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Special Education Legal Alert

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This month's update identifies a pair of recent court decisions that illustrate key Section 504 or Americans with Disabilities Act (ADA) differences from the IDEA, here for child find and FAPE. For previous monthly updates and related publications, see **perryzirkel.com**.

On June 4, 2024, the Third Circuit Court of Appeals issued an officially published decision in *B.S.M. v. Upper Darby School District,* addressing child find claims under Section 504. In kindergarten, the school district conducted an IDEA evaluation limited to speech/language and determined that the child was eligible for an IEP for speech/language impairment (SLI). End-of-year testing revealed reading and math scores below grade level. In grades 1 and 2, her regular assessments revealed math and reading scores that continued to be below the benchmarks. A private psychologist diagnosed the child in grade 2 with "Other Specified Depressive Disorder," but the parents did not share this information with the district as part of the IDEA reevaluation, which determined that she was no longer eligible as SLI. In grades 3 and 4, her academic and emotional struggles continued. Based on another private evaluation, which yielded a diagnosis of "Disruptive Mood Regulation Disorder," the district conducted a comprehensive evaluation and determined that the student did not qualify under the IDEA. Instead, the district provided her with a 504 plan for her social-emotional needs and math weaknesses. Near the end of grade 4, after increased emotional difficulties and a third private evaluation, which concluded that the student was eligible under the IDEA category of specific learning disability but not emotional disturbance, the parents filed for a due process hearing. The hearing officer ruled that (a) the district did not violate child find; (b) the child was not eligible under the IDEA; and (c) the 504 plan was too general, resulting in an award of 1 hour per week until the district's development of an appropriate plan. The parents appealed to the federal district court, which affirmed the hearing officer's rulings. The parents appealed to the Third Circuit, contending that the hearing officer and district court erroneously conflated the child find claims under the IDEA and Section 504. The district counter-argued that fulfilling the requirements of IDEA meets the parallel and generally shallower requirements of Section 504.

Do IDEA hearing officers have jurisdiction for Section 504 claims?	Not in most states, in which a Section 504 hearing is a school district obligation, but Pennsylvania (which is where this case arose) is one of the few exceptions.
Is the district's two-for-one counter-argument legally correct?	No. This assertion correctly applies to several issues, such as FAPE, but not for the limited differences from the IDEA, such as the broader definition of disability

	under Section 504.
What did the Third Circuit rule with regard to the parents' child find claim under Section 504?	Without deciding this factual question, the Third Circuit sent the case back to decide whether the district had reasonable suspicion of the child's eligibility under Section 504 prior to the end of grade 4.
It is regrettable that the adjudication process has taken three years without a definitive decision, but this case serves as a weighty reminder of the need for both parents and districts to be aware of the significant differences as well as substantial commonalities in scope and depth between the IDEA and Section 504. For a comprehensive comparison, see https://perryzirkel.com/wp-content/uploads/2024/01/zirkel_idea-504-ada-comparison-12.15.23.pdf	

Also on June 4, 2024, the Third Circuit Court of Appeals issued another officially published decision, *Le Pape v. Lower Merion School District*, which concerned the ADA in relation to K–12 students. In this case, a 23-year-old former student in the defendant district had an IEP based on the eligibility categories of autism, intellectual disabilities, and SLI. Based on his nonverbal status, the IEP provided for communication via a Bluetooth keyboard and an iPad, visual scripts, and picture-exchange protocol. The student had the ability to type dictation but not his own thoughts. At the start of grade 10, his parents requested revision of the IEP to incorporate a technique known as "Spelling to Communicate" (S2C), in which a non-speaker points at letters on a laminated alphabet board ("letter board") held by a communication support person. The district declined based on the lack of published research support. After the parents repeated their request, district representatives conducted two outside observations of the student using SC2, interviewed its inventor, tried it out with the student and his special education teacher, and—despite finding the procedure to be questionable—revised the student's IEP for training of its staff in SC2. At the start of grade 11, 5 staff members, including 2 of the student's teachers, participated in the training. They concluded that SC2 was not a communications tool but instead the support person indirectly providing the answers. At the same time, the student exhibited increased aggressive and self-injurious behaviors, which his treating psychiatrist attributed to the lack of access to the letterboard at school. In October, the parents stopped sending him to school. After 6 weeks of non-attendance, the district reluctantly agreed to revise the IEP to allow the student to bring his own letterboard and communication partner to school. His parents rejected this provision; continued his education at home with private tutors who used SC2; and filed for a due process hearing. The hearing officer ruled that the district did not deny FAPE under the IDEA, Section 504, or the ADA. The parents then filed an appeal in federal district court, adding a claim for a jury trial and money damages for intentional discrimination under Section 504 and the ADA. After complicated proceedings, the court (a) affirmed the hearing officer's IDEA FAPE rulings, and (b) rejected the Section 504/ADA intentional discrimination claim based on lack of preponderant proof of SC2's effectiveness in the record of the due process hearing, despite the court's subsequent admission of additional relevant evidence. The parents' appeal to the Third Circuit included the ADA effective-communications regulation, which requires giving "primary consideration" to the preference of the individual with disabilities.

Did the parents' fulfillment of the IDEA's exhaustion provision extinguish or subsume their Section 504 or ADA claims that are different from those under the IDEA?	No. The Third Circuit explained that the parents' intentional discrimination claims in this case were independent of their FAPE claim and thus were not subject to being extinguished by the hearing officer's adverse FAPE rulings.
Did the lower court err as a matter of law by not considering the evidence admitted during the appeal of the hearing officer's decision as to the comparative efficacy of SC2 and the district's communications methods?	Yes. Because the parties sought summary judgment, the Third Circuit reversed for a jury determination of the open factual issue of whether, based on the *entire record*, the district provided an effective method of communications after giving primary consideration to the student's preference.

This decision, like the one on the first page of this monthly update, is belated and inconclusive, but also a reminder of the need for careful consideration of the nuanced differences between Section 504 or the ADA and the IDEA. SC2, like earlier case law concerning the controversial technique of Facilitated Communication, requires due care for not only professional norms but also requirements beyond FAPE under the IDEA that, in this case, were for effective communications under the ADA.

Buzz from the Hub

Help Wanted: Early Intervention and Early Childhood Special Education Workforce Needs Findings from a National Survey

The ED-funded Early Childhood Personnel Center collaborated with the National Institute for Early Education Research and recently released report findings from a national survey of the early intervention and early childhood special education workforce. The goal was to obtain a national picture of the EI/ECSE workforce's education, credentials, pre- and in-service training, and knowledge about EI and ECSE. This report summarizes the main findings from the survey. Read More

https://nieer.org/sites/default/files/2024-05/may_2024_early_intervention_and_early_childhood_special_education_workforce_needs_findings_from_a_national_survey_.pdf

IEPs vs Service Plans: Everything You Need to Know!

Are you considering sending your child with special needs to a private school? More and more families are considering this as an option. However, many differences exist when it comes to sending your child with special needs to private schools. While public schools are required to offer special education services, private schools aren't. Public schools can provide learners with special needs supports and services to best meet the students' educational needs in their IEPs, whereas private schools may offer learners Service Plans. But what is the difference between the two? Read More
https://www.thetechedvocate.org/ieps-vs-service-plans-everything-you-need-to-know/

Youth Employment: A Foundation for Mental Health and Well-Being

In May, the department launched a new webpage (www.dol.gov/youthmentalhealth) devoted to young people's mental health needs. Whether you're a young person, part of the workforce system, an employer, or a policymaker, everyone has a role supporting young people's well-being by helping more young people access the mental health resources they need and get into good jobs that they can build a healthy life around and thrive. The Department of Labor encourages everyone to explore the content and share with the department what they are doing in their community on this important topic by submitting their stories through their new webpage. Compiling these stories and sharing them helps spread the word about youth mental health. Contribute today (https://www.dol.gov/general/mental-health-at-work/youth#wufoo-mc4aghb05xz2v0), and your story may be shared on a department platform.

