

Evidence of the Effects of a Practice-Based Reading Comprehension Professional Development on Teachers' Knowledge of Reading Comprehension

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Abstract

Teachers' knowledge matters to student achievement. The present studies establish the efficacy of a reading comprehension professional development on teachers' content knowledge, pedagogical knowledge, and self-perceived efficacy for teaching reading comprehension strategies. In randomized controlled Study 1, teachers who participated in the two-day online practice-based professional development for the Knowledge Acquisition and Transformation Framework scored statistically significantly higher on the Main Idea Quality post-test ($ES = 1.11$, $p = .002$) and self-perceived efficacy at post-test ($ES = 0.34$, $p = .002$) compared to teachers in the control group. In Study 2, teachers who participated in the in-person professional development also scored statistically significantly higher on the Main Idea Quality post-test ($ES = 0.88$, $p < .001$), but not on self-perceived efficacy at post-test ($p = 0.251$) compared to the control group. Independent samples t-tests revealed there were no statistically significant differences between the pre- to post-change score means between the online and in-person professional development. The results suggest that reading comprehension professional development improves teachers' content knowledge of reading comprehension on a proximal measure and improves teachers' self-perceived efficacy for teaching reading comprehension strategies. The results also suggest the current online and in-person professional development formats were not significantly different at improving teachers' knowledge of reading comprehension instruction.

Keywords: teacher knowledge, professional development, reading comprehension