

American International College
Institutional Review Board

Project Review Form for New Research

Instructions:

1. Evidence of training in research ethics and protection of human subjects must accompany this project submission. Acceptable forms of evidence include the NIH "Protecting Human Research Participants" certificate, CITI training certificate, OR the Canadian Panel on Research Ethics "Course on Research Ethics" certificate* (<https://tcps2core.ca/welcome>).
 - *Training is free, can be completed in segments, and will take a total of 2 to 4 hours to complete.
2. Project titles should be no more than 12 words.
 - The title should be a concise statement that identifies the variables or theoretical issues under investigation and the relationship between them.
3. Complete all sections of the project review form.
4. Projects using persons not part of the AIC community (e.g., students, faculty, staff) must include permissions to use such persons from their respective communities and/or institutions (e.g., School Superintendents, Principals, Parents, other Institutional Review Boards).
 - The Institutional Review Board will not give final approval to conduct research if copies of these permissions are not included with the project submission.
 - The Institutional Review Board may provide provisional approval that may be necessary to obtain final approval from other communities and/or institutions.
5. Submit the project submission and all attachments via email to the Committee Chair as a **single** Microsoft Word or PDF document.
 - *Do not send the submission pages and/or attachments as multiple files.*
6. For the 2019-2020 Academic Year, the Committee Chair is: Christine Helfrich
 - i. Email: Christine.Helfrich@aic.edu
 - ii. Mail: 1000 State Street, Springfield, MA 01109

Investigator Check List:

- A complete *Institutional Review Board Project Review Form* **with all required ORIGINAL signatures.**
- Investigators must submit a copy of their Certificate of Completion from the NIH "Protecting Human Research Participants" web-based training course, or similar training (e.g., CITI).
- Participant recruitment materials (script, flyers, letters, email text, web text, etc.).
- Questionnaires, surveys, measures, tests, interview questions to be used with participants.
- Consent Forms (BOTH parent and child consent forms are needed with minors).
- Debriefing Information (if deception is used).
- Copies of permissions from other communities and/or institutions.
- Other materials to be used with participants (all materials to be used with the participants must be submitted for review).

This page is for Investigator's use. Please remove before submitting project for review.
When submitting electronically, delete this page.

American International College
Institutional Review Board

INSTITUTIONAL REVIEW BOARD PROJECT REVIEW FORM

Submission Information

Date of submitting this form: November 28, 2021

Submission Type:

Full

Expedited

Rationale: This research study design has minimal risk to research participants

Exempt*

Rationale: (See below)

**(Please visit Human Subjects Regulations Decision Chart (<https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts/index.htm#c2>) before checking box above.*

Title of Project: The Adequacy of Teacher Preparation to Teach the Science of Reading (SoR):
The Teachers' Perspective.

Anticipated Start Date: February 2022

Anticipated Completion Date: April 2022

Principle Investigator (PI) Contact Information

Name of PI: Mrs. Ginger Coleman

Department or Program: EdD Educational Leadership and Supervision

PI Level:

Faculty

Staff

Doctoral Candidate

Graduate Student

Undergraduate

Other: (please specify)

E-mail Address: Ginger.Coleman@AIC.edu

Mailing Address: 288 Moore Street Chicopee, MA 01013

Phone: 413-348-7685

Co-Investigator (if applicable) N/A

(Copy and complete this information for all co-investigators.)

Name:

Department or Program:

Co-Investigator Level:

- Faculty
- Staff
- Doctoral Candidate
- Graduate Student
- Undergraduate
- Other: (please specify)

E-mail Address:

Mailing Address:

Phone:

Faculty Advisor (Required if PI is a student)

Name: Dr. Bertha Gorham

Department or Program: School of Education, Dissertation Chair

E-mail Address: Bertha.Gorham@aic.edu

Mailing Address: 804 Atticus Way, Durham, NC 27703

Phone: 984-244-7815

Additional Student(s) or Assistant(s) Involved: N/A

(Copy and complete this information for all students or assistants.)

Name:

Role in Project:

(Example: collecting data, analyzing data, writing report)

Investigator's Assurance

(Signatures are required from the PI and all co-investigators.)

I certify that the information provided in this application is correct to the best of my knowledge, and that all persons directly involved in this project agree to follow the applicable policies and procedures regarding the protection of human subjects. I agree to inform the Human Subjects Review Committee of any substantive changes made after this project is approved.