Involving Teens and Young Adults in Selecting Assistive Technology

This 4-page resource helps families involve teens and young adults in learning about and selecting assistive technology (AT). An important goal for older students is to understand the areas in which technology can support them in their educational and employment goals. The tip

sheet encourages students to advocate for themselves, and to take an active role in selecting assistive technology to address their needs. Read More
https://www.parentcenterhub.org/involving-youth-in-selecting-assistive-tech/

Six Global Lessons on How Family, School, and Community Engagement Can Transform Education
Stronger family, school, and community partnerships help ensure that relational trust is at the foundation of schools, and that all the actors can work together toward a shared vision of education in their communities. This shared vision of education is critical to education systems transformation.This report is the result of the participation of hundreds of students, families, school educators, and researchers who dedicated their time and energy to investigating the critical role that families and communities play in ensuring students and schools can flourish. Read More
https://www.brookings.edu/wp-content/uploads/2024/05/Final-Six-Global-Lessons_EN_24June2024_web.pdf

Frequently Asked Questions: Social Security Administration, Supplemental Security Income, and Social Security Disability Insurance – Can I work if I receive social security benefits?
This FAQ provides people with disabilities and their families an overview on social security benefits and answers common questions about these benefits and employment.
https://leadcenter.org/resources/financial-toolkit-frequently-asked-questions/

Summer Learning Tips to Go! Text Messaging Service
The Summer Slide is real! While we are all looking forward to the long days relaxing and making the best memories with our children, we must remember to sprinkle in some fun learning throughout our summer adventures. We found the perfect resource for families to do just that and avoid the summer learning loss! Sign up for summer learning tips sent right to your phone, in English or Spanish, from Start with a Book.
https://www.startwithabook.org/reading-tips-text-messages

Cartoons Available with American Sign Language
The ED-funded Bridge Multimedia now has some of children's favorite
Public Broadcasting Service cartoons available in American Sign Language, thanks to ED's Office of Special Education Programs funding. Check out full episodes of "Alma's Way," "Daniel Tiger's Neighborhood," and more.
https://pbskids.org/videos/american-sign-language-full-episodes

Unstuck: The Special Education Podcast
Discussions between two professionals related to current trends and topics affecting the world of special education. They pull from a combined 40 years in the field to share stories, insight and potential solutions.

https://podcasts.apple.com/us/podcast/unstuck-the-special-education-podcast/id1604000975

Special Education Inner Circle
The Special Education Inner Circle podcast is hosted by Catherine Whitcher, M.Ed., founder of the Master IEP Coach® Mentorship + Network. Get your notebook ready as Catherine brings you real-world strategies for everyone at the IEP table. With her family's experience in the disability community and her journey from Special Education classroom teacher to IEP expert, Catherine knows what it takes to prepare students and families for the future. Get ready to be inspired and learn actionable steps you can take immediately to change your special education experience.
https://podcasts.apple.com/ca/podcast/special-education-inner-circle/id1484686234

Commemorating the 25th Anniversary of Olmstead
ICYMI: On June 20th The U.S. Department of Justice and the U.S. Department of Health and Human Services' Administration for Community Living and Office for Civil Rights celebrated the 25th anniversary of the landmark Olmstead v. L.C. Supreme Court decision, which ruled that unjustified segregation of people with disabilities is a form of unlawful discrimination under the Americans with Disabilities Act (ADA).
https://www.youtube.com/live/EYsDx5ogzLc?feature=shared

Assessing the Effectiveness of Video Presentations as Supplements to Printed Modules in Modular Reading Instruction for Public Elementary School Learners

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Abstract

This study investigated the effectiveness of video presentations as supplement to the printed modules in modular instruction. This utilized the descriptive-survey design with the use of a self-structured survey questionnaire to gather data, which is focused on the perceptions of the learners on the impact of video presentations on their reading comprehension skills, reading engagement, and overall reading performance. The instrument used was in a 4-point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), with a value of 4,3,2,1 respectively. From the seven classes of sixth-graders in the 7 schools of Sta. Rita District I, 35 samples were chosen through simple random technique, specifically the lottery method. Responses were tallied and analyzed, and interpreted via mean and standard deviation. The effectiveness of the video presentations was assessed through the verbal descriptions derived from the weighted mean and mean ranges calculated by (4-1=3) then the difference is divided by four (4) as the greatest value of the scale (3÷4= 0.75), where umber one (1) as the least value of the scale was added. Results revealed that the use of video presentations as supplement to the printed modules in modular reading instruction is useful in enhancing the learners' comprehension skills and it has increased the learners' motivation and engagement min reading. The findings also show that the video presentations are instrumental in improving the overall performance of the learners in reading as shown by their scores in reading comprehension tests. The wide use and integration of the video presentations in instruction is recommended.

Key words: video presentations, modular reading instruction, printed modules

INTRODUCTION

Every educational era faces a particular challenge at different degrees of difficulty. Despite the diverse and huge gamut of the problems, the educational leaders are not dissuaded from implementing innovations to address the issues. For instance, the aftermath of COVID 19 altered

the normal flow of learning delivery. This has required the educational system to adopt learning modalities that ensured the continuity of education.

Virtual learning became a trend and has been in widespread adoption. However, certain hitches emerged like unstable internet connections that limits the learners from accessing online resources and join online classes. Also, the unavailability of devices at some homes makes it impossible for the learners to benefit from technological tools. This therefore urged the educators to use alternative learning delivery mode. For instance, the Department of Education imposed the utilization of printed modules in a modular approach for teaching and learning (Dangle, 2020).

Modular learning is the most popular type of distance learning used by all public schools in the Philippines. A survey by the Department of Education revealed that parents with children and learners in rural areas prefer this method, especially when the internet is not accessible for online learning (Bernardo, 2020).

According to Dejene & Chen (2019), modular approach is an emerging trend in educational spectrum that shifts traditional method of instruction to an outcome-based learning setup. Modular instruction is perceived effective in adequately meeting the needs of the recent generation than the traditional instruction both with respect to the quality of learning and the content.

It is further underscored by French (2015) and Kamakshi (2011), as cited by Dejene & Chen (2019), that modular approach to teaching enables the learner to have control over and accepts greater responsibility for his/her learning. Modular approach to learning using printed modules designed by teachers is encouraged even in public schools. This method allows learners to learn at their own pace in any subjects or field of discipline they are taking without being bothered by lack of facilities and technological devices. Teachers follow up with students to ensure that the learners can independently tackle concepts embedded in the printed modules (Nardo, 2017).

Gonzales (2020) explained that, for instance, in teaching reading, the provision of printed materials to children helps them develop basic reading skills like letter and word identification, phonemic awareness, and sentence completion. It encourages more reading and longer periods of reading, leading to more shared reading between parents and children. Access to print materials also improves attitudes towards reading and learning because children with greater access to books express more enjoyment of books, reading, and academics. This is achieved through borrowing or owning books.

However, despite the advantages that the modular learning approach offers, the setbacks shouldn't be overlooked. The Florida Center for Instructional Technology (FCIT, 2009) posits that print materials are static and lack audio-visual elements, which makes them inappropriate for teaching languages and visual concepts. The use of printed modules requires reading skills, which implies that non-readers will not benefit from it. The delivery time may take days or weeks and print materials do not offer built-in interactions. Additional technologies like email should be used in conjunction with printed materials to improve learning. Therefore, printed materials should be supplemented with other tools to enhance learners' understanding of the concepts. It is from this context that the use of videos as aid for the students' learning acquisition process came into light.

