2.519	-.454
I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	-.891	-.572	.338	-.454	3.258
I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	.263	-.332	-.794	.093	-.761
I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	-.143	-.641	.165	-.835	-.868

Inverse of Correlation Matrix

	I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.
I can help teachers in... - ...integrating content area reading strategies in all subjects.	.263	-.143
I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	-.332	-.641
I can help teachers in... - ...responding to the demands of discipline-specific texts.	-.794	.165
I can help teachers in... - ...using discipline-specific strategies for composing text.	.093	-.835

I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	-.761	-.868
I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	3.069	-1.219
I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	-1.219	3.557

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.881
Bartlett's Test of Sphericity	Approx. Chi-Square	263.966
	df	21
	Sig.	.000

Anti-image Matrices

		I can help teachers in... - ...integrating content area reading strategies in all subjects.	I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	I can help teachers in... - ...responding to the demands of discipline-specific texts.	I can help teachers in... - ...using discipline-specific strategies for composing text.	I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.
Anti-image Covariance	I can help teachers in... - ...integrating content area reading strategies in all subjects.	.421	-.074	-.064	.020	-.115	.036	-.017
	I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	-.074	.276	-.121	.089	-.048	-.030	-.050
	I can help teachers in... - ...responding to the demands of discipline-specific texts.	-.064	-.121	.227	-.153	.024	-.059	.011

	I can help teachers in... - ...using discipline-specific strategies for composing text.	.020	.089	-.153	.397	-.055	.012	-.093
	I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	-.115	-.048	.024	-.055	.307	-.076	-.075
	I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	.036	-.030	-.059	.012	-.076	.326	-.112
	I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	-.017	-.050	.011	-.093	-.075	-.112	.281

Anti-image Correlation	I can help teachers in... - ...integrating content area reading strategies in all subjects.	.918[a]	-.216	-.205	.048	-.321	.097	-.049
	I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	-.216	.869[a]	-.485	.267	-.166	-.100	-.179
	I can help teachers in... - ...responding to the demands of discipline-specific texts.	-.205	-.485	.835[a]	-.511	.089	-.216	.042
	I can help teachers in... - ...using discipline-specific strategies for composing text.	.048	.267	-.511	.829[a]	-.158	.033	-.279
	I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	-.321	-.166	.089	-.158	.909[a]	-.241	-.255

	I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	.097	-.100	-.216	.033	-.241	.912[a]	-.369
	I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	-.049	-.179	.042	-.279	-.255	-.369	.903[a]

a. Measures of Sampling Adequacy(MSA)

Communalities

	Initial	Extraction
I can help teachers in... - ...integrating content area reading strategies in all subjects.	1.000	.627
I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	1.000	.742
I can help teachers in... - ...responding to the demands of discipline-specific texts.	1.000	.788

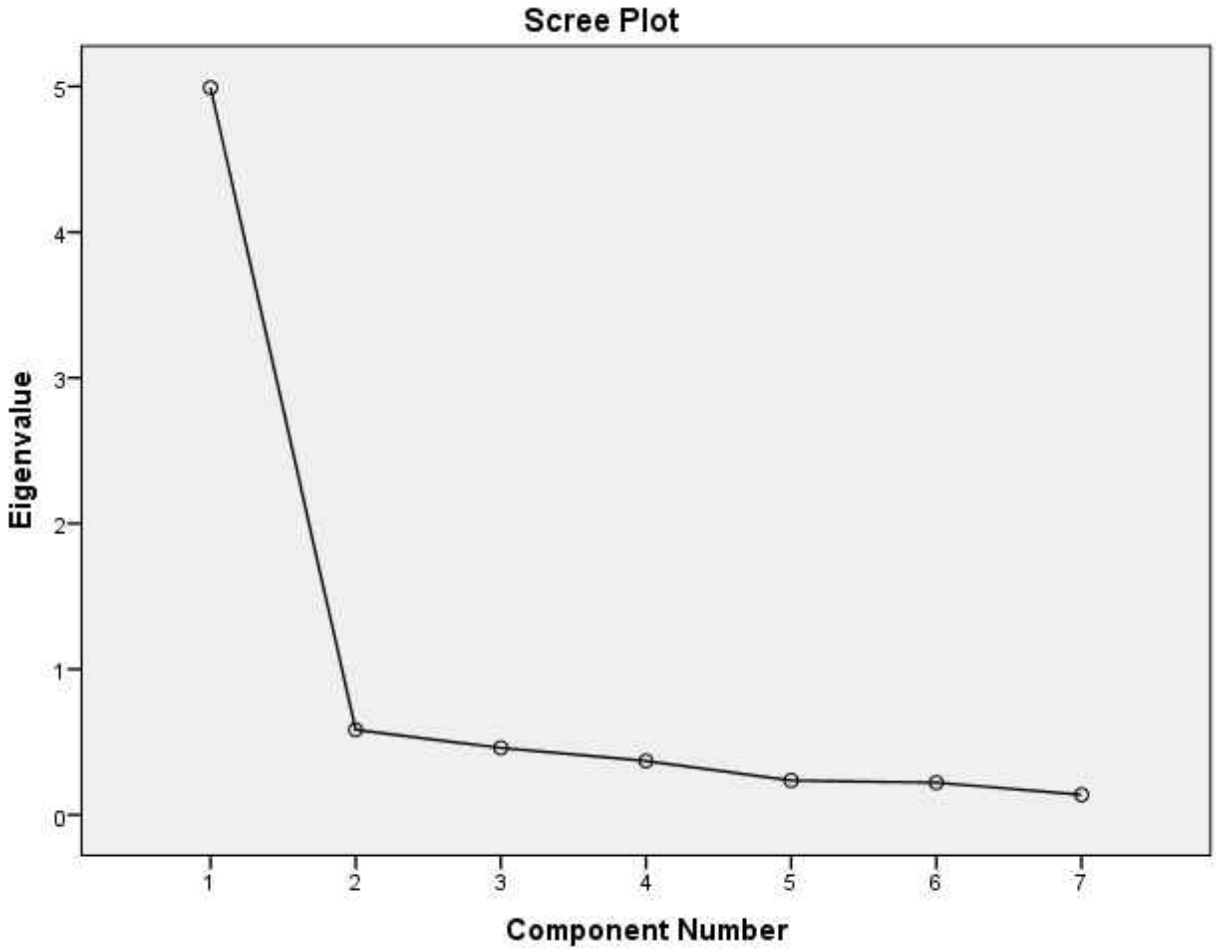
I can help teachers in... - ...using discipline-specific strategies for composing text.	1.000	.584
I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	1.000	.755
I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	1.000	.725
I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	1.000	.772

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.992	71.311	71.311	4.992	71.311	71.311
2	.584	8.339	79.650			
3	.460	6.565	86.215			
4	.370	5.285	91.500			
5	.236	3.365	94.866			
6	.221	3.162	98.028			
7	.138	1.972	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component 1
I can help teachers in... - ...integrating content area reading strategies in all subjects.	.792

I can help teachers in... - ...utilizing a variety of discipline-specific literacy support.	.861
I can help teachers in... - ...responding to the demands of discipline-specific texts.	.888
I can help teachers in... - ...using discipline-specific strategies for composing text.	.764
I can help teachers in... - ...observing and providing feedback on instruction specific to literacy and disciplinary knowledge development.	.869
I can help teachers in... - ...selecting discipline-specific texts and instructional resources to support the literacy needs of all students	.851
I can help teachers in... - ...selecting discipline-specific strategies for developing content knowledge.	.879

Extraction Method: Principal Component Analysis.[a]

a. 1 components extracted.

