

The Effect of Collaborative Literacy Intervention Project (CLIP) Training as a Professional Development Tool on Enhancing High School Teacher's Efficiency in Teaching English

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Abstract

Over the past several years, research on school improvement and professional development has identified a consistent message in regard to the most effective ways to improve student achievement. Collaborative Literacy Intervention Program (CLIP) can be regarded as a more effective way to reach students who were having difficulty in reading. By examining average classroom test scores, this study provides some quantitative evidence regarding the use of CLIP as a professional development tool. The quantitative analysis includes data from two classroom teachers in Tehran, Iran. First, teachers self-selected to be involved in the CLIP training and each teacher had an equal opportunity to participate. Then, four classes were selected as the participants. In general, 65 students in all four classes taught by the two teachers selected for the purpose of this study. Based on PET proficiency test, those placed between one standard deviation above and below the mean were selected. Finally, 38 students were selected as the main participants, 20 for the experimental group taught based on CLIP and 18 for the control group. The TOEFL proficiency test was used as the pretest and posttest for all selected participants. Then, average classroom test scores of students in the class taught based on CLIP training were compared with the class taught without using CLIP training. The results of data analysis indicate that there was a statistically significant difference between the students' performance in experimental and control group in the results of pretest and posttest. In other words, CLIP training played a significant role in developing the students' performance in reading, grammar and vocabulary. In conclusion, this study showed that training teachers through CLIP is a suitable pedagogical approach to promote language skills.

Keywords: CLIP, professional development, teachers' efficacy, language skills

1. Introduction

Teachers, administrators, and parents are struggling to find what will work best to improve the achievement of learners in schools. Debates focus on a variety of issues involved in the problem. One of the few areas that all the different constituencies seem to agree upon as being helpful is professional development (Lezotte & McKee, 2004; Tucker & Johnson, 2003). Teachers feel a need to better understand what students are able to do and what techniques will help them achieve. Parents want teachers to better understand their children and to be able to logically plan for the student to be successful. Administrators want teachers to be better equipped to interact as education professionals in a professional community (Stevens, 2002).

In the early 1980s the Tempe School District began to search for a more effective way to reach students who were having difficulty in reading; therefore, administrators and reading specialists attended conferences, read articles and books, and tried various new strategies with students. While attending an International Reading Association (IRA) convention in 1980 they learned about a New Zealand project that had piloted the Reading Recovery program in five schools in 1978. After 12-14 weeks of individual tutoring, approximately 90% of the children in the study caught up to their classmates and then continued to work at average levels in their regular classrooms with no further remediation. When checked 3 years later, the children had retained these gains and continued to progress at average rates (Koenig, 2010). The Reading Recovery program came to the United States

in 1984-85, when Marie Clay (1991, 1993) and Barbara Watson trained 21 Reading Recovery teachers in Ohio.

The first CLIP class began in Tempe in 1989 with a group of 30 teachers from eight districts: Tempe, Eloy, Laveen, Fowler, Casa Grande, Coolidge, Picacho, and Stanfield. Since that beginning in 1989, CLIP has grown to include 17 sites, currently training about 400 teachers a year. At the end of the 2002-2003 school year, more than 3,580 teachers had been trained from 178 districts in six states (Koenig, 2010).

Research has demonstrated that CLIP is an effective intervention program for first graders who have reading problems (Routman, 1991; Searfoss, 1995). What has not yet been documented is whether or not the CLIP training improves teachers' general skills as educators in the typical classroom (Routman, 1991).

2. Purpose of the Study

Because no quantitative evidence exists that CLIP training is effective beyond use as an intervention tool, the decision to train teachers is based on efficiency. The CLIP intervention is designed for one-on-one tutoring of a student by a highly trained teacher. The teacher meets with one student after school for about 5 months. As a result, an average teacher may CLIP two students per year, and four if the teacher is ambitious.