Obagah & Brisibe (2017) underscored the importance of visual stimuli in children's learning process, which include the use of devices like television, videos, and computers. The authors further argued that visual perception is crucial for understanding the world, which made the academic societies rely on visual media for improved learning. hence, teachers are encouraged to use multimedia, such as instructional videos to supplement printed modules for the learning tasks of the learners.

Classroom instruction is expected to incorporate technology, which serves four primary roles in education: supporting instructions, acting as an instructional delivery system, being part of the curriculum, and enhancing the overall learning process (Raja & Nagasubramani, 2018). In the light of modular instruction in reading, the technology integration such as the utilization of video presentations, audios, and video subtitles as a supplementary material are seen instrumental in enhancing students' comprehension, broaden perspectives, and ignite imagination. It is observed that multimedia enables interactive instruction, improve learning, and encourage students to take greater ownership of their learning (Chan, Lei, & Lena, 2014). Hence, the video presentations are deemed helpful for the students to have an improved grasp of the lessons in the printed materials for reading instruction.

Several studies have been conducted to investigate the significance of integrating technology like video presentations in instruction, which specifically delved into the higher education and secondary school settings (Gonzales, 2020; Chan, Lei, &Lena, 2014; Brame, 2016; & Wong, 2020). Though studies of its impact on the learning outcomes among elementary learners were conducted, there is lack of body of knowledge that specifically covered its effectiveness in reading instruction. Hence this study aimed to fill this gap by assessing the effectiveness of video presentations as supplementary materials to modular instruction in reading among the public school elementary learners in the District I of Sta. Rita, Samar.

Theoretical Framework

This study recognized the concept of cognitive theory of multimedia learning that is centered around three key principles which are learning is an active process that involves filtering, choosing, organizing, and integrating information; there are two distinct channels (visual and aural) for processing information; and there is a limit to the capacity of the channels. The multimedia principle suggests that people learn more from words and pictures than from words alone. However, multimedia learning cannot be achieved by adding text to images. It aims to tie instructional material to the function of human mind that involves dynamically chosen and arranged components. The importance of learning when new material is combined with the background knowledge is seen in the content assessment and effective knowledge transfer (Mayer & Moreno, 2003).

This study highlights the significance of incorporating video presentations to printed modules in enhancing active participation among the learners. The approach is perceived as a means to encourage students to sort, select relevant information, mentally arrange it, and integrate it with their existing knowledge, thereby enhancing comprehension and recall of the reading material. Video presentations utilize both visual and auditory channels to process information. Through narrations or subtitles, films present information aurally. Printed modules primarily engage the visual channel through the printed text. In teaching reading, this dual-channel method reduces cognitive overload and reinforce understanding as visual aids can help explain difficult ideas during reading aloud.

Another theory considered in this study is the dual-coding concept. This explains that video presentations utilize both visual and auditory channels to process information, reducing cognitive overload and improving understanding. This dual-channel method is particularly beneficial in teaching reading, as visual aids can help explain difficult ideas. The dual-coding hypothesis suggests that learning is most successful when both verbal associations and visual images are combined. The human mind processes information differently along two channels, producing distinct representations for each. The nonverbal/visual system and verbal system are the two

coding schemes used in video presentations. The verbal system uses "logogens" to retain linguistic information, while the nonverbal/visual system processes visual information and stores it in "imagens." These units generate preexisting mental words and pictures, enhancing cognitive function in an unconscious manner (Kanellopoulou, Kermanidis, & Giannakoulopoulos, 2019).

This recent study explores the use of video presentations as a supplement to modular reading instruction in public elementary schools. The dual-coding principle is aligned to the concept of this endeavor as it underscores the significance of integrating visual and auditory channels in reducing cognitive overload and enhance understanding. This research gives credit to the use of video presentations as supplement to printed materials to improve text comprehension, which demonstrates that learning is most successful when verbal associations and visual representations are integrated. The use of visual aids and aural reinforcement in videos enhances reading comprehension, engagement, and academic success by utilizing the different information discerned by human brain.

Conceptual Framework

This study aimed to assess the effectiveness of video presentations as supplement to printed modules used in modular instruction in reading for public elementary school learners.

The following figure illustrates the flow of the study.

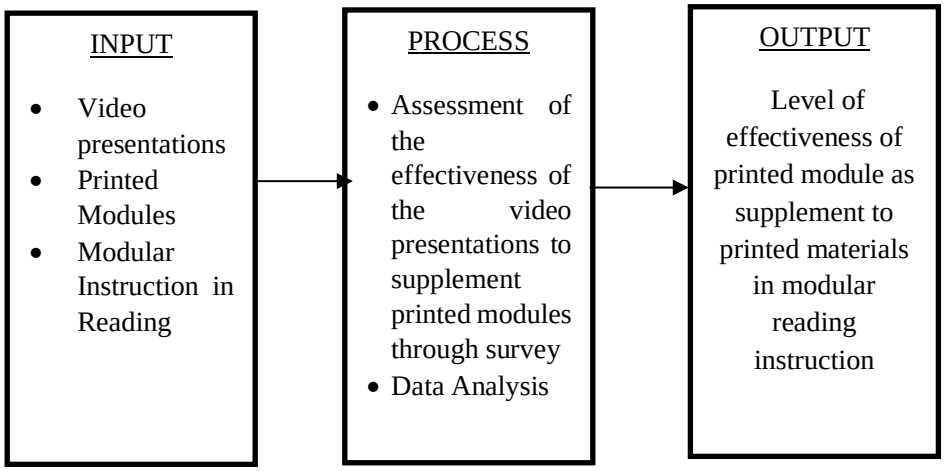

Figure 1
Study Flow Diagram

The figure illustrates the flow of the study following the input-process-output (IPO) model (Ilgen, Hollenbeck, Johnson, & Jundt, 2005). The input reflects the independent variables of the study which are the video presentations that are used to supplement the printed modules in modular instruction in reading. These serve as the basis in gathering the data to be treated so as to answer the research questions. The process is the mediating variable that is used to convert input to output. Through the survey conducted, data were gathered and treated, analyzed and interpreted. This determined the level of effectiveness of the video presentations to supplement the printed materials in modular reading instruction, which is the output of the study.

Purpose of the Study

This study aimed to determine whether the use of the video presentations significantly aided the learners in doing their learning tasks in the printed modules. Basically, this assessed the effectiveness of the video presentations as supplement to printed modules used in reading instruction for Grade 6 students in the Sta. Rita District I. The results of the study can be a basis for the application of technology integration in instruction to improve educational practices and policies through the information about the advantages of multimedia technologies and the significance of its utilization in learning delivery.

Research Questions

This study determined the extend of effectiveness of video presentations as supplementary materials to printed modules used in modular instruction in reading for Grade 6 learners in Sta. Rita District 1, Samar Division.

This specifically sought answers to the following questions:

1. What is the extent of usefulness of video presentations as supplement to printed materials in improving reading skills of the public elementary learners?
2. What is the level of learners' engagement in reading while using video presentations in modular instructions?
3. How effective are video presentations as supplement to printed materials in improving the learners' performance in reading, as reflected in the achievement tests scores?

Significance of the Study

The aim of the study to add to the body of literature that bridge the knowledge gap relative to modern teaching methods in reading instruction, underscoring the significance of technology integration by assessing the effectiveness of video presentations to supplement printed modules.