Rotated Component Matrix[a]

a. Only one component was extracted. The solution cannot be rotated.

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Reliability

Notes

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	78.1
	Excluded[a]	14	21.9
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	5

Item Statistics

	Mean	Std. Deviation	N
I can help teachers in... - ...supporting students' use of critical thinking strategies.	4.28	.834	50
I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	3.90	.886	50
I can help teachers in... - ...supporting students' reading comprehension of digital texts.	4.04	.832	50
I can help teachers in... - ...supporting students as they evaluate information in online texts.	4.04	.807	50
I can help teachers in... - ...planning lessons incorporating 21st century literacies.	4.06	.956	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I can help teachers in... - ...supporting students' use of critical thinking strategies.	16.04	9.549	.629	.908

I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	16.42	8.738	.756	.883
I can help teachers in... - ...supporting students' reading comprehension of digital texts.	16.28	8.655	.846	.864
I can help teachers in... - ...supporting students as they evaluate information in online texts.	16.28	8.614	.891	.855
I can help teachers in... - ...planning lessons incorporating 21st century literacies.	16.26	8.645	.698	.898

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.32	13.487	3.673	5

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  /CRITERIA MINEIGEN(1) ITERATE(25)
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Factor Analysis

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	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.

Syntax		FACTOR /VARIABLES Q11_1 Q11_2 Q11_3 Q11_4 Q11_5 /MISSING LISTWISE /ANALYSIS Q11_1 Q11_2 Q11_3 Q11_4 Q11_5 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.
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Correlation Matrix[a]

a. Determinant = .015

Inverse of Correlation Matrix

	I can help teachers in... - ...supporting students' use of critical thinking strategies.	I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	I can help teachers in... - ...supporting students' reading comprehension of digital texts.	I can help teachers in... - ...supporting students as they evaluate information in online texts.
I can help teachers in... - ...supporting students' use of critical thinking strategies.	1.714	-.577	.270	-.620
I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	-.577	2.493	-.542	-.984
I can help teachers in... - ...supporting students' reading comprehension of digital texts.	.270	-.542	8.680	-7.947
I can help teachers in... - ...supporting students as they evaluate information in online texts.	-.620	-.984	-7.947	10.507
I can help teachers in... - ...planning lessons incorporating 21st century literacies.	-.299	-.041	.051	-1.320

Inverse of Correlation Matrix

	I can help teachers in... - ...planning lessons incorporating 21st century literacies.
I can help teachers in... - ...supporting students' use of critical thinking strategies.	-.299

I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	-.041
I can help teachers in... - ...supporting students' reading comprehension of digital texts.	.051
I can help teachers in... - ...supporting students as they evaluate information in online texts.	-1.320
I can help teachers in... - ...planning lessons incorporating 21st century literacies.	2.082

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.825
Bartlett's Test of Sphericity	Approx. Chi-Square	196.246
	df	10
	Sig.	.000

Anti-image Matrices

	I can help teachers in... - ...supporting students' use of critical thinking strategies.	I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	I can help teachers in... - ...supporting students' reading comprehension of digital texts.	I can help teachers in... - ...supporting students as they evaluate information in online texts.	I can help teachers in... - ...planning lessons incorporating 21st century literacies.

Anti-image Covariance	I can help teachers in... - ...supporting students' use of critical thinking strategies.	.583	-.135	.018	-.034	-.084
	I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	-.135	.401	-.025	-.038	-.008
	I can help teachers in... - ...supporting students' reading comprehension of digital texts.	.018	-.025	.115	-.087	.003
	I can help teachers in... - ...supporting students as they evaluate information in online texts.	-.034	-.038	-.087	.095	-.060
	I can help teachers in... - ...planning lessons incorporating 21st century literacies.	-.084	-.008	.003	-.060	.480
Anti-image Correlation	I can help teachers in... - ...supporting students' use of critical thinking strategies.	.907[a]	-.279	.070	-.146	-.158

	I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	-.279	.931[a]	-.117	-.192	-.018
	I can help teachers in... - ...supporting students' reading comprehension of digital texts.	.070	-.117	.751[a]	-.832	.012
	I can help teachers in... - ...supporting students as they evaluate information in online texts.	-.146	-.192	-.832	.734[a]	-.282
	I can help teachers in... - ...planning lessons incorporating 21st century literacies.	-.158	-.018	.012	-.282	.936[a]

a. Measures of Sampling Adequacy(MSA)

Communalities

	Initial	Extraction
I can help teachers in... - ...supporting students' use of critical thinking strategies.	1.000	.551
I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	1.000	.724

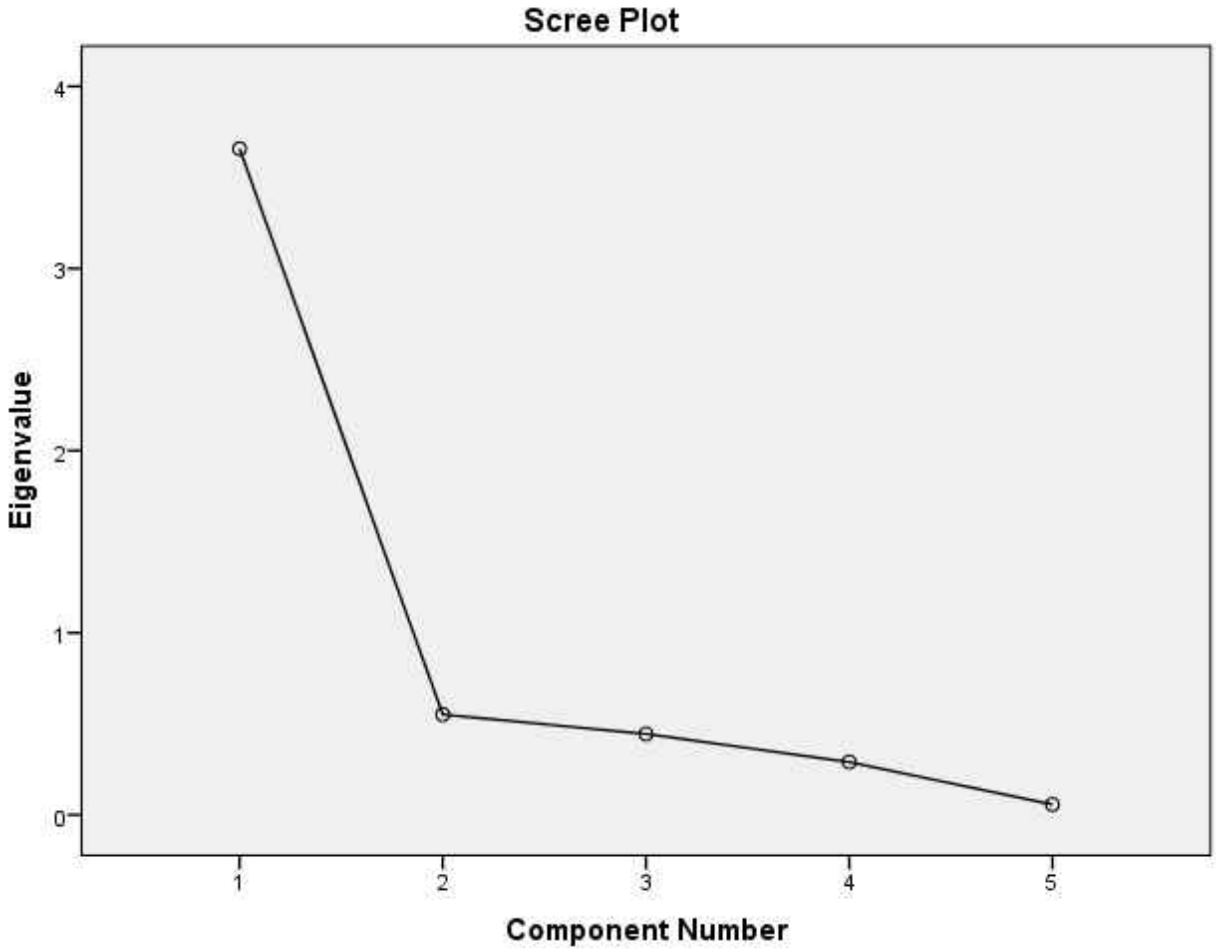
I can help teachers in... - ...supporting students' reading comprehension of digital texts.	1.000	.843
I can help teachers in... - ...supporting students as they evaluate information in online texts.	1.000	.891
I can help teachers in... - ...planning lessons incorporating 21st century literacies.	1.000	.649

