HOW DOES CLOSE READING PROFESSIONAL DEVELOPMENT AFFECT GIFTED ADOLESCENT STUDENT READING ACHIEVEMENT?

by

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ABSTRACT

Student achievement is a topic of discussion in schools especially when it comes to the achievement levels of students identified as “gifted”. Although the idea of “gifted” is controversial and seen as promoting one group of students over another, all students need instruction that meets their differentiated needs to help them achieve on standardized tests. Discussion around gifted programming is usually the focus when it comes to explaining the lack of growth often demonstrated by gifted students; however, research indicates that the biggest influence in the classroom on student achievement is the teacher. High quality professional development can help teachers improve instructional strategies and ultimately influence student achievement. This dissertation describes a problem of practice based on current trends of curriculum restriction, misunderstanding of gifted student need, observation of lower level questioning strategies, continual use of ineffective professional development guides, and a perceived teacher need for more professional development targeting reading strategies. This study seeks to examine how high-quality professional development focused Fisher and Frey’s close reading strategies (2015) influenced gifted adolescent student achievement using Clarke
and Hollingsworth’s Interconnected Model of Professional Growth (2002). This study is a mixed methods study using both quantitative and qualitative action research methodology and data collection. The researcher analyzed the data, provided an in-depth reflection of the entire study, and shared the results with others.

Keywords: achievement, adolescent, close reading strategy, gifted, interconnected model of professional growth, professional development.