This study underscores the benefits of utilizing video presentations as supplementary material to printed modules in reading instruction. The results are of significance to the educators, administrators, instructors, and educational technology developers as this provides insights to enhance instructional strategies and improve learning opportunities for the enrichment of reading comprehension and engagement. The findings are expected to boost parental confidence in their children's education. This also offers valuable inputs for future studies in multimedia learning and modular teaching.

LITERATURE REVIEW

Different claims and views from other authors or researchers that have significant bearing on this recent study were considered, which served as its springboard.

Significance of Literacy

One of the primary concerns of the educational sector is the development of literacy or among learners. Reading skills are essential for the students' understanding, expression, and sharing of information. These should be learned at a young age to build a strong foundation for learning and prepare the learners for their future academic and life endeavors. These are a vital

part of the teaching-learning process. Hence, the education department is constantly implementing programs and projects to improve reading skills. Interventions and innovations are constantly developed to enhance the learners' reading abilities (Keyser,2021).

Reading is a cognitive process that is influenced by contextual impetus, especially in education, schools, and policy environments. It is intertwined with psychological aspects, including word-level processes like phonological awareness and decoding, and text-level processes rooted in structures, genres, and disciplinary knowledge pursuits. These processes are intertwined in psychological aspects. Its development is a complex process that starts from early years and is influenced by various factors such as family, environment, kindergarten years, and availability of reading materials. The sociocultural context and economic status also play a crucial role in a child's reading development that affect their comprehension level and influence their reading habits and skills (Pearson & Cervetti, 2013).

Literacy is a vital aspect of school curriculum, which encompasses reading, writing, speaking, listening, and viewing. Without literacy skills, no knowledge can be gained and learning is impossible. This makes literacy so essential. Students require various literacy skills development activities and exposure that can be achieved through a balanced curriculum and appropriate teaching methodologies (Gilakjani, & Sabouri, 2016).).

Reading comprehension is crucial for students learning endeavors at all levels, from primary to tertiary. Effective reading comprehension are relevant for lifelong learning. Hence, with the continuous challenge of the Philippine education sector to improve literacy levels teachers and education leaders are constantly exploring methods to enhance reading skills (Laily, 2018).

These views align with the context of this recent study, for this looks into the influence of a teaching methodology that is deemed instrumental in developing the learners' reading skills. As the educational system faces a challenge brought by global crisis, the education frontliners are dedicated to innovate and implement initiatives to sustain the delivery of instruction despite unexpected changes in the system. This is where the integration of technology, specifically the use of multi-media in instruction, comes with much importance.

Modular Learning Using Printed Materials

The aftermath of the global health crisis has significantly impacted educational sectors worldwide, which led to the implementation of distance learning modalities like modular distance learning (Tria, 2020). In the Philippines, the continuity of learning was ensured despite the challenges through implementing interventions and adopting various modes of instructional delivery such as the modular distance learning (Sejpal, 2013). Even after the pandemic when the complete normal classroom instruction was still impossible, teachers in the Department of Education utilized the printed modules as tool for instruction. Learners are not totally required to be in school every day and they are given with self-learning modules that allows them to work at their own pace.

Modular learning has been a widely recognized teaching technique in the US, Australia, and Asia. This promotes reflective learning rather than focusing solely on grades. Studies have shown that it is more effective than traditional methods in basic education, as it allows individuals to learn at their own pace (Sejpal, 2013; & Ali et al., 2010). Students generally find modular learning more interesting and useful than conventional methods, thus, Sadiq and Zamir (2014) conclude that modular learning should be widely used at various education levels.

In the Philippines, the Department of Education (DepEd) imposed the use of printed modular distance learning as an Alternative Delivery Mode (ADM). Despite initial skepticism, studies have shown its effectiveness in knowledge adaptation that fosters responsibility and enhances learner autonomy. Additionally, modular learning has been found to improve academic performance in basic education (Valencia, 2020; Guido, 2014; Nardo, 2017).

Studies on the effectiveness of the printed modular distance learning were conducted highlighting its positive impact on the learners' performance as assessed by the teachers (Matanluk et al., 2013; Cabrera, 2014; Lim, 2016). In spite of the positive impact of printed modular distance learning on the students' learning outcomes, there are still issues on the quality of instructional delivery in other school settings, which requires supplementary approach to help the learners arrive at optimum development of their skills, such as in reading (Talimodao & Madrigal, 2021). From this context, the utilization of the video presentations as tools to supplement the printed materials is considered.

Integration of Video Clips and Presentations in Instruction

Technology provides numerous learning opportunities across levels and types of learners, which makes it easier to access resources and supplementary materials. Institutions are increasingly using instructional videos or presentations as part of their learning delivery methods. Video technology has the potential to improve education quality and stimulate interest to achieve academic excellence (Abragan & Hambre, 2017 & Bevan, 2019). Short video clips enable efficient processing and memory recall that appeals to a wide audience. Kaltura (2015) found that 93% of teachers believe educational videos improve the learning experience. This suggests that the use of videos in current learning setups may be beneficial for learners. Therefore, it is crucial to determine the effectiveness of video presentations in current learning setups.

The study of Robles & Acedo (2019) revealed that with increasing dependence on technology, educational tools like comics or videos became very useful in meeting the diverse and changing needs of the students. Video tutorials are considered innovative tools that can improve the teaching-learning process. This paper attempts to determine similar influence of video presentations on the enhancement the teaching-learning process using printed modules, highlighting the potential of videos as a valuable tool for both teachers and students. The effectiveness of the material was assessed through learners' perceptions of the video presentations.

Lee (2019) in his study on the effectiveness of videoclips to enhance students' achievement in history and facilitation, cited a positive impact on the academic achievement of the experimental group, proving that using video clips within History education is an effective way to achieve better learning. This outcome served as another impetus to come up with this current investigation to find out how effective is the instructional video in helping the learners to grasp printed reading material for the modular instruction in reading.

Osman et al (2018) explained that multimedia applications are effective teaching tools for subjects like Islam, language, science, and technology. They compared three applications: Greenfoot, Visualization makes Array Easy, and e-Tajweed, focusing on design models that meet teaching goals and non-technical students' responses. Results showed an improved performance and new learning experiences for learners, as well as improved understanding and assessment of concepts. This study also highlights the importance of multimedia applications, specifically the use of video presentations in enhancing learning experiences.

Another study that investigated the effectiveness of video presentation to students' learning is conducted by Mendoza, Caranto and David (2015). This has revealed that the level of

effectiveness of video presentation to students learning is highly effective as derived from the survey among the learners of Benguet University.

Also, Kamarullah et al (2018) explored the significant differences of the students' listening achievement taught by applying the media (experimental group) and those taught with audiotape (control group) in teaching English through their study on applying English video material in teaching listening. The results manifested significant difference in students' listening achievement between the experimental and control groups, which suggests that English video learning materials in listening class are helpful learning media.

The use of videos in instruction is one of the multimedia applications. It is therefore anticipated yet needs to be proven if this is true to other fields. Thus, the researcher pursued this current research. Taking into account the results of these mentioned related studies and perspective, it has become a basepoint to come up with another scholarly work that is contemplated to be useful in another field of learning. Therefore, this paper is conceptualized to gather empirical data that would testify the effectiveness of the use of video presentations as supplement to the printed modules for a modular learning delivery mode, specifically in reading instruction for the public elementary school learners.

METHODOLOGY

Research Design

This study used the descriptive-survey research design to examine the effectiveness of the use of video presentations as supplements to the printed materials used in modular reading instruction for the sixth-grade learners.

Descriptive research is a purposive method of gathering, analyzing, classifying, and tabulating data about current conditions, practices, beliefs, processes, trends, and cause-effect relationships in order to come up with a description of characteristics and making accurate interpretations using statistical methods (Calderon, 2006).