CLIP training involves the same key components that other research has shown to be highly effective for teacher skill improvement (National Reading Panel, 2000). It is therefore assumed, but not yet proven, to improve the general ability of the teacher to teach. By examining average classroom test scores, this study provides some quantitative evidence regarding the use of CLIP as a professional development tool. A positive correlation between higher general classroom performance and CLIP training would provide additional validity to the research supporting professional development guidelines by demonstrating that when the guidelines are implemented they result in greater student learning. Finally, and most important, CLIP as a teacher improvement strategy would be an efficient and effective tool to improve classroom work and therefore student test performance.

The study has the potential to represent a first step toward the quantitative data gathering needed for scientifically based research in a more generalized way. It compares the average classroom test score performance of teachers who are CLIP trained with teachers who are not CLIP trained. The scores considered for the purpose of this study are the students' scores in Reading.

Regarding the purposes of this study, the following research questions are raised:

- 1). Is there a statistically significant difference in the average student test score performance in classrooms for teachers before and after CLIP training?
- 2). Is there a statistically significant difference in average classroom test score performance between teachers who are CLIP trained and those who are not?
- 3). Do teachers perceive a difference in their ability to teach more effectively after they have experienced CLIP training?

3. Review of Literature

3.1 Concept of Professional Development over Time

Concepts of professional development in education have both broadened and deepened over the past two decades. Professional development has moved from a model that emphasized the acquisition of discrete skills and behaviors to a more complex vision of teacher thinking, learning, and practice in particular subject domains. The concept of professional development in schools has moved from an individualistic view of teacher growth to a view that emphasizes a school's collective capacity and that credits the potential power of a strong professional community.

Additionally, professional development plans have become more sophisticated. Plans that were once laundry lists of activities are now more often framed in terms of explicit links between student learning goals and expenditure of professional development resources. This is certainly evident in the new Iowa legislation for teacher quality and professional development outlined in SF 277, Teacher Quality Legislation, (Iowa Department of Education, 2007). This legislation requires that building, district and individual professional development plans align specifically to student achievement goals and that each district identifies the percentage of resources that are aligned to district, building, and individual professional development plans. Moreover, determining the percentage of the professional development funds that will go to district, building and individual professional development plans is the responsibility of the district Teacher Quality Committee. This committee is made up of both administrators and teachers working together to make decisions concerning professional development funds.

Additionally, a professional consensus is emerging that identifies particular characteristics of “high quality” professional development (Desimone et al., 2002). These characteristics include a focus on content and how students learn the content, active learning opportunities that include teacher collaboration links to high standards, opportunities for teacher leadership, collective participation of groups of teachers from the same school, grade or department, and professional development that occurs over an extended duration of time (Desimone et al., 2002).

3.2 Overview of CLIP

There has been some research regarding CLIP’s effectiveness as a reading intervention program (Routman, 1991), and there is some literature documenting the effectiveness of CLIP as a tutoring tool, but no research has yet been conducted on CLIP as a professional development tool. Testimonials are available from teachers and parents regarding the effectiveness of CLIP training in helping a teacher improve their craft, but there is no scientific research regarding effectiveness in overall teacher improvement. There is however a great amount of research and literature about the need for improved professional development practices and what professional development practices are most effective at creating improvement in outcomes. CLIP training features many of the traits recommended to be effective in providing professional development.

This literature review begins with the perceived need for improved instructional practice, which leads naturally to the need for effective professional development techniques and descriptions of practices that improve student achievement. After describing CLIP training and comparing it to effective training practices, the literature review examines the research surrounding its effectiveness as a tutoring tool and the need for more data.

3.3 CLIP Training

CLIP training can be a useful tool in furthering effective professional development. Teachers who undertake CLIP training make a school-year commitment to specific daily activities. Teachers meet with the trainer for 3 days in the summer before school starts and then once weekly throughout the school year for direct instruction, which involves a combination of activities such as discussion, watching sample situations on video-tape, and role-playing with teachers practicing skills on one another. These activities allow teachers in CLIP training to practice the targeted skills as well as providing plenty of concept development.