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Print Principle Investigator Name

Principle Investigator Signature

Date

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Print Co-Investigator Name

Co-Investigator Signature

Date

Faculty Advisor Assurance (If applicable)

I certify that the student is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accordance with the approved protocol.

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Print Faculty Advisor Name

Faculty Advisor Signature

Date

Research Project Information

Answer all of the following questions. For all questions, if the study involves only secondary data analysis, focus on your proposed design, methods and procedures, and not those of the original study that produced the data you plan to use.

Complete answers must be provided. While you may reference other documents with supporting information, do not respond solely by stating “see attached”. When attaching other documents please identify them clearly.

1. Brief Summary

Provide a brief and non-technical description of the study using everyday vocabulary. Typical summaries are 50 – 100 words.

This basic qualitative study will gain the perspective of teachers on the adequacy of their preparation to teach the Science of Reading (SoR). The research will examine teachers experiences with undergraduate and graduate coursework, ongoing professional development, and classroom experiences. The purpose of this inquiry is to understand how teachers become prepared to apply the five components of literacy development to improve students’ reading proficiency. Results from this research may reveal ways to support teachers in their efforts to improve student outcomes and reading proficiency through effective classroom literacy instruction and practices.

2. Purpose and Rationale

Provide a brief summary of the background information, state the research question(s), and tell why the study is needed.

The purpose of this basic qualitative study is to examine and gain a deeper understanding from the general education teachers’ perspective of the adequacy of professional development (PD) on their preparations to teach the science of reading (SoR) through their undergraduate/graduate coursework, ongoing professional development and/or classroom experiences to address and teach the five components of literacy development in order to improve student outcomes and reading proficiency through effective literacy instruction.

3. Participants

Specify number, gender, ethnicity, race, and age range. You should describe the participant population even if your study does not involve direct interaction (e.g., existing records). List any potentially vulnerable populations.

Twelve to fifteen certified general education teachers in various Massachusetts elementary schools within a large urban district in Eastern Massachusetts will participate in this research study. Gender, ethnicity, race, age and years of teaching experience are not considerations for participation within this study.

Researchers are reminded that additional approvals may be needed from relevant “gatekeepers” to access participants (e.g., school principals, facility directors, hospital or healthcare system administrators). Parent/Guardian permissions are required for participants under the age of 18.

4. Full Description of the Study Design, Methods and Procedures

Describe the research study. Discuss the study design and procedures. Be sure to provide sequential description of what subjects will be asked to do, how data are to be collected (e.g., questionnaire,

interview, focus group, etc.), and who will collect data. Indicate the number and duration of contacts with each subject and follow-up procedures.

The researcher will conduct in-depth interviews with classroom teachers. This inquiry is being done to gain the teachers' perceptions of the adequacies to teach the Science of Reading (SoR) based on their formalized training through their teacher preparation programs, ongoing professional development, and/or classroom experiences. In this basic qualitative research study 12-15 certified Massachusetts public-school general education teachers will comprise the sampling frame of the target population. The key sequential steps that the researcher will follow to conduct this study are as follows:

1. The researcher will obtain the contact information of the superintendent from the targeted large urban district located in Eastern Massachusetts.
2. The researcher will contact the superintendent by email (Appendix A) that delivers a description of the research study (Appendix B), a sample consent form for the superintendent to offer district level research approval (Appendix C), and the informed consent document that will be supplied to each prospective elementary general education teacher research study participant (Appendix E)
3. The researcher will complete the district level paperwork, from the Director of Research and Accountability in the Administrative Offices, (Appendix F) that will be submitted to the district school committee and the Director of Research and Accountability for approval.
4. The certified general education teacher participants will be recruited via email to begin the snowball sampling methodology, (Appendix D) following district level approval from the approving bodies of the superintendent's office. Each general education teacher will be provided with the informed consent document (Appendix E).
5. When 12-15 certified public-school general education elementary teachers have signed the informed consent to participate in the research study, understanding the consent to participate may be rescinded at any time during the study, interviews will be scheduled at a time that is most convenient for each participant between the months of February and April 2022. This time frame was selected to allow for the researcher to obtain IRB approval, to recruit participants during the month of January 2022, and to allow each teacher sufficient time to schedule due to the numerous demands and teacher shortages experienced this year, after the pandemic.