In this study, the data were collected and treated statistically to assess and describe the influence of the video presentations, as supplementary material, on the learners' performance.

Participants and Sampling

The participants of this study were sixth-grade learners for school year 2021-2022 in the District I of Sta. Rita, Samar Division. This involved a total of 35 samples from San Juan Elementary School, Sta. Rita I Central School, Sta. Elena Elementary School, Bugho Elementary School, San Pedro Elementary School, Magsaysay Elementary School, and Caticugan Elementary School. These participants were chosen to represent the population of the district utilizing simple random sampling technique specifically the *lottery* method. The students in the sixth-grade classes are assigned with a number. Then, the numbers are placed in a hat from which the 5 samples from each of the seven schools were drawn.

Instrument and Validity

The instrument used in this study was a researcher-structured survey questionnaire consisting three parts, 1, 2 and 3. Part one (1) elicited data on the usefulness of video presentations, as supplements to printed module, in enhancing the learners' reading skills; Part two (2) generated on the learners' level of engagement in reading while using the video presentations

as aid in accomplishing their tasks in the printed module; and Part three (3) obtained data on the effectiveness of video presentations in improving the learners' performance in reading. The instrument was constructed on a 4-point Likert Scale of *Strongly Agree* (SA), *Agree* (A), *Disagree* (D) and *Strongly Disagree* (SD) with numerical value of 4,3,2,1 correspondingly.

The questionnaire was forwarded to school administrators, research experts, and master teachers in the district for evaluation and modification to ensure that the content of the survey questionnaire measures what is meant to be assessed so as to provide the needed data that will meet the purpose of the study.

Data Gathering Procedure

Prior to the conduct of the study, the researcher sought for permission from the concerned persons through letter of request sent to the administration offices. Upon approval, the teacher advisers of the sixth-grade classes from the schools involved were informed about the scope and goal of the study to obtain support and assistance for the conduct of the survey. The respondents were also oriented regarding the goal of the study as well as the process of data gathering. Then, the questionnaire was distributed to the students who were also assisted during the completion of the survey form. However, it was ensured that the responses of the students were not influenced by the teachers and any other persons not involved in the study. Then, the survey questionnaires were retrieved after the allotted time was over.

Statistical Tools and Data Analysis

To have an objective basis for analysis and interpretation of the data, these were treated using mean, weighted mean and standard deviation. These were used to describe the extent of the usefulness of the video presentations as supplementary materials to printed modules in enhancing the reading skills of the students, the learners' level of reading engagement while using the video presentations in doing their learning tasks, and the level of effective of the video presentations in improving the learners' reading performance.

In eliciting the responses and data, the researcher used the 4-point Likert Scale *mean* ranges with specific verbal descriptions. To determine the minimum and maximum length of the scale, the range is calculated by (4-1=3) then the difference is divided by four (4) as the greatest value of the scale (3÷4= 0.75) then (1) which is the least value of the scale was added. This scale is used to get specific and clear responses.

To describe the extent of the usefulness of video presentations in enhancing the learners' reading skills, the following scoring guidelines is used

Scale	*Mean Range*	*Description*	*Interpretation*
4	3.26 - 4.00	Strongly Agree	Very Useful
3	2.51 – 3.25	Agree	Useful
2	1.76 – 2.50	Disagree	Fairly Useful
1	1.0 – 1.75	Strongly Disagree	Not Useful

In assessing the learners' level of reading engagement as influenced by the use of video presentations, the following scoring method is used:

Scale	*Mean Range*	*Description*	*Interpretation*
4	3.26 - 4.00	Strongly Agree	Highly Engaged
3	2.51 – 3.25	Agree	Engaged
2	1.76 – 2.50	Disagree	Moderately Engaged
1	1.0 – 1.75	Strongly Disagree	Not Engaged

To describe the effectiveness of the video presentations in improving the learners' reading performance, the scoring method shown below was used:

Scale	*Mean Range*	*Description*	*Interpretation*
4	3.26 - 4.00	Strongly Agree	Very Effective
3	2.51 – 3.25	Agree	Effective
2	1.76 – 2.50	Disagree	Minimally Effective
1	1.0 – 1.75	Strongly Disagree	Ineffective

RESULTS AND DISCUSSIONS

The learners' assessment of any instructional interventions justifies the effectiveness of the approaches. As the direct beneficiary and recipient of instruction, their experiences testify the true influence of learning modalities on their academic performance.

This section therefore presents the assessment of the learners on the effectiveness of the video presentations as supplements to the printed modules used in reading instructions.

Assessment on the Usefulness of the Video Presentations in Enhancing Learners' Reading Skills

Table 1 displays the data elicited that delved into the extent of usefulness of the video presentations as supporting instructional tool for printed modules. The learners assess the aspect based on the influence of the material on their reading skills enhancement.

Table 1

Extent of Usefulness of the Video Presentations in Enhancing the Learners' Reading Skills

Indicators	Mean	SD	Description	Interpretation

1. The video presentations using pictures and narrations aided me in understanding the reading materials.	3.31	0.76	*Strongly Agree*	***Very Useful***
2. I can easily recall information with the help of the video presentations that contain the teacher's explanation of some key points.	3.05	0.80	*Agree*	***Useful***
3. The figures in the video presentations helped me understand some difficult words in the reading materials thereby improve my vocabulary.	3.4	0.69	*Strongly Agree*	***Very Useful***
4. The contents of video presentations that include outlines and diagrams help me analyze the content of the reading text such as getting the main ideas and details.	3.17	0.75	*Agree*	***Useful***
5. The audio, subtitles, and narrations in the video presentations are useful in enhancing my reading fluency.	3.37	0.77	*Strongly Agree*	***Very Useful***
Overall	***3.25***	***0.75***	***Agree***	***Useful***

The table displays that the overall mean is 3.25 with a standard deviation of 0.75. This is described as "Agree" and interpreted as "Useful". This suggests that the learners generally considered the video presentations as useful additional tool in enhancing their reading skills. Also, this is indicative of the general agreement that the video presentations, as supplements to the printed modules, are helpful in improving their comprehension skills, recalling information skills, enriching their vocabulary and text analysis skills, and enhancing reading fluency. The low standard deviation depicts a moderate consistency in the learners' responses. Though this is suggestive of generally positive perception on the usefulness of video presentations in reading instruction, there is some variation in their experiences, which may be attributed to their diverse background knowledge, learning environment and learning preferences.

The mean score for indicator 1 which is 3.31 with a standard deviation of 0.76, interpreted as "highly useful" suggests that the learners strongly agree on the usefulness of visual and auditory elements of the videos in enhancing their comprehension skills.

In addition, as indicated by the 3.05 mean for indicator 2, the learners agree that the explanations included in the video are useful in reinforcing the key points and in increasing their retention.

The highest mean of 3.4 for indicator 3 that is interpreted as 'very useful' indicates that the figures in the video presentations aided the learners in understanding difficult word in the reading text. This pinpoints the effectiveness of visual aids in improving the vocabulary skills of the students or in understanding complex words.

Indicator 4, with a mean of 3.17 indicates that the students agree on the usefulness of the video presentations as visual aids in structuring information and text analysis.

The mean of 3.37 for indicator 5, interpreted as 'very useful' shows a strong agreement among learners on the importance of the multimedia elements, which are the audio, narrations, and subtitles in developing their fluency skills in reading.

The consistent agreement of the learners on the usefulness of video presentations as supplements to printed modules in reading instruction suggests that the tools contribute to a more engaging and effective learning experiences for elementary school learners.