Teachers work daily with a student, performing the tasks learned in the weekly instruction. Every lesson becomes critical for immediate application to the daily tutoring of a student. The student lesson lasts 30 minutes and the planning for each day’s lesson takes another 30 minutes. In addition, teachers are given assignments that include videotaping or cassette recording their session with the student and analyzing the instruction for certain skills, such as specific reinforcement, scaffolding, and strategy cues. Teachers are trained to first analyze carefully every aspect of what the student knows how to do by testing and by careful structured observation of the strategies the student already uses when reading. After carefully recording observation results, and discussion with the CLIP instructor and classmates, the teacher begins to daily help the student self-discover the strategies they do not use or do not use effectively when reading. Tutors are taught to start with what the student does already and then in small increments help students to discover for themselves the strategies that will best help them.

Once per semester, the teacher arranges with their CLIP student and a parent of the student to conduct what is called a “behind the glass” session. The student and the novice CLIP tutor sit on one side of a one-way mirror while the parent and rest of the CLIP class watch from the other side. The CLIP trainer and class begin naming what they see the learner and tutor doing. In this way, the parent gets a feel for what is done in the lesson and the class confirms what they see. Later, when the student and parent are gone, the whole class has a discussion with the new tutor about what worked well and what problems they had. Each new tutor works with at least two students in their training year. In addition, the CLIP trainer routinely observes the CLIP lesson to offer suggestions and encouragement to the new tutor. The tutor can consult about specific concerns and the trainer can offer individual instruction or modeling as needed. The trainer gives the student written feedback on what they observed, which is scripted and labeled by category of what is expected to be seen during the lesson.

The CLIP trainer attends multiple meetings each year with the other trainers from around the state, for collaboration and organization of efforts. As new research is discovered, practice is refined and techniques are modified. The trainers can troubleshoot any problems they are facing with other experienced trainers, and they can share the successes they are experiencing.

The teacher training is organized into two components. The first component is delivered over 4 days before school starts and then weekly during the first 3 weeks of school. During this first component teachers are taught how to begin working with a student. The first component has seven parts: Part 1 is an overview of the rationale,

research, and theory behind the tutoring. Part 2 is about the student selection guidelines, which include parent and teacher communication. Part 3 is a lengthy section focusing on assessment techniques. Teachers are taught how to assess students in print concepts, letter identification, writing vocabulary, sentence dictation, high-frequency words, and cueing systems as measured by the Running Records technique. Part 4 is a summary of the testing. Part 5 helps the teacher set up a CLIP tutoring station by detailing the necessary materials and organization of the area. Part 6 helps teachers learn to evaluate students as they are working with them, and Part 7 focuses on observation processes and techniques.

After Part 5 of the first component, the new tutor begins working with a student. Work with this first student is normally completed about midway, and a second student can be fully CLIP tutored before the end of the year of teacher training. In this way during the training time each teacher completely tutors two students. The second component of the training has four major parts:

The instructional techniques used during the two components are varied and yet prescribed to be the best fit for the skill or information presented. Techniques include discussion, demonstration, videotaping, text study, lecture, competency practice, observation and conferencing, cooperative learning, and cognitive coaching.

4. Methodology

4.1 Instruments

PET proficiency test: The PET proficiency test was utilized as the pedestal for assessing the subjects' level of proficiency in English. This test comprised 30 questions including 20 tests for checking grammar and structure, five for checking vocabulary and five tests for reading comprehension. The researcher piloted the test with 30 students with the same level and similar characteristics to those of subjects of this study. It should be mentioned that the reliability of PET proficiency test estimated by KR-21 (Kudar Richardson) formula appeared to be .70.

TOEFL Test as pretest and posttest: The TOEFL proficiency test was used as the pedestal for evaluating the subjects' level of proficiency in English. However, in the present study, it was used for checking the students' performance before and after CLIP method of teaching. This test included 40 The TOEFL test included 40 multiple-choice tests including 17 tests for checking grammar and structure, 15 test for vocabulary and five tests for reading comprehension.