The 12-15 research study participants will be interviewed upon receipt of the signed informed consent. The semi-structured interviews will occur in person or virtually through the ZOOM platform at times that are most convenient for the study participants. The semi-structured interviews will be comprised of 10 open-ended interview questions (Appendix G). Each interview will be recorded and is anticipated to last approximately 60-90 minutes. The recorded interviews will be transcribed using Rev.com transcription service. A Non-Disclosure Agreement will be signed by Rev.com prior to the researcher uploading the interview recordings (Appendix H). Once the researcher received the interview transcripts, the researcher will verify the accuracy of each interview transcript by comparing the recorded interview to the written transcript before emailing each research study participant his or her interview transcription for validation. If a participant identifies any discrepancies in the interview transcript, the researcher will have a

conversation with the participant to afford the study participant the opportunity to describe the discrepancies. The researcher will record and transcribe this conversation. The transcribed conversation will be emailed to the study participant for validation. The transcribed conversation will serve as an addendum to the participant's interview transcript. To maintain confidentiality, each research participant will be assigned a pseudonym.

In addition to conducting semi-structured interviews of the 12-15 certified Massachusetts general education public-school teachers, 3 of the 12 participants will be selected for follow-up interviews. The purpose of the follow-up interviews is to allow the researcher to more strongly focus on the shared experiences of the subjects and the professional development provided from the district, in each of three different schools. The variances of these school make-ups will include a K-8, a small elementary (2-strand) and a four strand from another side of the city. This allows for school size and demographic considerations. At these follow up interviews, the researcher will ask the three certified general education teachers to provide pertinent documents such as professional development workshops, or courses for analysis. The information from the interviews and document analysis will facilitate the development of data codes and themes.

The researcher will review and make notations on each interview transcript to begin initial preliminary qualitative data analysis. Following the initial coding process for all interview transcripts, the researcher will reevaluate the interview transcripts with the preliminary codes in order to group these preliminary codes into categories or themes. The coding process for this study will specifically focus on the five components of the science of reading and the teachers' perceptions of their adequacy of trainings, professional development and classroom experiences to teach students these foundational skills. The information obtained from analysis of pertinent documents such as coursework and professional development offerings will be used in conjunction with the interview themes to synthesize an understanding of the current state of reading instructional phenomenon. This dissertation will utilize exploratory data analysis (EDA). As noted by Courtney (2021) this open-ended process enables the researcher to analyze the data without reliance on preconceived ideas, in order to "advise improvement processes and make informed decisions". This deep dive into the data will allow for a purposeful use of the data to inform decision making for ongoing and sustainable school improvement efforts. Codes and themes will emerge from interviews and document analysis data in order to illuminate the current understanding of the science of reading (SoR) in certified general education elementary teachers in a large public-school urban district in Eastern Massachusetts. Shanahan (2020) has documented the importance of the development of literacy; yet more importantly the connections to the application to practice for the practitioners in the classrooms specifically related to the instructional aspects in the five components of literacy development. Dedoose software application will be employed to assist with the coding and analysis of the data.

Copies of all materials (e.g., questionnaires, surveys, measures, tests, interview questions) to be used with participants must be included with the project submission. If a specific item cannot be included with the submission, it must be thoroughly described.

5. Recruitment

Describe recruitment methods. Describe how human subjects will be contacted and by whom, what they will be told, and how they will be selected for participation.

In order for potential participants to be considered for this qualitative research study, the potential research study participants must currently be employed as certified public-school

general education elementary school teachers within the large urban district in Eastern Massachusetts. The researcher will utilize her professional contacts to generate a list of school contacts that may be interested in participating in this qualitative research study. The superintendent will be contacted via email (Appendix A) to obtain district level consent for the research study prior to the certified public school general education elementary teachers receiving a recruitment email (Appendix D) pertaining to this research study.

6. Consent

Describe how consent will be obtained and from whom and steps that will be taken to minimize coercion or undue influence to participate. If using participants under the age of 18, describe how parental permission and assent of the child will be obtained. If decisionally-impaired adults are to participate, describe how surrogate consent will be obtained from a legally authorized representative. If non-English speaking individuals are to participate, describe how consent in the native language will be obtained.

Attach copies of all consent forms and scripts for oral consent with this application.

The Director of Research and Accountability of the proposed study district will be contacted via email (Appendix A) to obtain permission to conduct this qualitative research study within their school district. The Director of Research and Accountability will be sent three attachments pertaining to the research study within this email correspondence. These three attachments will include: 1) a description of the basic qualitative research study (Appendix B), 2) a sample consent form for the superintendent to position on district letterhead (Appendix C), and 3) the informed consent document that will be provided to each general education teacher participant (Appendix E). After securing permission from the Director of Research and Accountability and the school committee, after district level documentation has been submitted and approved; the general education teachers of various elementary schools within the district will be emailed (Appendix D) in order to solicit his or her permission to participate in this qualitative research study. The general education teachers will be emailed the informed consent document (Appendix E) that clearly describes the study as well as participant risks, benefits, confidentiality, and privacy provisions. Participation in this qualitative research study is voluntary and the elementary general education teacher research participants can withdraw their consent at any time without consequence.