The results are aligned with the argument of Keyser (2021) that underscores the importance of innovative interventions in the enhancement of the learners' reading skills. The positive response emphasized in this study shows the potential of video presentations as valuable tool in improving the literacy skills of the learners.

Also, Pearson & Cervetti (2013) accentuated the significance of a supportive learning environment with learning aids for the development of reading skills. The findings in this study are in consonance to the authors' view, for video presentations emerged as a key tool for enhancing the literacy skills of the students.

While Gilakjani & Sabouri (2016) pointed up the importance of varied literacy activities and appropriate teaching methodologies for effective learning, the use of video presentations corresponds to this argument as this makes resource materials for the enhancement of the learners' reading skills varied. This can complement traditional printed modules that offers a practical approach in meeting the different learning styles.

The results mainly depict the potential of video presentations to improve modular instructions using printed modules. This supports the integration of multimedia tools in instruction to improve the learning outcome.

Assessment on the Influence of Video Presentations on Learners' Reading Engagement

The learners were also surveyed to determine how the video presentations influence their level of engagement in reading. The proceeding table reveals their responses.

Table 2

Extent of Learners' Reading Engagement while Using the Video Presentations

Indicators	Mean	SD	Description	Interpretation
1. I spend more time in reading while using the video presentations in understanding the printed texts.	3.28	0.71	*Strongly Agree*	***Highly Engaged***
2. I become more motivated in reading as I was aided to understand the words in the printed texts using the video presentations.	3.51	0.66	*Strongly Agree*	***Highly Engaged***
3. I am more motivated to do my reading assignments because of the video presentations that clarify instructions through examples and explanations given.	3.31	0.63	*Strongly Agree*	***Highly Engaged***
4. I enjoy reading texts with narrations in video presentations.	3.34	0.68	*Strongly Agree*	***Highly Engaged***
5. I become more interested to practice reading the printed texts as I listen to audio-video presentations with subtitles.	3.17	0.66	*Agree*	***Engaged***
Overall	***3.32***	***0.67***	***Strongly Agree***	***Highly Engaged***

The overall mean of 3.32 and standard deviation of 0.67, interpreted as 'highly engaged' reveals a strong agreement among learners on the positive impact of the video presentations on their level of reading engagement, their motivation to read and their enjoyment in reading activities. The overall standard deviation of 0.67 shows high consistency in the learners' responses, depicting the reliability of the results that also reinforces the value of video presentations in enhancing the learners' engagement in reading. This low variability of responses indicates that the video presentations positively influenced the learners' reading habit.

The means ranging from 3.17 to 3.51 across indicators reflect the strong positive impact of the video presentations as supplementary material in reading instruction on the motivation and

reading habit of the students. This suggest that the use of video presentations encouraged the learners to spend more time in reading and felt more motivated to understand printed texts and thereby completing reading assignments more effectively. Also, the consistent responses of the learners imply that audio-video presentations with subtitles also made students more interested in practicing reading. The low standard deviations across all indicators suggest a high level of agreement among respondents that manifests the significant positive impact of multimedia tools on reading instruction on the students' reading experience.

These findings are in accord to the assertion of Pearson and Cervetti (2013) that emphasized the significance of contextual and psychological factors in reading development, which considers the role of engaging and supportive contexts like multimedia-enhanced learning environments in enriching reading skills. The use of video presentations is a form of technology integration in instruction that enhances the learning setup. As assessed in this study, the participants find the material helpful in improving their engagement and motivation to read.

Also, Gilakjani and Sabouri (2016) accentuated the importance of literacy skills development activities, which recognizes the effectiveness of multimedia tools to aid students in understanding and practicing reading. Th e use of video presentations is an approach that does not only supports literacy skills, but also creates an engaging and enjoyable learning experience.

Assessment on the Effectiveness of Video Presentations in Improving the Learners Performance in Reading

The primary aim of this study is to assess the effectiveness of the video presentations as supplements to printed materials used in modular instruction in reading. Hence, the learners were surveyed to obtain data on the impact of the approach on their overall performance in reading based on the how they perceived their scores in the reading comprehension and achievement tests.

Table 3

Level of Effectiveness of Video Presentations in Improving the Learners' Performance in Reading

Indicators	Mean	SD	Description	Interpretation
1. I score better in standardized reading comprehension tests after consistently using video presentations in doing my tasks in printed reading modules.	3.05	0.68	*Agree*	***Effective***
2. I became more accurate in answering reading-related questions after using video presentations as aid in doing my homework in reading.	3.17	0.78	*Agree*	***Effective***
3. My performance in the quizzes in reading has improved after incorporating video presentations in my reading lessons.	3.34	0.72	*Strongly Agree*	***Very Effective***
4. I earned higher marks in my homework and performance tasks when video presentations are used in the learning process.	3.08	0.78	*Agree*	***Effective***
5. I score higher in vocabulary tests after exposing myself to video-aided instructions in reading	3.00	0.77	*Agree*	***Effective***
Overall	***3.13***	***0.75***	***Agree***	***Effective***

The overall mean score of 3.13 and standard deviation of 0.75, interpreted ad 'effective' reflect that the respondents agreed on the effectiveness of the video presentations in improving their reading performance based on the scores they gained in achievement tests, quizzes and other reading comprehension assessments. There is also a high level of consistency of the participants' consensus as evinced by the low standard deviation.

The means for indicators 1 to 5, ranging from 3.00 to 3.34 indicate a general agreement of the learners on the positive impact of the use of video presentations as supplementary materials to printed modules in reading instruction. These show that with the videos, the learners earn better scores, which signifies that there is an improvement in their reading performance.

Video presentations are also effective in aiding the learners to provide accurate answers to questions in the printed module.

This study supports the views of Pearson & Cervetti's (2013) that reading is a complex cognitive process influenced by visual aids. Studies by Mendoza, Caranto, and David (2015) and Kamarullah et al. (2018) also show that video presentations improve academic performance and engagement, which demonstrate their significant impact on students' reading comprehension, accuracy, and overall performance. As revealed in this study, the use of video presentations is perceived by the learners effective and significant in improving their reading performance.

CONCLUSION

The results of the study led to the formulation of the following conclusions:

1. The video presentations as supplement to printed modules in modular reading instruction are useful in developing the learners' reading comprehension skills in the elementary level.
2. The learners' engagement and motivation to read is increased through the use video presentations in providing instructions and explanations of the reading context.
3. Learners have improved their reading performance, specifically their scores in reading comprehension tests, thorough the help of the audio-visual presentations that provide further clarifications of the lesson content.
4. Audio-visual aids that include subtitles, narrations, figures and diagrams reinforce reading comprehension and improve the learners' performance.

RECOMMENDATION

Based on the conclusion, the following recommendations are drawn:

1. Educational institutions should incorporate video presentations into reading curriculum for elementary learners to enhance their reading comprehension skills.
2. Teachers should maximize visual and auditory support through the utilization of engaging video presentations with animations, interactive features, and relatable examples to boost the students' motivation and engagement in reading.
3. Video presentations should clarify complex concepts and provide comprehensive explanations of lesson content through the use of multimedia formats like subtitles, narrations, figures, and diagrams to reinforce understanding of complex concepts in the printed reading materials.