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.658	73.156	73.156	3.658	73.156	73.156
2	.551	11.023	84.179			
3	.444	8.886	93.065			
4	.290	5.805	98.870			
5	.057	1.130	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component 1
I can help teachers in... - ...supporting students' use of critical thinking strategies.	.742

I can help teachers in... - ...supporting students' effective and responsible use of information and communication technologies.	.851
I can help teachers in... - ...supporting students' reading comprehension of digital texts.	.918
I can help teachers in... - ...supporting students as they evaluate information in online texts.	.944
I can help teachers in... - ...planning lessons incorporating 21st century literacies.	.805

Extraction Method: Principal Component Analysis.[a]

a. 1 components extracted.

Rotated Component Matrix[a]

a. Only one component was extracted. The solution cannot be rotated.

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RELIABILITY
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Reliability

Notes

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	Split File	<none>
	N of Rows in Working Data File	64
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY /VARIABLES=Q12_1 Q12_2 Q12_3 Q12_4 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=TOTAL.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	78.1
	Excluded[a]	14	21.9
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.828	4

Item Statistics

	Mean	Std. Deviation	N
I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	4.60	.670	50
I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	4.66	.519	50
I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	4.64	.631	50
I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.	4.54	.646	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	13.84	2.219	.691	.767
I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	13.78	2.869	.516	.839

I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	13.80	2.245	.742	.741
I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.	13.90	2.296	.682	.770

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.44	4.047	2.012	4

```
FACTOR
  /VARIABLES Q12_1 Q12_2 Q12_3 Q12_4
  /MISSING LISTWISE
  /ANALYSIS Q12_1 Q12_2 Q12_3 Q12_4
  /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.
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Factor Analysis

Notes

Output Created	28-AUG-2019 12:01:40
Comments	

Input	Data	\\net.ucf.edu\cst\userfolderslabs\anakenn\Desktop\Secondary Literacy Professionals' Needs Assessment Matrix V2_August 28, 2019_08.36.sav
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	64
Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR /VARIABLES Q12_1 Q12_2 Q12_3 Q12_4 /MISSING LISTWISE /ANALYSIS Q12_1 Q12_2 Q12_3 Q12_4 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.
Resources	Processor Time	00:00:00.20
	Elapsed Time	00:00:00.11

Maximum Memory Required	3008 (2.938K) bytes

Correlation Matrix[a]

a. Determinant = .208

Inverse of Correlation Matrix

	I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.
I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	1.917	-.417	-.553	-.621
I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	-.417	1.413	-.461	.037
I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	-.553	-.461	2.310	-1.080
I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.	-.621	.037	-1.080	2.103

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.774
Bartlett's Test of Sphericity	Approx. Chi-Square	73.478
	df	6
	Sig.	.000

Anti-image Matrices

		I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.
Anti-image Covariance	I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	.522	-.154	-.125	-.154
	I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	-.154	.708	-.141	.013
	I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	-.125	-.141	.433	-.222

	I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.	-.154	.013	-.222	.475
Anti-image Correlation	I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	.810[a]	-.253	-.263	-.309
	I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	-.253	.825[a]	-.255	.022
	I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	-.263	-.255	.745[a]	-.490
	I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.	-.309	.022	-.490	.744[a]

a. Measures of Sampling Adequacy(MSA)

Communalities

	Initial	Extraction
I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	1.000	.703

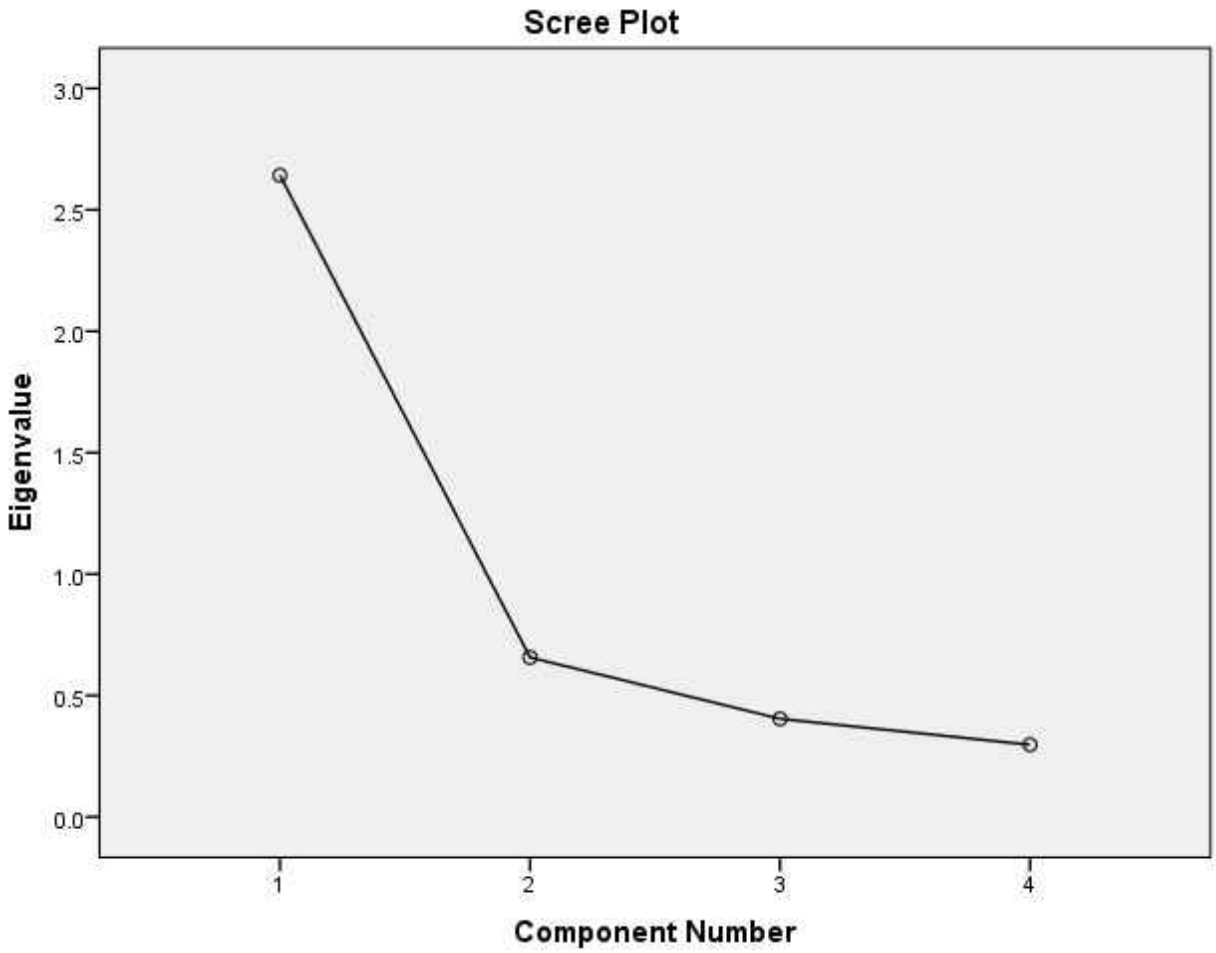
I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	1.000	.485
I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	1.000	.760
I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.	1.000	.694

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.642	66.052	66.052	2.642	66.052	66.052
2	.657	16.424	82.476			
3	.404	10.096	92.572			
4	.297	7.428	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component 1
I can help teachers in... - ...integrating reading, writing and communication strategies in their instruction.	.838

I can help teachers in... - ...understanding the standards in order to plan lessons to the rigor of the standards.	.697
I can help teachers in... - ...analyzing literacy assessment data to inform instructional decisions.	.872
I can help teachers in... - ...differentiating instruction to meet the individual needs of adolescent learners.	.833

Extraction Method: Principal Component Analysis.[a]

a. 1 components extracted.

Rotated Component Matrix[a]

a. Only one component was extracted. The solution cannot be rotated.