7. Is a Waiver of Documentation of Signed Informed Consent being requested?

Yes No

If yes, please check one of below and explain:

- The only record linking the subject to the research would be the consent document and the principal risk would be potential harm as a result of breaching confidentiality (e.g., study topic is sensitive so that public knowledge of participation could be damaging).
- The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context (e.g., phone survey).

Explain:

8. Description of Provisions for Participant Confidentiality

There are no known risks for participation in this research study. Participant information as well as both the participant's elementary school and school district will be handled confidentially. Pseudonyms will be utilized for both the participant and the school district information. The interview recordings will be transcribed utilizing Rev.com. The Rev.com transcription service will sign a Non-Disclosure Agreement (NDA). Participants will also be granted the opportunity to withdraw from this research study at any time.

9. Time Cost to Participants

Amount of anticipated participation time:

Each interview is anticipated to take approximately 60-90 minutes to complete.

10. Incentive Information

Will participants be paid or otherwise compensated for research participation?

- Yes
 No

If yes, describe the nature of any compensation to participants. Include cash, class credit, etc. and indicate each method of payment (e.g., check, gift card, etc.). When and how is compensation provided to participants?

11. Benefits to Participants and/or Society

Describe any potential for direct benefit to individual participants, as well as the benefit to society based on scientific knowledge to be gained. Consider the nature, magnitude, and likelihood of any direct benefit to participants. If there is no direct benefit to the individual participant, say so here and in the consent form (if there is a consent form). Do not list monetary payment or other compensation as a benefit.

12. Risk Level

Please carefully evaluate whether your protocol qualifies as a "minimal risk" activity. "Minimal risk" means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

- Minimal Risk
 More than Minimal Risk*

***Explain:**

13. Full Description of Risks and Measures to Minimize Risks

Include risk of psychosocial harm (e.g., emotional distress, embarrassment, breach of confidentiality), economic harm (e.g., loss of employment, loss of professional standing within the community) and legal jeopardy (e.g., disclosure of illegal activity or negligence), and risks of pain and physical injury. Describe what will be done to minimize these risks. Describe the procedures for follow-up, when necessary, such as medical or psychological referral. If there is no direct interaction with participants, and risk is limited to breach of confidentiality (e.g., for existing data), state this.

The protocol that will be utilized for this research study will entail minimal risk. The participants are not anticipated to endure any physical, psychological, social, legal, financial, or employment risks by contributing to this research study. Interviews, whether in-person or virtual

will be scheduled at time that is convenient for the research study participants in order to ensure that the research study participants personal and professional schedules are not disrupted. The researcher does recognize that slight participant discomfort may occur for some participants when answering interview questions. If a participant feels uncomfortable or distressed at any point during the interview, the participant may discontinue participation, either temporarily or permanently, without consequence.

The researcher completed the Tri-County Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: Core). The date of completion was October 17, 2021, #452354, (Appendix I).

14. Data Monitoring and Analysis

Describe how the qualitative and/or quantitative data will be analyzed. Describe the provisions for monitoring the data to ensure the safety of participants. Describe data storage, protection and disposal.

The semi-structured interview transcripts and relevant documents provided by subjects will be analyzed for the development of data codes and themes. The researcher will review and make notations on each interview transcript and documents set in order to begin preliminary qualitative data analysis. Following the initial coding process for all interview transcripts and documents, the researcher will reevaluate the interview transcripts with the preliminary codes in order to group these preliminary codes into categories or themes. The information obtained from analysis of pertinent documents may include, training agendas, coursework or professional development workshops. These will be utilized in conjunction with the interviews themes to synthesize and gain a deeper understanding of the current perceptions from the general education teachers' perspective of the adequacy of professional development (PD) on their preparations to teach the science of reading (SoR). The teachers' perceptions may have been formed from their undergraduate/graduate coursework, ongoing professional development and/or classroom experiences to address and teach the five components of literacy development. These skills are crucial in order to improve student outcomes and reading proficiency through effective literacy instruction.

