Table of Contents

Foreword:

The Impact of Teacher Leadership on Student Learning in Professional Development Schools (PDS): Action Research is Important
Jana Hunzicker

Section I: Teacher Preparation

Converse, Diverse, Immerse: A Comparative Analysis of Teacher Candidates doing Action Research in Professional Development Schools (PDS)
Kimberely F. Nettleton, April D. Miller, Sarah V. Kelsey, Brittany Wilson, and Rhonda Banks

STEM Teaching and Teacher Retention in High-Need School Districts
Leigh D’Amico, Kelly Costner, Beth Costner, Cassandra Bell, Lynnique Johnson, and Rhonda Jeffries

Examining Action Research and Teacher Inquiry Projects: How do they Help Future and Current Teachers?
Drew Polly, Kimberly Paige Burchard, Calysta Castillo, Parks Drake, Samantha Horne, August Howerton, Shannon Peake, and Kristine Schmitt

Section II: Professional Improvement

Using Content Analysis, Critical Friends, and a Reflective Journal to Impact Districtwide Teacher Learning in Literacy Instruction: An Action Research Self Study
Lucas Shivers, Jeanne Disney, and Suzanne Porath

Our Continuing Instructional Coaching Journey: An Action Research Project
Cynthia Leann Emery, Leslie Payne, and Suzanne Porath

The Influence of Teacher Leadership on Elementary Students in an Urban Professional Development School (PDS)
Rebecca West Burns, Samantha Haraf, Francesca Perrone-Britt, Megan Porter, Amanda Bellas, Woodland Johnson, and LaTiecea Hailey-Brown

Section III: Teacher Leadership Roles

Professional Development School (PDS) Building Liaisons: Going beyond Student Learning Outcomes
Alison L. Rutter, Amy Lloyd, Susan Klotz, Kristie Intravaia, Tiffany Maronpot, and Stacey Leon

Fostering Beginning Teacher Growth through Action Research
Lisa Harris, Tammy Burnham, Megan Schramm-Possinger, Crystal P. Glover, Lisa E. Johnson, and Taylor Stephenson

Daring Greatly: School-University Partnerships and the Development of Teacher Leadership
René Roselle, Robin E. Hands, and June Cahill
Section IV: Student Learning

Analyzing Students’ Self-Confidence and Participation in Class Discussions………………122
Megan D. Mallon, Nicole Meritt, and Suzanne Porath

Investigating Student Motivation to Read: Community, Environment, and Reluctant
Readers………………………………………………………………………………………………133
Dustin Meritt and Todd Spreer

Action Research in STEM: Teacher-Led Projects from Primary to Middle School…………142
Carol Benson-O’Connor, Jason Carr, Leslie Farrar, Julie LeMasters, Christina L. McDaniel, and
Jana Hunzicker

Afterword:

Enacting Equity through Action Research in Professional Development Schools (PDS)……153
Rhonda Baynes Jeffries and Suzanna Nelson