```
RELIABILITY
  /VARIABLES=Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
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Reliability

Notes

Output Created		28-AUG-2019 12:02:32
Comments		
Input	Data	\\net.ucf.edu\cst\userfoldershabs\anakenn\Desktop\Secondary Literacy Professionals' Needs Assessment Matrix V2_August 28, 2019_08.36.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	64
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00.00

Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	48	75.0
	Excluded[a]	16	25.0
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.912	6

Item Statistics

	Mean	Std. Deviation	N
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes- modeling a lesson.	4.13	.959	48

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	4.13	1.003	48
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	4.17	.975	48
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	3.94	1.099	48
I can... - ...facilitate a professional learning community committed to continuous improvement.	4.31	.879	48
I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	4.25	.838	48

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	20.79	15.785	.844	.883
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	20.79	15.615	.823	.885
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	20.75	15.340	.897	.874
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	20.98	15.042	.808	.888
I can... - ...facilitate a professional learning community committed to continuous improvement.	20.60	18.372	.530	.924
I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	20.67	17.972	.629	.912

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24.92	23.142	4.811	6

```
FACTOR
  /VARIABLES Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6
  /MISSING LISTWISE
  /ANALYSIS Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6
  /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.
```

Factor Analysis

Notes

Output Created		28-AUG-2019 12:03:02
Comments		
Input	Data	\\net.ucf.edu\cst\userfoldersla bs\anakenn\Desktop\Second ary Literacy Professionals' Needs Assessment Matrix V2_August 28, 2019_08.36.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	64

Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR /VARIABLES Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6 /MISSING LISTWISE /ANALYSIS Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.
Resources	Processor Time	00:00:00.16
	Elapsed Time	00:00:00.13
	Maximum Memory Required	5704 (5.570K) bytes

Correlation Matrix[a]

a. Determinant = .002

Inverse of Correlation Matrix

	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	I can... - ...facilitate a professional learning community committed to continuous improvement.	I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	6.549	-.254	-3.573	-2.756	.308	.149
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	-.254	8.515	-8.266	.692	.733	-.649

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	-3.573	-8.266	13.421	-1.347	-.604	-.309
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	-2.756	.692	-1.347	4.174	-.614	.101
I can... - ...facilitate a professional learning community committed to continuous improvement.	.308	.733	-.604	-.614	2.321	-1.592
I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	.149	-.649	-.309	.101	-1.592	2.550

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.801
Bartlett's Test of Sphericity	Approx. Chi-Square	275.095
	df	15
	Sig.	.000

Anti-image Matrices

		I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	I can... - ...facilitate a professional learning community committed to continuous improvement.	I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.
Anti-image Covariance	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	.153	-.005	-.041	-.101	.020	.009

	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	-.005	.117	-.072	.019	.037	-.030
	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	-.041	-.072	.075	-.024	-.019	-.009
	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	-.101	.019	-.024	.240	-.063	.010
	I can... - ...facilitate a professional learning community committed to continuous improvement.	.020	.037	-.019	-.063	.431	-.269

	I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	.009	-.030	-.009	.010	-.269	.392
Anti-image Correlation	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes- modeling a lesson.	.856[a]	-.034	-.381	-.527	.079	.036
	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes- conducting observations.	-.034	.790[a]	-.773	.116	.165	-.139
	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes- providing feedback.	-.381	-.773	.780[a]	-.180	-.108	-.053

	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	-.527	.116	-.180	.865[a]	-.197	.031
	I can... - ...facilitate a professional learning community committed to continuous improvement.	.079	.165	-.108	-.197	.703[a]	-.654
	I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	.036	-.139	-.053	.031	-.654	.773[a]

a. Measures of Sampling Adequacy(MSA)

Communalities

	Initial	Extraction
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	1.000	.908

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	1.000	.869
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	1.000	.940
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	1.000	.805
I can... - ...facilitate a professional learning community committed to continuous improvement.	1.000	.886
I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	1.000	.852

Extraction Method: Principal Component Analysis.