This dissertation will utilize exploratory analysis to develop codes and themes from the interviews and documents provided. Document analysis data will further be analyzed in order to illuminate the current state of general education teachers' perceptions to provide quality literacy instruction, using the science of reading (SoR) to improve student outcomes and reading proficiency. Dedoose software application will be employed to assist with the data analysis, this will be another layer to confirm the reliability and validity of the researcher's coding and theme development.

All data for this research study will be stored on an encrypted, password protected MacBook Pro computer in a locked drawer only accessible by the researcher. All recorded interviews, electronic interview transcripts, and paper copies of the interview transcripts and field notes will

be kept for a period of four years following dissertation completion or for a duration specified by the Institutional Review Board (IRB). After the four-year timeframe, all electronic and paper data will be deleted or shredded as directed by the Institutional Review Board. Concerning result reporting, the researcher will utilize pseudonyms instead participant names and any other distinguishable information.

15. Conflict of Interest

The term conflict of interest refers to situations in which financial or other personal considerations may compromise, or may have the appearance of compromising, an investigator's professional judgment in conducting or reporting the research. The bias can affect collection, analysis, and interpretation of the data; sharing of results; choice of protocol; and the use of statistical methods. Conflicts of interest can affect all scholarly fields.

Does a potential conflict of interest exist for the Principal Investigator or any of the research team members with this study?

Yes No

If yes, explain:

The researcher is an employee of the proposed school district. In order to mitigate and remove any conflicts of interest, this researcher will be recruiting the interviewees from schools within the district, not from the building in which I am the immediate administrator. This will ensure that the researcher is not in any way influencing the data, or a supervisor or evaluator of any of the research participants.

Appendix A

Superintendent Email

Dear Superintendent Boyd,

My name is Ginger Coleman, Principal of Abraham Lincoln Elementary School, and a doctoral student in American International College's Educational Leadership and Supervision Program. I am conducting a research study on the deeper understanding of the current perceptions from the general education teachers' perspective of the adequacy of professional development (PD) on their preparations to teach the science of reading (SoR) through their undergraduate/graduate coursework, ongoing professional development and/or classroom experiences to address and teach the five components of literacy development in order to improve student outcomes and reading proficiency through effective literacy instruction. This research study will inform school districts of best practices for training general education teachers to support teaching and learning, specifically literacy development. I have attached a description of the research study, a sample letter that you could copy into district letterhead should you grant study approval for your district, and the informed consent document that will be emailed to the general education classroom teachers in your district if district approval is attained. Please do not hesitate to contact me with any questions or concerns. I appreciate your consideration for including your district in my research study.

Sincerely,

Mrs. Ginger Coleman

Appendix B

Research Study Description

The purpose of this basic qualitative study is to gain a deeper understanding from the general education teachers' perspective of the adequacy of professional development (PD) on their preparations to teach the science of reading (SoR). This study will include undergraduate/graduate coursework, ongoing professional development and/or classroom experiences to address and teach the five components of literacy development. Knowledge gained will offer additional insight in order to improve student outcomes and reading proficiency through effective literacy instruction.

Twelve to fifteen public school certified general education elementary teachers in (Lowell) a large urban district Massachusetts will be recruited to participate in this research study. When 12 of said teachers have agreed to participate in the research study, understanding that consent to participate may be rescinded at any time during the study, in-person or Virtual interviews will be scheduled at a time that is most convenient for each participant. The semi-structured interviews will be comprised of 10 open-ended interview questions and are anticipated to be approximately 60 to 90 minutes in duration.

Results from this study will add to the limited literature regarding the teachers' perspectives on the adequacy of professional development (PD) to teach the science of reading (SoR). The study results may inform school districts of best practices for improving reading proficiency and student outcomes by better supporting teachers' ongoing training, professional development opportunities, and effective classroom practices.

Appendix C

Sample Superintendent Consent Letter

[District Letterhead]

[Date of Consent Letter]

To Whom It May Concern:

I grant Ginger Coleman, a doctoral student at American International College in Springfield, MA, permission to conduct an interview with general education teachers, within the Lowell Public School District as part of the dissertation research study to explore teacher perceptions of the adequacy of coursework, professional development and classroom experiences to teacher the science of reading (SoR), specifically the five components of literacy development. I understand that all information will be kept confidential, that no risk exists for research study participants or school district, and that participation in this research study is voluntary.