4. Promote regular assessments to monitor the impact of video presentations on students reading performance. Utilize feedback from learners to establish a basis for refinement instructional materials.
5. Provide professional development opportunities for teachers to enhance their skills and creativity in create and integrating video presentations into their teaching strategies, placing more emphasis on best practices.
6. Further studies that explore the benefits and challenges of video presentations may be conducted to provide additional body ok knowledge that attest to the effectiveness of the approach

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Psycholinguistic Aspects of Dyslexia: Diagnosis and Correction

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Abstract

«Children struggle with reading? Do they mix up and transpose letters, making many visual tracking errors? What can be done to help schoolchildren overcome dyslexia?»
Dyslexia, being a common reading disorder, affects a significant number of school-aged children. It is characterized by difficulties in word recognition, text decoding, and understanding what is read, which is due to problems in the psycholinguistic sphere. The diagnosis and correction of dyslexia require a comprehensive approach based on modern methods and research.

Keywords: Dyslexia, Orton-Gillingham method, Fast ForWord computer program.

Dyslexia Diagnosis
Dyslexia diagnosis involves assessing various language and cognitive functions. One of the key diagnostic methods is the use of tests for phonological awareness and visual perception. Shaywitz and Shaywitz (2003) emphasize the importance of early identification of phonological deficits, which are a primary predictor of dyslexia (Shaywitz, S. E., & Shaywitz, B. A., 2003. Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level).

Dyslexia Correction
Dyslexia correction should aim to improve phonological processing and develop decoding skills. An effective method is multisensory learning, such as the Orton-Gillingham approach, which combines visual, auditory, and kinesthetic elements. Research by Moats (2008) confirms that this method significantly improves reading in children with dyslexia (Moats, L. C., & Dakin, K. E., 2008. Basic Facts about Dyslexia and Other Reading Problems). Additionally, the use of modern computer programs, such as Fast ForWord, based on the principles of neuroplasticity, allows for effective improvement of cognitive skills and reading skills in children with dyslexia. Tallal and colleagues (1996) showed that such programs can significantly increase reading speed and accuracy (Tallal, P., Miller, S., & Fitch, R. H., 1996. Neurobiological Basis of Speech: A Case for the Preeminence of Temporal Processing).

Conclusion
Dyslexia is a complex psycholinguistic disorder that requires a comprehensive approach to diagnosis and correction. Modern methods, such as multisensory learning and the use of

computer programs, have proven effective in improving reading skills in children. It is important to continue research in this area to develop new techniques and improve existing ones.

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Book Review: Coherence: The Right Drivers in Action for Schools, Districts, and Systems

By Nidia Saisbhan Lashley

Abstract

In the book, *Coherence: The* Right *Drivers in Action for Schools, Districts, and Systems*, Fullan and Quinn came up with a framework called the Coherence Framework to provide leaders with guidance on how to accomplish coherence in a chaotic and constantly changing educational system. They provided four components in which leaders should follow to achieve this task. The purpose of this book review is to discuss and evaluate Fullan and Quinn's arguments.

Coherence: The Right *Drivers in Action for Schools, Districts, and Systems* Book Review

Fullan has spent years focusing on leadership and working with those in the education system to find solutions to staying focused in the ever-changing times and bringing impact to students and adults in the system alike.

The purpose of the book was to provide guidance for leaders on how to bring about focus and coherence in a changing world and for the education system to adjust to the changes. To do this, Fullan and Quinn (2016) stated that, as a thesis, the Coherence Framework in which leaders, central to the framework, would integrate components that drive, leading to coherence. The authors described coherence as the shared understanding of the purpose and nature of the work that comes about with actions by and within the minds of individuals and as a group. It is fostered within the minds of individuals and collectively, and then becomes the actions of everyone involved. The four components of the Coherence Framework are focusing direction, cultivating collaborative cultures, deepening learning, and securing accountability. These components work together and should be carried out in synchrony with each other (Fullan & Quinn, 2016).

Focusing direction is a shared purpose with clear goals and strategy that is maintained continuously. Also, leadership must embrace change. Cultivating collaborative cultures is having people work as a group, side by side with shared expertise, and collaborating at levels vertically and horizontally. Deepening learning is developing clear strategies for the "how" and the "why," finding the instructional strategies that work, and building capacity of all involved. Securing accountability is accountability to oneself and to those on the outside. These components work hand in hand with each other with overlap, and leadership is the central, crucial "heart." (Fullan & Quinn, 2016).

To accomplish focused direction, which is considered the foundation of the framework, leaders need to ensure that all involved are purpose driven, a few goals are set that would impact the most important areas, strategies to be taken are clear to all, and that leadership is embracing the change. Any stakeholder should be able to state what the direction is for the school, district, or system, and be committed to the shared purpose and direction.

The authors went on to explain that to cultivate a collaborative mentality and environment, leaders need to nurture a culture of growth, have a learning leadership style, provide capacity building opportunities, and foster collaborative work. Stakeholders need to work as a team at all levels, whether it be vertically or horizontally.

Fullan and Quinn continued to state that to achieve deepening of learning, leaders must ensure clarity of learning goals and precision of pedagogy, and shift practices through capacity building. Leaders need to be clear in what the goals are as a collective whole. The best instructional strategies need to be determined and put into action. Capacity building would be developed by increasing and sharing knowledge.

Coherence: The Right *Drivers in Action for Schools, Districts, and Systems* maintained a few themes throughout the book. The authors focused on collaboration, capacity building, and internal purpose of self. Fullan and Quinn (2016) argued that stakeholders need to work together and share a common purpose. It is an opportunity for all to discuss ideas, analyze strategies, determine goals, and find support. In collaborating, all members would be on the same page. The authors explained that "it's not about just creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose" (p. 48, Fullan & Quinn, 2016). The authors were all about the "we" as a focus for leaders.

Capacity building is not just individuals increasing their knowledge, but also groups as a whole building their knowledge. The authors stated that "capacity building approach lies in developing common knowledge and skill base, and sustaining an intense effort over multiple years," (p. 57, Fullan & Quinn, 2016). Capacity building overlaps in two components of the Coherence Framework, deepening learning and cultivating collaborative cultures. The point of capacity building is to ensure that those involved are knowledgeable, which allows the system to survive and continue if a leader may leave. The desire is not for the system to fall apart when a leader departs (Fullan & Quinn, 2016).

Internal purpose of self impacts collaboration and accountability. The authors argued that when people have that internal drive, they can sustain the focused direction, which is the foundation to the other components. Personal beliefs and values provide the moral purpose that keep stakeholders committed and willing to collaborate with others who share the same ideas. "They make purpose part of the organization's DNA by creating opportunities for people to make meaning of the possibilities, work on aspects of the challenge, and achieve success," (p. 19, Fullan & Quinn, 2016). They are also open to differing ideas. When people have that internal purpose, they then become accountable to themselves. This pushes them further and makes them want to keep doing better and making a difference (Fullan & Quinn, 2016).

Fullan and Quinn's book expressed some details that work as strengths for their purpose. Their argument of collaboration culture is something that should be applied at the different schools, districts, and systems. Many times, teachers question policies and wonder who are making these decisions. It is necessary for stakeholders at all levels to have a voice and share their thoughts, opinions, and knowledge. An environment of collective purpose will motivate each person to keep pushing and striving to better themselves and those around them. The authors' argument is supported by their references to some districts implementing cross-school and cross-district collaboration, Pittsburg Unified, San Lorenzo Unified, and Napa Valley Unified (Fullan & Quinn, 2016).

The authors argued that stakeholders need to have an innate drive and purpose. It is true that if people do not have the drive, they cannot be committed to the shared goals or want to increase their knowledge. This can then impact the collaboration of all stakeholders. Connections with others would be unattainable, and understanding of others' perspectives could be lost.

Although, Fullan and Quinn's arguments make a lot of sense, and they supported their arguments with examples from different school districts, I believe that even though people are willing to collaborate and learn and expand their knowledge, teachers and teacher leaders are unable to find the time to do this. During a school day, those with knowledge that can be shared with others cannot share this knowledge because of other responsibilities and requirements by the system.