Total Variance Explained

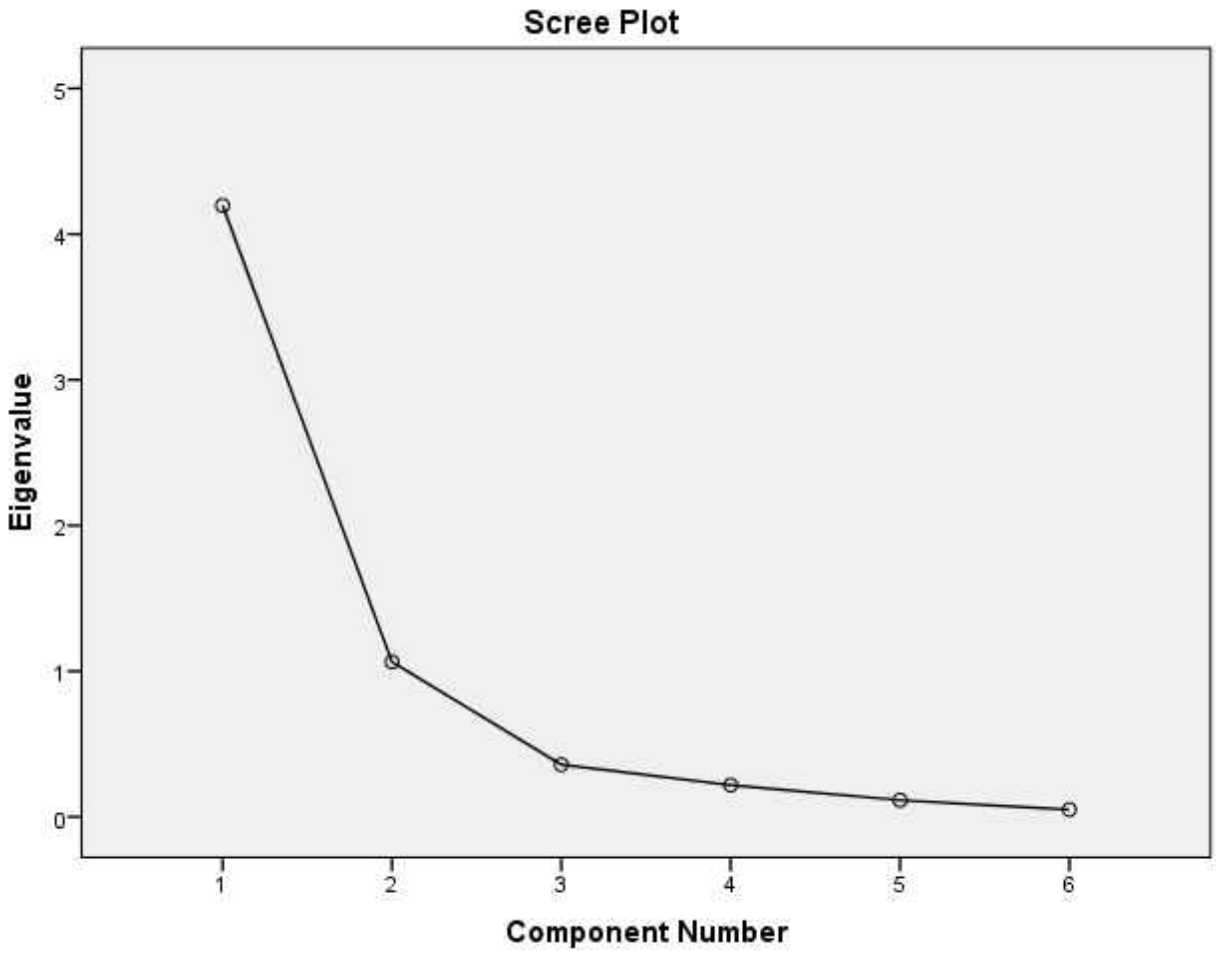
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.196	69.936	69.936	4.196	69.936	69.936
2	1.064	17.728	87.663	1.064	17.728	87.663
3	.358	5.975	93.638			

4	.218	3.628	97.266			
5	.115	1.911	99.177			
6	.049	.823	100.000			

Total Variance Explained

	Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	3.398	56.635	56.635
2	1.862	31.028	87.663
3			
4			
5			
6			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component	
	1	2
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes- modeling a lesson.	.907	-.293

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	.897	-.255
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	.943	-.223
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	.880	-.174
I can... - ...facilitate a professional learning community committed to continuous improvement.	.629	.700
I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	.714	.585

Extraction Method: Principal Component Analysis.[a]

a. 2 components extracted.

Rotated Component Matrix[a]

	Component	
	1	2

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	.931	.205
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	.903	.232
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	.927	.283
I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.	.847	.294
I can... - ...facilitate a professional learning community committed to continuous improvement.	.189	.922
I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.	.321	.865

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.863	.505
2	-.505	.863

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

```
RELIABILITY
  /VARIABLES=Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 Q14_6
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
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Reliability

Notes

Output Created		28-AUG-2019 12:17:11
Comments		
Input	Data	\\net.ucf.edu\cst\userfoldersla bs\anakenn\Desktop\Second ary Literacy Professionals' Needs Assessment Matrix V2_August 28, 2019_08.36.sav
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	N of Rows in Working Data File	64
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 Q14_6 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	47	73.4
	Excluded[a]	17	26.6
	Total	64	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.853	6

Item Statistics

	Mean	Std. Deviation	N
I can... - ...communicate effectively with teachers.	4.55	.503	47
I can... - ...communicate effectively with school leadership.	4.49	.547	47
I can... - ...develop collegial relationships built on trust and mutual respect.	4.55	.503	47
I can... - ...remain positive in interactions with school leadership.	4.62	.534	47
I can... - ...commit to life-long learning and professional growth.	4.85	.360	47
I can... - ...accept feedback and reflect on improvements.	4.81	.398	47

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

I can... - ...communicate effectively with teachers.	23.32	3.135	.775	.802
I can... - ...communicate effectively with school leadership.	23.38	3.068	.731	.811
I can... - ...develop collegial relationships built on trust and mutual respect.	23.32	3.265	.687	.820
I can... - ...remain positive in interactions with school leadership.	23.26	3.325	.594	.840
I can... - ...commit to life-long learning and professional growth.	23.02	3.934	.492	.854
I can... - ...accept feedback and reflect on improvements.	23.06	3.713	.584	.840

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.87	4.766	2.183	6

```
FACTOR
  /VARIABLES Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 Q14_6
  /MISSING LISTWISE
  /ANALYSIS Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 Q14_6
  /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.
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Factor Analysis

Notes

Output Created		28-AUG-2019 12:17:29
Comments		
Input	Data	\\net.ucf.edu\cst\userfoldersla bs\anakenn\Desktop\Second ary Literacy Professionals' Needs Assessment Matrix V2_August 28, 2019_08.36.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	64
Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.