Sincerely,

Dr. Joel Boyd, Superintendent

Appendix D

Teacher Recruitment Email

Dear General Education Teacher,

My name is Ginger Coleman, Principal of Abraham Lincoln Elementary School, and a doctoral student in American International College's Educational Leadership and Supervision Program. I am conducting a research study to gain a deeper understanding from the general education teachers' perspective of the adequacy of professional development (PD) on their preparations to teach the science of reading. This study may include a review of undergraduate/graduate coursework, ongoing professional development and/or classroom experiences to address and teach the five components of literacy development in order to improve student outcomes and reading proficiency through effective literacy instruction. Elementary educators play the most critical role in students overall literacy acquisition, so your voice is paramount to the research discussions.

On [specific district approval date], the Lowell Public School District approved this study.

You are being invited to participate in this research study because you are a Massachusetts public certified general education elementary school teacher within a school district that has provided consent for this research study.

The goal of this research may inform school districts of best practices for improving reading proficiency to improve student outcomes by better supporting teachers ongoing trainings and professional development. By affording educators quality research/evidenced based literacy development, their growth will create the classroom conditions that provide all students with instructional methodology and pedagogy to accelerate learning.

The demands on your time are real. Out of great respect for your profession and to allow minimal disruption to your personal and professional schedules, an in-person or ZOOM interview will be scheduled at a time most convenient for you. The in-person or Zoom interview will be comprised of 10 open-ended questions and is anticipated to last approximately 60-90 minutes in duration.

Participant privacy will be maintained in all publications and/or presentations pertaining to this research study. To ensure confidentiality, pseudonyms will be assigned to school districts, elementary schools, and interview transcripts.

Attached to this email is the Institutional Review Board (IRB) Approved Informed Consent document. This form delivers information about the researcher as well as a detailed outline of the research study's purpose, description, risks, benefits, and confidentiality. Before participating in this research study, you must sign and return the attached informed consent document via email.

Please do not hesitate to contact me with any questions or concerns either via email Ginger.Coleman@AIC.edu or phone 413-348-7685. I appreciate your consideration for participating in my research study.

Sincerely,

Ginger Coleman

Appendix E

Informed Consent Document

Dissertation Study: The Adequacy of Teacher Preparation to Teach the Science of Reading (SoR): The Teachers' Perspective

Researcher and Institution

You are being asked to participate in a dissertation study conducted by Ginger Coleman, a doctoral student in the Educational Leadership and Supervision Program at American International College in Springfield, MA. The supervising faculty members are Dr. Sheila Stamm, Dean for the School of Education at American International College and Dr. Bertha Gorham, Dissertation Chair in the School of Education at American International College.

Purpose of the Study

This research study will examine the role of general education elementary school teachers pertaining to the specific trainings and ongoing professional development the teachers have experienced to teach the foundational skills associated with the principles of the science of reading. The population for this research study includes Massachusetts public certified general education elementary school. You are being invited to participate in this research study because you are a Massachusetts public certified elementary school general education teacher within a school district that has provided consent for this research study.

Description of the Study

If you agree to participate in this research study, you will be asked to respond to 10 open-ended interview questions. The interview questions will offer you the opportunities for you to:

1. Share your experiences within the educational field.
2. Describe your involvement in various aspects of ongoing professional development.
3. Describe how your classroom experiences may have provided you with knowledge on the science of reading.
4. Share other trainings, undergraduate/graduate work on the five components of literacy development.

To allow for participation in this research study to be feasible for you and to ensure minimal disruption to your personal and professional schedules, an in-person or virtual Zoom interview will be scheduled at a time most convenient for you. The in-person or Zoom interview is anticipated to last approximately 60-90 minutes in duration.

Risk and Risk Management

The research protocols will entail minimal risk. The participants are not anticipated to endure any physical, psychological, social, legal, financial, or employment risks by contributing to this research study. However, the researcher recognizes that slight participant discomfort may occur when answering interview questions. If you feel uncomfortable or distressed at any point during the interview, you may discontinue participation, either temporarily or permanently, without consequence.

Benefits

Your participation in this research study will be beneficial to numerous stakeholders within the educational field. The information from this research study will add to the limited teacher perspective literature to inform school districts of necessary improvements to teacher trainings, professional development and coursework in the science of reading (SoR) and the five components of literacy development. This research may inform school districts of best practices for improving reading proficiency to improve student outcomes by better supporting teachers ongoing trainings and professional development

Confidentiality and Privacy

Participant information as well as both the participant’s elementary school and school district will be handled confidentially. Pseudonyms will be utilized for both the participant and the school district information. All data for this research study will be stored on an encrypted, password protected MacBook Pro computer in a locked drawer only accessible by the researcher. All recorded interviews, electronic interview transcripts, and paper copies of the interview transcripts and field notes will be kept for a period of four years following dissertation completion or for a duration specified by the Institutional Review Board (IRB). After the four-year timeframe, all electronic and paper data will be deleted or shredded as directed by the Institutional Review Board.