4.2 Procedure

The quantitative analysis includes data from two classroom teachers at an English language institute in Tehran, Iran. First, teachers self-selected to be involved in the CLIP training and each teacher had an equal opportunity to participate. One of them had 6 years of experience in teaching English and another one had 9 years of experience. Both of them had MA in English Language Teaching. However, just one teacher was selected for CLIP training for about 1 month. Preliminary English Test (PET) was used to measure the students' language proficiency. Four classes were selected as the participants. In general, 65 students in all four classes taught by the two teachers selected for the purpose of this study. Regarding the age of the participants, it ranged from 17 to 23, with a mean of 20. The students had the same level of proficiency based on the level specified by the English language institutes they were studying. However, in order to see whether there is any significant difference between the students in both groups, the level of their proficiency was determined on the basis of their performance in PET proficiency test. Based on this test, those placed between one standard deviation above and below the mean were selected. Finally, 38 students were selected as the main participants, 20 for the experimental group taught based on CLIP and 18 for the control group. In this way, the researcher can make sure that the participants are homogeneous.

In the next procedure, average classroom test scores of students in the class taught based on CLIP training were compared with the class taught without using CLIP training. The first analysis compared the mean classroom test scores of the students whose teacher was trained for CLIP and those whose teacher was not trained for CLIP.

An independent samples t-test (between-groups design comparing different subjects in each experimental condition) was employed to compare all before scores to all after scores. In both tests, the independent variable was CLIP training and the dependent variable was the difference in mean classroom reading, vocabulary and grammar score.

Regarding qualitative data, both teachers who were selected for the purpose of this study were asked to say their comments and opinions about training based on CLIP through survey method. The teachers were given an opportunity to complete the survey.

5. Data Analysis and Results

Research Question 1: Is there a statistically significant difference in the average student's test score performance

in classrooms for teachers before and after CLIP training?

Before answering the first research question, we wanted to see whether there is any significant difference between subjects in control and experimental group before any intervention program takes place in the experimental group classrooms. Table 1 and 2 indicate the results of data analysis. As it is clear from table 2, no significant difference was found between the control and experimental group before CLIP training for teachers because the level of significance is higher than .05 ($t=.165$; $P=.87$). In other words, the Sig. (two-tailed) probability value is .87; a value greater than .05 indicates no statistically significant difference between the two scores. Therefore, we can conclude that if there is any significant difference between these two groups after CLIP program, we can relate these results to the effect of implementing CLIP training on behalf of the teacher in their related classrooms.

Table 1. Descriptive statistics for pretest in experimental and control group

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	20	13.40	1.957	.438
	Control	18	13.28	2.585	.609

Table 2. Independent sample t-test for pretest in experimental and control group

t-test for Equality of Means						
Pretest for experimental and control group	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
						Lower Upper
	.165	36	.870	.122	.739	-1.377 1.622

Now, in order to see whether there is any significant difference between the students' performance in experimental and control group, first the gain scores from pretest to posttest in experimental and control group were computed and then Independent sample t-test was used to see whether there was any significant difference between among the two groups in pretest and posttest stage. The following tables show the results:

Table 3. Descriptive statistics for pretest in experimental and control group

	Group	N	Mean	Std. Deviation	Std. Error Mean
Gain total	Experimental	20	5.60	1.930	.432
	Control	18	3.33	1.645	.388

The results of data analysis in table 4 below indicates that there is a statistically significant difference between the students' performance in experimental and control group in the results of pretest and posttest because obtained t value of 3.873, was found to be significant at .001 level ($P=.000$). Also, by looking at table 1 above, subjects scored higher in experimental group ($M=5.60$, $SD= 1.930$), after they were taught based on CLIP method by the teacher who was trained for CLIP training, than the control group ($M=3.33$, $SD= 1.645$) when they were taught by the teacher who was not trained based on CLIP training. In other words, CLIP training play a significant role in developing the students' performance in reading, grammar and vocabulary.