Syntax		FACTOR /VARIABLES Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 Q14_6 /MISSING LISTWISE /ANALYSIS Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 Q14_6 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.
Resources	Processor Time	00:00:00.16
	Elapsed Time	00:00:00.13
	Maximum Memory Required	5704 (5.570K) bytes

Correlation Matrix[a]

a. Determinant = .050

Inverse of Correlation Matrix

	I can... - ...communicate effectively with teachers.	I can... - ...communicate effectively with school leadership.	I can... - ...develop collegial relationships built on trust and mutual respect.	I can... - ...remain positive in interactions with school leadership.
I can... - ...communicate effectively with teachers.	3.001	-1.248	-.636	-.948

I can... - ...communicate effectively with school leadership.	-1.248	2.515	-.691	-.045
I can... - ...develop collegial relationships built on trust and mutual respect.	-.636	-.691	2.046	-.133
I can... - ...remain positive in interactions with school leadership.	-.948	-.045	-.133	1.753
I can... - ...commit to life-long learning and professional growth.	-.008	-.185	-.016	.073
I can... - ...accept feedback and reflect on improvements.	-.123	-.121	-.246	-.202

Inverse of Correlation Matrix

	I can... - ...commit to life-long learning and professional growth.	I can... - ...accept feedback and reflect on improvements.
I can... - ...communicate effectively with teachers.	-.008	-.123
I can... - ...communicate effectively with school leadership.	-.185	-.121
I can... - ...develop collegial relationships built on trust and mutual respect.	-.016	-.246
I can... - ...remain positive in interactions with school leadership.	.073	-.202
I can... - ...commit to life-long learning and professional growth.	2.029	-1.371
I can... - ...accept feedback and reflect on improvements.	-1.371	2.256

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.800
Bartlett's Test of Sphericity	Approx. Chi-Square	129.540
	df	15

Sig.		.000

Anti-image Matrices

		I can... - ...communicate effectively with teachers.	I can... - ...communicate effectively with school leadership.	I can... - ...develop collegial relationships built on trust and mutual respect.
Anti-image Covariance	I can... - ...communicate effectively with teachers.	.333	-.165	-.104
	I can... - ...communicate effectively with school leadership.	-.165	.398	-.134
	I can... - ...develop collegial relationships built on trust and mutual respect.	-.104	-.134	.489
	I can... - ...remain positive in interactions with school leadership.	-.180	-.010	-.037
	I can... - ...commit to life-long learning and professional growth.	-.001	-.036	-.004
	I can... - ...accept feedback and reflect on improvements.	-.018	-.021	-.053
Anti-image Correlation	I can... - ...communicate effectively with teachers.	.792[a]	-.454	-.257
	I can... - ...communicate effectively with school leadership.	-.454	.835[a]	-.305
	I can... - ...develop collegial relationships built on trust and mutual respect.	-.257	-.305	.888[a]

	I can... - ...remain positive in interactions with school leadership.	-.413	-.021	-.070
	I can... - ...commit to life-long learning and professional growth.	-.003	-.082	-.008
	I can... - ...accept feedback and reflect on improvements.	-.047	-.051	-.114

Anti-image Matrices

		I can... - ...remain positive in interactions with school leadership.	I can... - ...commit to life-long learning and professional growth.	I can... - ...accept feedback and reflect on improvements.
Anti-image Covariance	I can... - ...communicate effectively with teachers.	-.180	-.001	-.018
	I can... - ...communicate effectively with school leadership.	-.010	-.036	-.021
	I can... - ...develop collegial relationships built on trust and mutual respect.	-.037	-.004	-.053
	I can... - ...remain positive in interactions with school leadership.	.571	.021	-.051
	I can... - ...commit to life-long learning and professional growth.	.021	.493	-.299
	I can... - ...accept feedback and reflect on improvements.	-.051	-.299	.443
Anti-image Correlation	I can... - ...communicate effectively with teachers.	-.413	-.003	-.047
	I can... - ...communicate effectively with school leadership.	-.021	-.082	-.051

	I can... - ...develop collegial relationships built on trust and mutual respect.	-.070	-.008	-.114
	I can... - ...remain positive in interactions with school leadership.	.855[a]	.039	-.101
	I can... - ...commit to life-long learning and professional growth.	.039	.694[a]	-.641
	I can... - ...accept feedback and reflect on improvements.	-.101	-.641	.733[a]

a. Measures of Sampling Adequacy(MSA)

Communalities

	Initial	Extraction
I can... - ...communicate effectively with teachers.	1.000	.823
I can... - ...communicate effectively with school leadership.	1.000	.739
I can... - ...develop collegial relationships built on trust and mutual respect.	1.000	.679
I can... - ...remain positive in interactions with school leadership.	1.000	.616
I can... - ...commit to life-long learning and professional growth.	1.000	.872
I can... - ...accept feedback and reflect on improvements.	1.000	.840

Extraction Method: Principal Component Analysis.

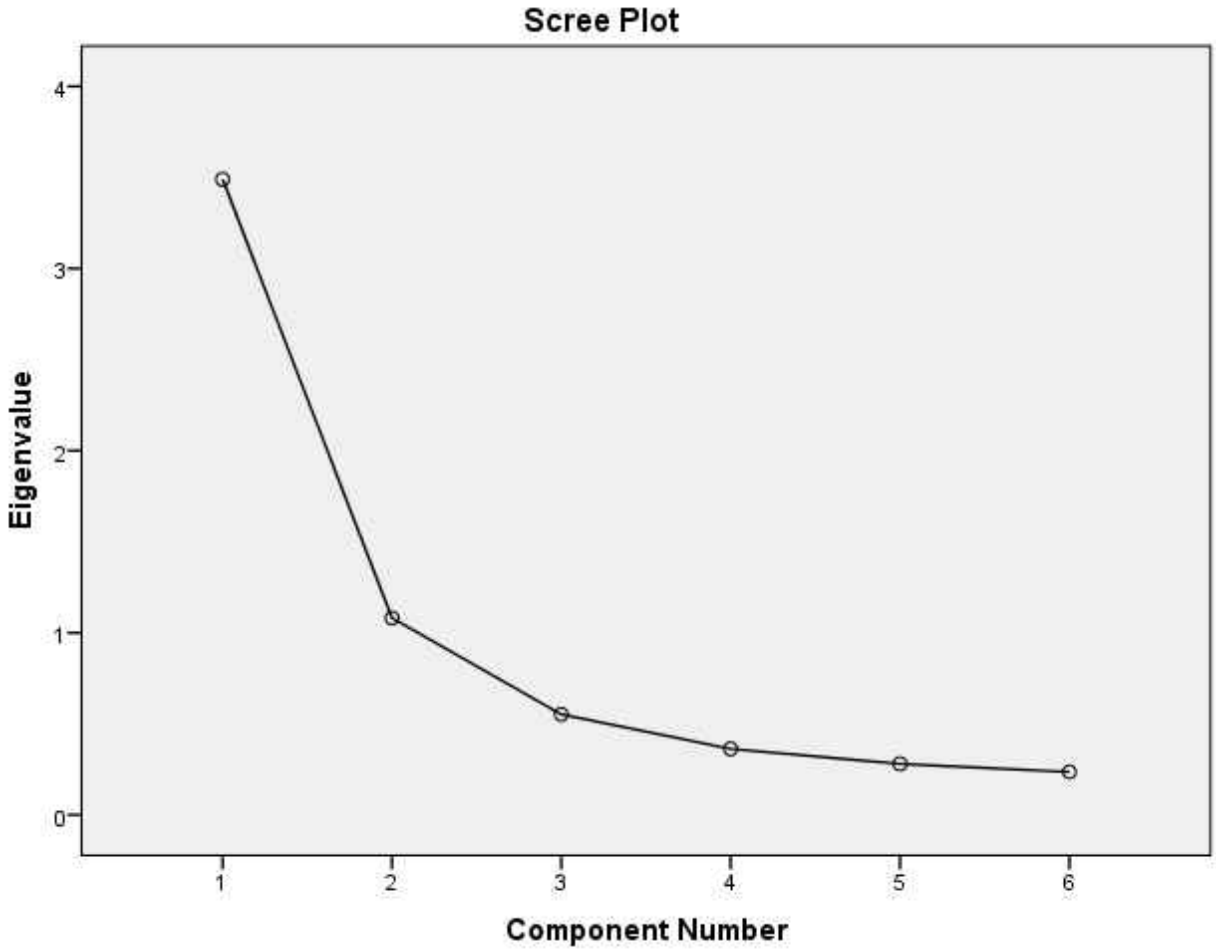
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.489	58.153	58.153	3.489	58.153	58.153
2	1.081	18.020	76.173	1.081	18.020	76.173
3	.552	9.196	85.369			
4	.362	6.036	91.405			
5	.280	4.669	96.075			
6	.236	3.925	100.000			