Voluntary Participation

Your participation in this research study is voluntary. Your decision of whether or not to participate in this research study will not influence your future relations with American International College. If you consent to participate, you may withdraw consent at any time during this research study without consequence.

Contact Information

Mrs. Ginger Coleman, Student Researcher: If you have any questions regarding this research study, please do not hesitate to contact me by phone: 413-348-7685 or by email at Ginger.Coleman@AIC.edu.

Dr. Bertha Gorham, AIC School of Education Dissertation Chair: If you have additional questions, you can contact Dr. Gorham at bertha.gorham@aic.edu.

Signatures

I understand the information presented in this informed consent document and have had all of my questions pertaining to participation in this research study answered. I voluntarily consent to participate in this research study.

Printed Name of Participant: _____ Date: _____

Signature of Participant: _____ Date: _____

Signature of Researcher: _____ Date: _____

Appendix F

Interview Questions

The following questions will guide the semi-structured interviews for this research study.

Interview Questions:

1. Tell me about your teaching experiences; ex: how long you have been teaching, in what grade levels and schools?
2. Please describe your most successful encounter with a student learning to read.
3. Please describe the process you used to determine their instructional reading needs?
4. Describe the process or steps you take to differentiate your reading instruction.
5. How might you address the different needs within your instructional reading groups?
 - a. (Probing) What might the different skills look like among your students?
6. What methods would you use to address the different skills?
7. What instructional pedagogy would you apply to address these needs?
8. What specific preparations do you believe has been most successful in instructing students to become successful readers?
 - a. (Probing) What made these strategies so successful?
9. Describe a situation where you learned something that changed your practices.
10. I am interested in your understanding and application of the five foundational skills associated with the science of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Please describe how these aspects are embedded into your reading instruction.

Appendix G

Transcriber Non-Disclosure Agreement

I understand that the content of the Zoom interviews that I am transcribing for a doctoral research study conducted by Ginger Coleman will be kept completely confidential.

Transcriber's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

Appendix H

Include an image of your certificate of completion issued by the panel on ethics in research (IRB training course)



Appendix I

Lowell Public Schools Dissertation Approval Paperwork

As provided by the Director of Research and Accountability: Abigail Anderson

APPLICATION FOR RESEARCH REVIEW LOWELL PUBLIC SCHOOLS DISTRICT INSTRUCTIONAL REVIEW BOARD 2021-2022	
NAME:	Ginger Coleman
LOCATION OF EMPLOYMENT	Abraham Lincoln Elementary School
APPROVAL FROM IRB (ORGANIZATION OR EDUCATIONAL INSTITUTION) *Please list name and attach approval letter*	American International College
RESEARCH INFORMATION	
1. Description of Study:	In order to comprehend the teachers' perceptions of the adequacies to teach the Science of Reading (SoR) based on their formalized training through their teacher preparation programs, ongoing professional development, and/or classroom experiences. In this basic qualitative research study 12-15 certified Massachusetts public-school general education teachers will comprise the sampling frame of the target population.
2. Participants in the project:	
a. Unit of Study: (Teachers, students, etc.)	Teachers
b. Estimated amount of Participants:	12-15 Teacher Interviews
c. Place an X in the box next to any of the following special populations involved in this study, if applicable.	<input type="checkbox"/> Minors <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Other vulnerable populations- please identify *If working with students, please see #5 N/A
d. Age ranges:	*Certified general education elementary teachers
e. Gender of Participants (check all that apply):	Male (X) Female (X)
f.	

3. Research Methodology:	
<p>a. How will this research be beneficial in advancing knowledge in the district?</p>	<p>The information from this research study will add to the literature regarding the teachers’ perspective on the adequacy of professional development (PD) to teach the science of reading (SoR) through their undergraduate/graduate programs, ongoing professional development and classroom experiences to address and teach the five components of literacy development in order to improve literacy instruction. This research may inform school districts of best practices for improving reading proficiency to improve student outcomes by better supporting teachers ongoing trainings and professional development. By affording educators quality research/evidenced based literacy development, their growth will create the classroom conditions that provide all students with instructional methodology and pedagogy to accelerate learning.</p>
<p>b. Will this research create a strain on the district’s staff and/or resources? Please describe.</p>	<p>To make participation in this research study feasible for the research participants and to ensure minimal disruption to personal and professional schedules, an in-person or ZOOM interview will be scheduled at a time most convenient for you. The in-person or Zoom interview will be comprised of 10 open-ended questions and is anticipated to last approximately 60-90 minutes in duration.</p>