Table 4. Independent sample t-test for gain scores in experimental and control group

t-test for Equality of Means						
Gain score for experimental and control group	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
						Lower Upper
	3.873	36	.000	2.267	.585	1.080 3.454

Research Question 2: Do teachers perceive a difference in their ability to teach more effectively after they have experienced CLIP training?

To answer the above question, the selected teachers were asked to say their comments on CLIP training method through survey. The followings are the comments expressed by the selected teachers:

I use my CLIP training everyday. I teach Reading to my students through CLIP. I use the strategies I learned in CLIP to help my students, and struggling readers gain fluency and comprehension skills. This training has helped me understand all levels of reader and design ways to help them improve their skills.

CLIP makes all teachers more knowledgeable about reading diagnosis and intervention. CLIP starts with assessing students to gain insight into student strengths and weaknesses. Next CLIP requires ten days of roaming, allowing the teacher to observe how students learn and acquire reading skills.

As a classroom teacher, I use several assessment tools along with observation to gain insight into the needs of my students. Observation allows me to check for understanding and break down of learning.

CLIP has students read familiar books which equates to tying into prior knowledge and allowing for students to feel successful. Working with words and letter identification transferring into "word work" in fourth and up we look at multisyllabic words with affixes. Phonics gives insight to spelling habits of students, reading strategies and academic vocabulary provide stability across grade levels allowing a building or connecting approach to teaching specific reinforcement tells students what they did right.

In the class we post objectives and check for understanding model thinking skills while using academic vocabulary. We provide students with ways to self-monitor and cross check information. CLIP also shows a correlation between reading and writing.

Record keeping gives opportunity to show growth over time or redirect learning as needed. CLIP allows teachers to view the rapid process from early development into proficiency giving insight into struggling readers and providing tools to evaluate appropriate interventions.

I am of the opinion that this should be standardized training within teacher training programs at the collegiate level as an individual semester class. The focus upon the core fundamentals of basic structured reading development coupled with the direct hands on application of the learned material for the teacher is invaluable for the complete understanding of reading acquirement.

I learned to be sensitive to the fact that not all students learn in the same manner. Techniques such as scaffolding were greatly improved and still prove to be a great benefit in my instruction. Using different modalities to reach as many students as possible and using part to whole and vice versa works in all content areas.

Before CLIP training a reading error was just an error. Now I actually record the errors and look for patterns so I can correct the students and help them improve.

CLIP training has enabled me to provide better scaffolding techniques in my teaching. It has also helped me to see the importance of providing more specific feedback to my students. In addition, I believe it has helped me with analyzing my students' individual CLIP training provided me a systematic way of observing students learning to read and write. This observation allows focusing on how the student works and searches for information in print. Through this observation, I can then determine the strengths, weaknesses, interests, and develop a relationship of trust. I use this training with all the students I work with no matter what level they are on. Also, CLIP training has made me a more effective teacher.

I absolutely believe that CLIP training improves a teacher's ability to teach. Many sound instructional tools are enhanced through CLIP instruction.

As it is intended, CLIP covers the basis of all reading instruction. It incorporates the five major components of reading instruction. Once a teacher has a strong background with knowledge of the five components or reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), they are better equipped to help struggling readers no matter the age, grade level, or subject matter.

CLIP provides a teacher the opportunity to learn about and practice scaffolded instruction. Scaffolded instruction is the core of planning and carrying out a CLIP lesson. Instruction in the regular classroom must also include scaffolded instruction. Master teachers know the importance of modeling and practicing with students before allowing students to work independently on a task.

A CLIP lesson also requires that the teacher be an observer of student behavior. During a lesson, a teacher must carefully observe the students' actions and reactions while reading and then make decisions regarding how to best meet the students' needs. Careful observation helps to propel the student's learning forward. In a classroom, teacher needs to be an observer of student behavior in order to make instructional decisions based on student performance.