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	2.780	46.326	46.326
2	1.791	29.847	76.173
3			
4			
5			
6			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component	
	1	2
I can... - ...communicate effectively with teachers.	.854	-.307
I can... - ...communicate effectively with school leadership.	.831	-.220

I can... - ...develop collegial relationships built on trust and mutual respect.	.796	-.213
I can... - ...remain positive in interactions with school leadership.	.717	-.320
I can... - ...commit to life-long learning and professional growth.	.635	.684
I can... - ...accept feedback and reflect on improvements.	.719	.568

Extraction Method: Principal Component Analysis.[a]

a. 2 components extracted.

Rotated Component Matrix[a]

	Component	
	1	2
I can... - ...communicate effectively with teachers.	.884	.206
I can... - ...communicate effectively with school leadership.	.817	.267
I can... - ...develop collegial relationships built on trust and mutual respect.	.784	.253
I can... - ...remain positive in interactions with school leadership.	.776	.121
I can... - ...commit to life-long learning and professional growth.	.162	.920
I can... - ...accept feedback and reflect on improvements.	.296	.868

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.840	.543
2	-.543	.840

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

```
FACTOR
  /VARIABLES Q14_1 Q14_2 Q14_3 Q14_4
  /MISSING LISTWISE
  /ANALYSIS Q14_1 Q14_2 Q14_3 Q14_4
  /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.
```

Factor Analysis

Notes

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Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR /VARIABLES Q14_1 Q14_2 Q14_3 Q14_4 /MISSING LISTWISE /ANALYSIS Q14_1 Q14_2 Q14_3 Q14_4 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.
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	Elapsed Time	00:00:00.09
	Maximum Memory Required	3008 (2.938K) bytes

Correlation Matrix[a]

a. Determinant = .169

Inverse of Correlation Matrix

	I can... - ...communicate effectively with teachers.	I can... - ...communicate effectively with school leadership.	I can... - ...develop collegial relationships built on trust and mutual respect.	I can... - ...remain positive in interactions with school leadership.
I can... - ...communicate effectively with teachers.	2.684	-1.446	-.467	-.611
I can... - ...communicate effectively with school leadership.	-1.446	2.434	-.668	.119
I can... - ...develop collegial relationships built on trust and mutual respect.	-.467	-.668	1.926	-.444
I can... - ...remain positive in interactions with school leadership.	-.611	.119	-.444	1.499

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.764
Bartlett's Test of Sphericity	Approx. Chi-Square	79.761
	df	6
	Sig.	.000

Anti-image Matrices

		I can... - ...communicate effectively with teachers.	I can... - ...communicate effectively with school leadership.	I can... - ...develop collegial relationships built on trust and mutual respect.
Anti-image Covariance	I can... - ...communicate effectively with teachers.	.373	-.221	-.090
	I can... - ...communicate effectively with school leadership.	-.221	.411	-.142
	I can... - ...develop collegial relationships built on trust and mutual respect.	-.090	-.142	.519
	I can... - ...remain positive in interactions with school leadership.	-.152	.033	-.154
Anti-image Correlation	I can... - ...communicate effectively with teachers.	.728[a]	-.566	-.206
	I can... - ...communicate effectively with school leadership.	-.566	.723[a]	-.308
	I can... - ...develop collegial relationships built on trust and mutual respect.	-.206	-.308	.832[a]
	I can... - ...remain positive in interactions with school leadership.	-.305	.062	-.261

Anti-image Matrices

		I can... - ...remain positive in interactions with school leadership.

Anti-image Covariance	I can... - ...communicate effectively with teachers.	-.152
	I can... - ...communicate effectively with school leadership.	.033
	I can... - ...develop collegial relationships built on trust and mutual respect.	-.154
	I can... - ...remain positive in interactions with school leadership.	.667
Anti-image Correlation	I can... - ...communicate effectively with teachers.	-.305
	I can... - ...communicate effectively with school leadership.	.062
	I can... - ...develop collegial relationships built on trust and mutual respect.	-.261
	I can... - ...remain positive in interactions with school leadership.	.809[a]

a. Measures of Sampling Adequacy(MSA)

Communalities

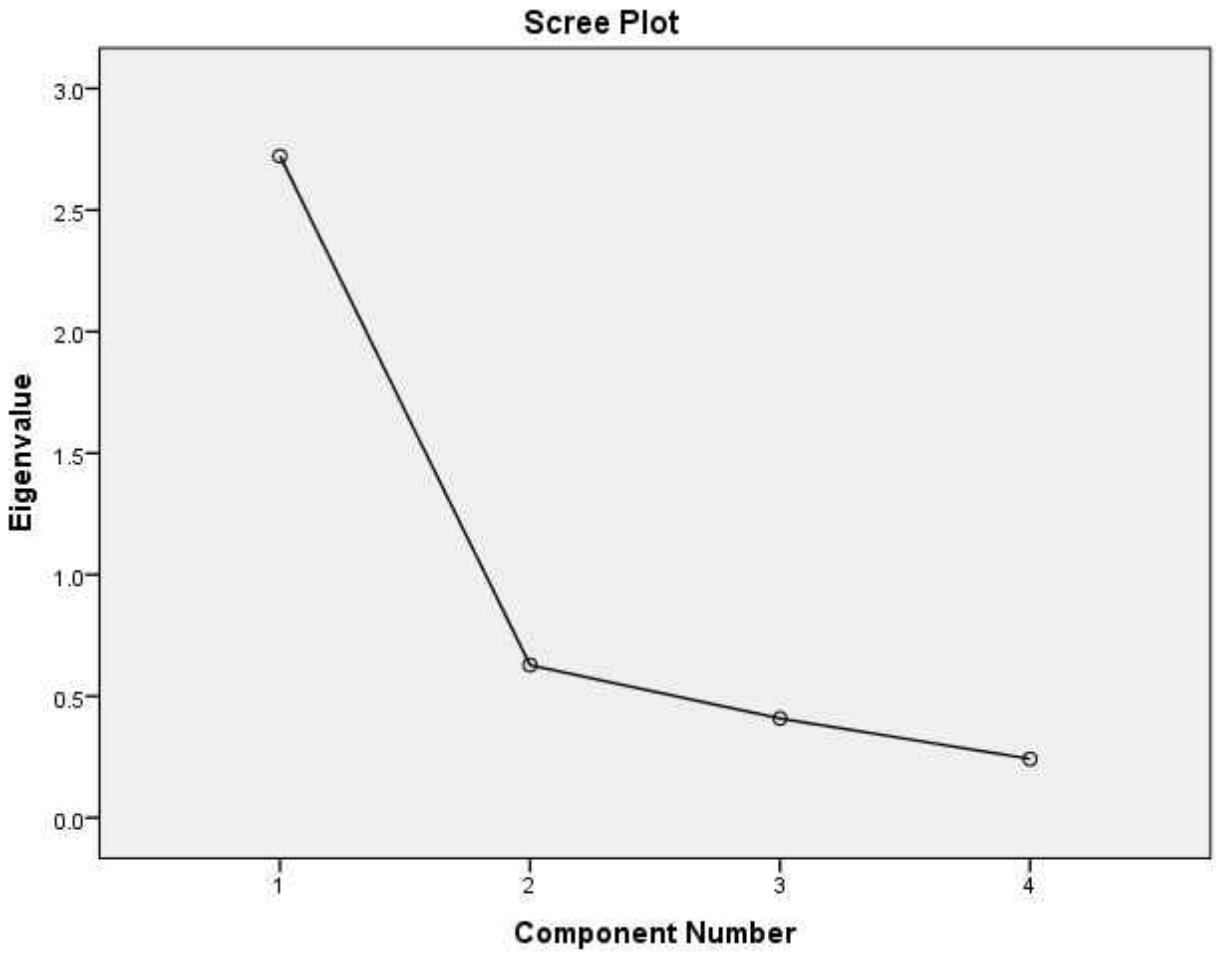
	Initial	Extraction
I can... - ...communicate effectively with teachers.	1.000	.788
I can... - ...communicate effectively with school leadership.	1.000	.722
I can... - ...develop collegial relationships built on trust and mutual respect.	1.000	.697
I can... - ...remain positive in interactions with school leadership.	1.000	.514