Additionally, situations have changed in the past few years, now having a shortage of teachers. It is difficult to put something into action when there are not enough resources to allow leaders to implement the components of the framework. Teachers are discouraged and become overwhelmed when they need to do the jobs of others because of the shortage.

Fullan and Quinn's book aligned with previous work that Fullan had done. In his book, *Leading in a Culture of Change*, he focused on moral purpose, knowledge building, collaboration cultures, and coherence making (Fullan, 2001). The authors took a step further with this book and expanded on coherence making. They provided the components to attain coherence by coming up with the Coherence Framework. The authors elaborated on knowledge building, calling it capacity building in *Coherence: The* Right *Drivers in Action in Schools, Districts, and Systems.* The idea was the same, knowledge needed to be developed and shared by all participants for the system to work. Leaders needed to encourage this building knowledge in their teams. Moral purpose was a part of people that keeps them motivated and willing to work and collaborate with others. It went hand in hand with the purpose driven factor within sharing a collective direction in this book. Moral purpose was foundational in Fullan's book as it was in this book. Collaboration cultures was a component in both books and integral in both for leaders to harness. Collective action was paramount when things are constantly changing in society's educational systems (Fullan, 2001; Fullan & Quinn, 2016).

Setlhodi (2020) followed in Fullan and Quinn's ideas of collaboration between different levels being imperative for leadership and educational system change. He discussed the idea of collaborative circles for shared leadership to bring about improvement in performance of students. This collaborative action would aid in dialogue to share ideas and solutions and derive a common purpose. Setlhodi went on to talk about capacity growth and social capital

development (2020), which are two ideas Fullan and Quinn (2016) talked about. Social capital, as Fullan and Quinn explained it, is the quantity and quality of relationships and interactions between people (2016). Setlhodi maintained that collaborative leadership needs to be employed and sustained to make changes within schools. Although Setlhodi was focused on making changes within the school level, he argued that the district level needed to be a part of the discussions to bring about change (2020). Fullan and Quinn (2016) looked at bringing about change all the way up to the system level.

Coherence: The Right *Drivers in Action in Schools, Districts, and Systems* was a book written for an audience of those desiring to be leaders and wanting to collaboratively inspire and shake up the system. Those dedicated to impacting students and adults alike who are ready to act should read this book. In fact, Fullan and Quin provided a Coherence Framework tool that gives questions to ask to help those ready to implement the Coherence Framework. In addition, the authors showed their components of the Coherence Framework in infographics to help simplify the read. Although there was some overlap and repetition, the authors explained that some of the elements of each component intertwine with each other. Overall, Fullan and Quinn wanted to make "an understandable and valuable resource for leaders who want to make a lasting difference," (p. xii, Fullan & Quinn, 2016), and it is my opinion that they did.

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Book Review of Peter M. DeWitt's Instructional Leadership: Creating Practice Out of Theory

By Yasman Cortes

Abstract

Peter M. DeWitt's *Instructional Leadership: Creating Practice Out of Theory* emphasizes the importance of practical implementation in educational leadership. DeWitt argues that effective instructional leadership requires actionable strategies supported by empirical research. He identifies key influences and advocates for collaborative professional development and data-driven teaching decisions. While offering immediate implementation strategies, the book's brevity may leave some readers wanting deeper exploration of certain topics. Nevertheless, DeWitt's focus on practical strategies distinguishes his work in the field of educational leadership.

Keywords: instructional leadership, practical implementation, data-informed decisions, positive school climate, professional development, student engagement

Book Review of Peter M. DeWitt's *Instructional Leadership: Creating Practice Out of Theory*

"Instructional leadership is the most researched form of leadership, but the most difficult to display." In his book, *Instructional Leadership: Creating Practice Out of Theory*, Peter M. DeWitt examines the critical role of instructional leadership within educational contexts. As educational institutions worldwide face growing challenges, the need for skilled instructional leaders becomes more urgent. The central argument of his book is that effective leadership extends beyond theoretical frameworks; it depends on turning theory into actionable practice. His book provides a comprehensive examination of the driving forces behind effective instructional leadership and offers a roadmap to bridge the gap between research and practice. This review examines the book's main themes, evaluates its strengths and weaknesses, and discusses its place within the broader landscape of educational leadership theories.

DeWitt defines instructional leadership as the implementation of "practices that will increase student learning." He asserts that instructional leaders play a significant role in shaping teaching and learning, ultimately influencing student outcomes. Throughout his work he identifies six key "influences" of effective instructional leadership, each supported with empirical research and practical application. DeWitt advocates for leaders to actively implement evidence-based strategies, such as facilitating professional development sessions where teachers collaboratively design and implement differentiated lesson plans. Additionally, he emphasizes the importance of focusing on student learning outcomes by encouraging leaders to regularly assess progress and adjust instructional practices using formative assessment data to inform teaching decisions.

In addition, DeWitt reviews strategies to enhance student engagement, such as project-based learning and incorporating real-world contexts into lessons, providing examples of cross-curricular projects. His book also serves as a practical guide for instructional strategies like differentiation, personalized learning, and the use of technology. Furthermore, DeWitt stresses the significance of self-efficacy among instructional leaders. He shares stories of transformative leadership and highlights the importance of collaboration through professional learning communities and activities aimed at creating a positive school climate.

DeWitt's book stands out through its practical approach, offering actionable steps for leaders to implement immediately rather than lingering on abstract theories. As DeWitt states in his book, "the research alone will not make instructional leadership happen." By outlining strategies such as effective classroom observations, data-driven discussions, and professional learning communities, DeWitt addresses the practical needs of educational leaders seeking tangible methods to enhance their leadership impact. What sets this book apart is DeWitt's integration of research findings with real-world scenarios, providing leaders with applicable strategies backed by empirical evidence. From discussions on formative assessment to anecdotes of educational leadership, DeWitt connects theory to practice, making his recommendations credible and relevant for leaders in a variety of educational contexts.

Conversely, the book's brevity may leave readers wanting deeper exploration of certain topics, such as transfer-learning, which was only briefly discussed. While DeWitt captivates readers with his engaging narrative style, personal anecdotes, and case studies, those lacking background knowledge may struggle to understand the educational leadership concepts he presents. University students and novice administrators might find themselves wanting clearer explanations or references to foundational works to enhance their understanding. Despite these limitations, DeWitt's book remains a valuable resource for educational leaders seeking practical guidance informed by research and real-world examples.

DeWitt presents a fresh take on educational leadership that draws from insights of fellow experts. While theorists like Michael Fullan, frequently referenced by DeWitt, emphasize systemic change at the organizational level, DeWitt focuses on practical implementation within classrooms and schools. Fullan's approach targets large-scale transformation, advocating for systemic shifts and focusing on the "what" and "why" of change (Fullan, 2020). However, DeWitt addresses the essential "how," offering specific strategies for instructional leaders to employ within their schools. From implementing data collection systems to building advisory groups, DeWitt's emphasis on practical strategies stands out among other works in educational leadership.

In summary, Peter M. DeWitt's book, *Instructional Leadership: Creating Practice Out of Theory*, emphasizes the vital need of practical implementation in educational leadership. DeWitt compares research on instructional leadership to "the information we see online around diets." In a field often inundated with abstract concepts, DeWitt's focus on translating theory into actionable approaches that equip leaders with the tools to drive meaningful change in their classrooms and schools. While the book may lack depth in certain areas and assumes prior familiarity with educational leadership concepts, it remains a valuable resource for leaders

seeking to enhance their impact through evidence-based practices. DeWitt's emphasis on the practical "how" of leadership implementation sets his work apart.

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