<p>c. Describe the procedures involved in the collection or review of the data in sufficient detail so that the IRB can evaluate safety and risks to human participants.</p> <p>If necessary, please review the attached NIH “Protecting Human Research Participants” PDF for additional info.</p>	<p>If you agree to participate in this research study, you will be asked to respond to 10 open-ended interview questions. The interview questions will offer you the opportunities for you to:</p> <ol style="list-style-type: none"> 1. Share your experiences within the educational field. 2. Describe your involvement in various aspects of ongoing professional development. 3. Describe how your classroom experiences may have provided you with knowledge on the science of reading. 4. Share other trainings, undergraduate/graduate work on the five components of literacy development. <p>To allow for participation in this research study to be feasible for you and to ensure minimal disruption to your personal and professional schedules, an in-person or virtual Zoom interview will be scheduled at a time most convenient for you. The in-person or Zoom interview is anticipated to last approximately 60-90 minutes in duration.</p>
<p>d. What form of data collection will this research take? Check all that apply:</p>	<p>() Survey () Experiment () Interview (Group) (X) Interview (Individual) () Existing Records () Observation (X) Other (Explain): Any training or PD documents provided by the research participants</p> <p>*If using a survey, please see #8</p>

<p>e. Anonymity / Confidentiality.</p> <p>1) If the responses are to be anonymous, explain the procedure you will follow so that participants' responses are in fact anonymous.</p> <p>2) If the responses are NOT anonymous, explain the procedure you will follow so that the responses will held in confidence.</p>	<p>Is your study anonymous? (X) yes () no</p> <p>If not anonymous, is your study confidential? () yes () no</p> <p>Participant information as well as both the participant's elementary school and school district will be handled confidentially. Pseudonyms will be utilized for both the participant and the school district information.</p>
<p>f. Data Safety and Reporting:</p>	<p>All data for this research study will be stored on an encrypted, password protected MacBook Pro computer in a locked drawer only accessible by the researcher. All recorded interviews, electronic interview transcripts, and paper copies of the interview transcripts and field notes will be kept for a period of four years following dissertation completion or for a duration specified by the Institutional Review Board (IRB). After the four-year timeframe, all electronic and paper data will be deleted or shredded as directed by the Institutional Review Board.</p>
<p>5. Level of Review:</p>	
<p>a. Researcher's classification of the project. (See Guidelines): (The IRB will make the final determination.)</p>	<p>() No Risk (X) Minimal Risk () Risk</p> <p>Although risk level could be determined as NO RISK, minimal risk is noted due to slight potential discomfort in answering interview questions. This is described below.</p>

<p>b. If MINIMAL RISK or RISK, identify the potential risks:</p>	<p>The protocol that will be utilized for this research study will entail minimal risk. The participants are not anticipated to endure any physical, psychological, social, legal, financial, or employment risks by contributing to this research study. However, the researcher recognizes that slight participant discomfort may occur when answering interview questions. If you feel uncomfortable or distressed at any point during the interview, you may discontinue participation, either temporarily or permanently, without consequence.</p>
<p>6. Informed Consent Form. If any risks are identified, you must submit an Informed Consent Form for approval.</p> <p>*Parental Consent Forms MUST be used if minors are included in study, in predominant language of parent.*</p>	<p><input checked="" type="checkbox"/> See attached (Appendix E) <input type="checkbox"/> Not applicable</p> <p>[On very rare occasions, federal regulations provide for informed consent to be waived. If you wish this, give your arguments for the waiver, supporting your argument with federal guidelines.]</p>

<p>7. Will deception (purposefully misleading participants as to the purpose of the study) be used?</p> <p>If yes:</p> <ul style="list-style-type: none"> a. Describe the deception. b. Justify the use of deception. c. Explain how participants will be debriefed as to the real purpose of the study. d. Attach a copy of the debriefing statement or script. 	<p>YES () NO (X)</p>
<p>8. List all other institutions co-operating in the project. Attach <u>written</u> permission from each to your application.</p>	<p>*No other institutions are involved, just the university affiliation, American International College, from which the student: Ginger Coleman is a doctoral candidate</p>

<p>9. <u>A</u>ttach a copy of the survey or interview questions associated with your project.</p>	<p>(X) See attached (Appendix F) () Not applicable</p>
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