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.722	68.046	68.046	2.722	68.046	68.046
2	.628	15.698	83.744			
3	.408	10.211	93.955			
4	.242	6.045	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component 1
I can... - ...communicate effectively with teachers.	.888
I can... - ...communicate effectively with school leadership.	.850
I can... - ...develop collegial relationships built on trust and mutual respect.	.835
I can... - ...remain positive in interactions with school leadership.	.717

Extraction Method: Principal Component Analysis.[a]

a. 1 components extracted.

Rotated Component Matrix[a]

a. Only one component was extracted. The solution cannot be rotated.

```
FACTOR
  /VARIABLES Q14_1 Q14_2 Q14_3 Q14_4 Q14_5
  /MISSING LISTWISE
  /ANALYSIS Q14_1 Q14_2 Q14_3 Q14_4 Q14_5
  /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(25)
  /EXTRACTION PC
```

/CRITERIA ITERATE(25)
/ROTATION VARIMAX
/METHOD=CORRELATION.

Notes

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Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.

Syntax		FACTOR /VARIABLES Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 /MISSING LISTWISE /ANALYSIS Q14_1 Q14_2 Q14_3 Q14_4 Q14_5 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.
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	Maximum Memory Required	4248 (4.148K) bytes

Notes

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Comments		
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	Filter	<none>
	Weight	<none>
	Split File	<none>

	N of Rows in Working Data File	64
Missing Value Handling	Definition of Missing	MISSING=EXCLUDE: User-defined missing values are treated as missing.
	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.
Syntax		FACTOR /VARIABLES Q14_1 Q14_2 Q14_3 Q14_4 Q14_6 /MISSING LISTWISE /ANALYSIS Q14_1 Q14_2 Q14_3 Q14_4 Q14_6 /PRINT INITIAL DET KMO INV AIC EXTRACTION ROTATION /PLOT EIGEN /CRITERIA MINEIGEN(1) ITERATE(25) /EXTRACTION PC /CRITERIA ITERATE(25) /ROTATION VARIMAX /METHOD=CORRELATION.
Resources	Processor Time	00:00:00.09
	Elapsed Time	00:00:00.11
	Maximum Memory Required	4248 (4.148K) bytes

```
FREQUENCIES VARIABLES=Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6
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  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN
  /ORDER=ANALYSIS.
```

Frequencies

Notes

Output Created		28-AUG-2019 12:32:30
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	64
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q13_6 /NTILES=4 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Statistics

		I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.	I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.
N	Valid	48	48	48	48
	Missing	16	16	16	16
Mean		4.13	4.13	4.17	3.94
Std. Deviation		.959	1.003	.975	1.099
Minimum		1	1	1	1
Maximum		5	5	5	5
Percentiles	25	4.00	4.00	4.00	3.25
	50	4.00	4.00	4.00	4.00
	75	5.00	5.00	5.00	5.00

Statistics

		I can... - ...facilitate a professional learning community committed to continuous improvement.	I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.
N	Valid	48	48
	Missing	16	16
Mean		4.31	4.25
Std. Deviation		.879	.838
Minimum		1	1
Maximum		5	5
Percentiles	25	4.00	4.00
	50	4.50	4.00
	75	5.00	5.00

Frequency Table

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-modeling a lesson.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.1	4.2	4.2
	Sometimes	2	3.1	4.2	8.3
	About half the time	1	1.6	2.1	10.4
	Most of the time	26	40.6	54.2	64.6
	Always	17	26.6	35.4	100.0
	Total	48	75.0	100.0	
Missing	System	16	25.0		
Total		64	100.0		

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-conducting observations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.1	4.2	4.2
	Sometimes	2	3.1	4.2	8.3
	About half the time	3	4.7	6.3	14.6
	Most of the time	22	34.4	45.8	60.4
	Always	19	29.7	39.6	100.0
	Total	48	75.0	100.0	
Missing	System	16	25.0		
Total		64	100.0		

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-providing feedback.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.1	4.2	4.2
	Sometimes	1	1.6	2.1	6.3
	About half the time	4	6.3	8.3	14.6
	Most of the time	21	32.8	43.8	58.3
	Always	20	31.3	41.7	100.0
	Total	48	75.0	100.0	
Missing	System	16	25.0		
Total		64	100.0		

I can... - ...use knowledge of adult learning theory to support teachers through a variety of coaching tools, strategies and processes-co-teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.1	4.2	4.2
	Sometimes	4	6.3	8.3	12.5
	About half the time	6	9.4	12.5	25.0
	Most of the time	19	29.7	39.6	64.6
	Always	17	26.6	35.4	100.0
	Total	48	75.0	100.0	
Missing	System	16	25.0		
Total		64	100.0		

I can... - ...facilitate a professional learning community committed to continuous improvement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.6	2.1	2.1

	Sometimes	1	1.6	2.1	4.2
	About half the time	4	6.3	8.3	12.5
	Most of the time	18	28.1	37.5	50.0
	Always	24	37.5	50.0	100.0
	Total	48	75.0	100.0	
Missing	System	16	25.0		
Total		64	100.0		

I can... - ...provide differentiated professional learning activities for teachers based on needs and choices.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.6	2.1	2.1
	About half the time	6	9.4	12.5	14.6
	Most of the time	20	31.3	41.7	56.3
	Always	21	32.8	43.8	100.0
	Total	48	75.0	100.0	
Missing	System	16	25.0		
Total		64	100.0		

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