The CLIP tutoring program requires that a teacher pre-test, midterm-test, and post-test student ability. Instructional decisions are based on this testing. The ongoing assessment allows the teacher to carefully monitor

student progress and to plan lessons according to student need, not wasting any time so that the student is always on his cutting edge. Formative and summative assessment is necessary in a classroom. On-going assessment and analysis is necessary in order to make teaching decisions that keep the learning moving forward.

CLIP lessons are also based on specific reinforcement and specific teaching points. In a classroom, these elements are necessary to help students feel confident about what they are doing correctly and need to continue, as well as giving them specific direction as to what they need to fix.

Each CLIP lesson has a clear objective. Prior to the lesson, the teacher identifies a focus based on the previous lesson's outcome. By practicing teaching to a clear objective during a CLIP lesson, a teacher is better able to plan and teach to specific objectives in the regular classroom. Classroom teachers need to clearly define the objective they are planning to teach and then analyze the results of their instruction by assessing or observing student performance in reaction to the lesson.

I believe these are the core elements, which improves a teacher's ability to teach in the regular classroom. To me, CLIP instruction covers the basis of quality sound instruction.

The CLIP training helped me improve as a teacher overall. It made me acknowledge and improve strategies that I already used and helped me coordinate strategies that I didn't know how to use to improve my teaching skills.

6. Discussion

There was a general improvement in the language skills of the students after their teacher was trained based on CLIP project as far as the results of this study is concerned. Recent research has shown that inquiry-based learning and project-based learning are better than the traditional didactic approach in promoting various learning outcomes. There is also a large literature on how collaboration among different teachers can enhance student learning. This finding is in line with previous studies that showed the effectiveness of inquiry-based learning compared to rote learning (Inger, 2003). The results of the present study, however, extend the previous studies by looking at how inquiry project based learning such as CLIP project can be combined with a collaborative teaching approach. This combination led to an improvement in students' improvement in different areas of language learning.

Although research has been done before on how technology can serve as a tool to create learning environments that are inquiry-based (Alloway et al., 1996, as cited in Korsheed, 2007), there has been a dearth of research investigating the role of Collaborative Literacy Intervention Project (CLIP) in actually fostering improvement in different areas of language skills. This study showed that training teachers through CLIP is a suitable pedagogical approach to promote language skills. This is in line with previous research which showed that these skills cannot be learned through one-time training such as tutorials or workshops (Mokhtar et al., 2008). These skills need to be reinforced through a longer period of time with proper scaffolding and guidance from the teacher.

7. Conclusion

In summary, the quantitative evidence consistently indicates that CLIP training may improve the effectiveness of teachers to achieve higher mean scores with their classrooms. Teacher perception was very strong in favor of CLIP training as an effective tool in helping teachers be more effective in the classroom.

CLIP'S effectiveness as a professional development tool is not surprising as it contains the same elements that experts in teacher training deem to be most effective for improving classroom instruction. Why then were the results not more dramatic? One reason may be the content of the CLIP instruction. The focus of the content is on tutoring students in Reading. Teachers described in the comment area of the survey a variety of teaching skills they applied to instruction. If the professional development used in CLIP were applied to content more directly applicable to the classroom being assessed with standardized tests, perhaps a more dramatic result would occur.

Considering all the literature describing the most effective professional development practices, it is easy to see why teachers perceive CLIP to be an effective tool for overall teacher improvement. It incorporates modeling, guided practice, independent practice, collaboration, self-reflection, observations, and the ongoing input of a guide/trainer. School teachers emphasized the need for peer collaboration in order to implement best practices in their own unique and sometimes isolated contexts. CLIP training provides many of these elements as well as developing a sense of professional community that is lacking in many programs. I remember that when teachers were being trained they commented repeatedly about how they were now speaking the same language and found themselves talking about teaching and reading instruction instead of complaining about frustrations.

8. Implications of the Study

8.1 Theoretical Implications

The results indicated that CLIP is an effective professional development tool. This study can be used to support CLIP not only as an effective tutoring tool but also as a professional development activity that gives a teacher a slight increase in effectiveness to achieve higher scores. The activities used in training teachers for CLIP tutoring help teachers to implement basic strategies that make them more effective in their general classrooms. Teachers perceive a greater sense of expertise and professionalism and gain confidence in their ability to learn and grow in the craft.

Teachers expressed the sense that the professional development they received in CLIP prepared them for later innovations and improved practice. Their perspective was that teaching programs for different language skills were easier to understand and implement for teachers with the CLIP background. Perception becomes reality, and as teachers believe they can effect change, they are better able to make change happen. For many teachers the CLIP tutoring sessions were the first time they saw a student actually accelerate.

Teachers gain confidence in the strategies of finding holes and using students' individual strengths to fill those holes. They begin to apply this teaching strategy to other areas of the curriculum and school life. They have a vision for what is possible instead of feeling like they are swirling around a drain, about to go down. They feel empowered and skillful and because of this they become more powerful and more skillful.

The professional development as it currently is structured in CLIP training is highly effective at producing a quality tutor and a more confident, highly skilled teaching professional. Money designated for professional development activities is well spent on CLIP if the need is for higher quality teachers. As with other best practices it takes a year-long commitment and it does have its cost, but the end result is even more than a highly effective tutor. The result includes a professional learning community of teachers who support instruction and are focused on student achievement.

Furthermore, CLIP training currently focuses on the instructional skills needed by the teacher to effectively implement CLIP tutoring. The professional development in the training has as a tangent effect the improvement of a teacher's overall ability to teach. Results were consistent, but just barely significant in the quantitative analysis demonstrating increased classroom effectiveness, yet perceived as very significant in the survey results. If CLIP training included in its focus the classroom application of skills, perhaps an even greater effect would be realized. The professional development uses the strategies deemed to be most effective in the literature and demonstrates very effective achievement of its primary goal to produce effective tutors. If the goal were to be modified and the same and similar strategies applied to a focus, a greater impact may be seen on the classroom.

8.2 Pedagogical Implications

As a professional development process, CLIP training meets the criteria as established by multiple references for very effective teacher instruction. Qualitative research supports the effectiveness of the training for improving a teacher's overall effectiveness in the classroom. The quantitative evidence is weak but promising. This does support the use of CLIP training as not only an effective tutoring tool, but a means toward greater teacher effectiveness and a way to improve a teacher's perceived effectiveness.

For teachers it is not the program itself that is most meaningful but the specific strategies that help them to be more effective teachers. Teacher comments attest repeatedly to the specific instructional practices they learned and have continued to use. They learn to look for gaps in student knowledge by assessing and reinforcing while instructing. They learn to structure the instruction in such a way that students discover the learning for themselves.

CLIP can be used as a template for year-long training programs developed with a focus on specific teacher growth areas. Observation, video taping, self-reflection, peer observation, peer group discussion, and guidance from an expert are incorporated into the training in such a way that the content could be changed in the general classroom or effective instructional strategies in the general classroom.

During the professional development activities the participants in the class grow into a professional learning community, learning to share learning and feedback in positive ways. They learn how to receive feedback as learners. They begin to speak the same language about students, and that language is positive and celebratory. They share victories and solve problems together. Offering CLIP training on a routine basis allows a school to change one class of teachers at a time and pull in new teachers as they come over time. Teachers from the various cohorts begin to speak the same language and even those who do not participate directly begin to respond to the change in culture.

In summary, CLIP is an effective way to accomplish three basic goals: to create effective reading tutors, to create increasingly effective classroom teachers, and to start a professional learning community. These are three lofty goals that many schools find difficult to imagine being able to accomplish in a single-year training program.

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