Evaluating Impact Together: A Partnership Between Catch Up and Read and Southern Methodist University

Carol Goglia, Martha Bujanda, Magdalena Pando

Jennifer Sayed, Sydney Loutit, Jiabao Wen, Shanae Neal, Shanea Neal

Introductions

Carol Goglia,
CEO
Catch Up & Read

Martha Bujanda,
Director of Strategic Impact,
Catch Up & Read

Magdalena Pando, Ph.D.
Associate Professor
Southern Methodist University

Jennifer Sayed, M.Ed.

Sydney Loutit, M.Ed.

Jiabao Wen, M.Ed

Theodora Beauchamp, M.Ed.

Shanae Neal, M.T.

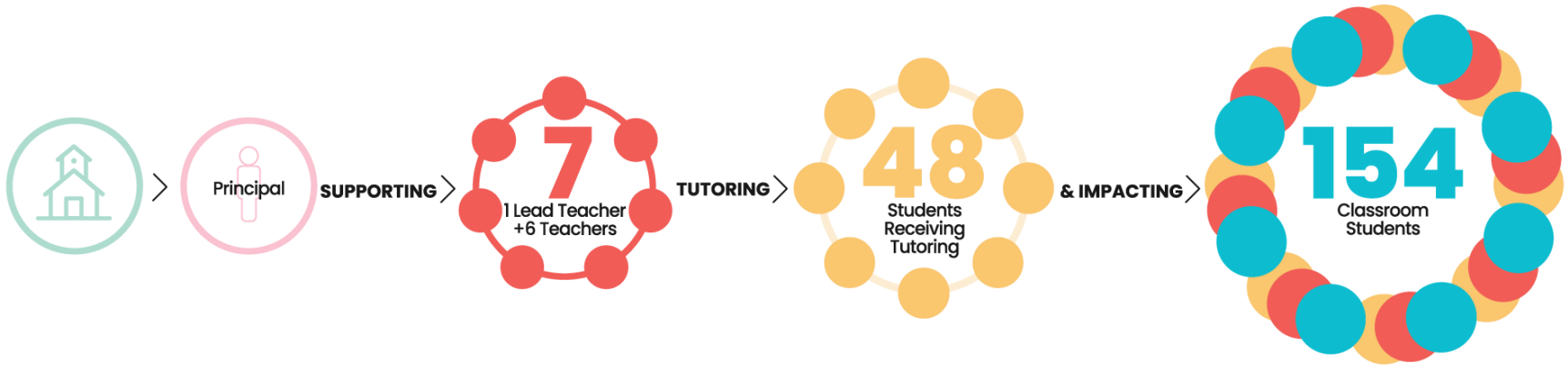
Shanea Neal, M.T.

Doctoral Scholars
Southern Methodist University

If we provide high quality professional development focused on evidence-based literacy practices to teachers who put that training into action

then we will

Increase teacher effectiveness and students' reading proficiency



Catch Up & Read's Special Sauce

How We Deliver Stellar Results

1. **TEACHERS: Deliver the Program**
   - Trained
   - Paid
   - Drive Scale/Multiplier Effect

2. **SCIENTIFIC APPROACH: Leverage**
   - Science of Reading
   - Bilingual Advantage
   - Social Emotional Learning Expertise

3. **STUDENT LEARNING: Customize**
   - Data-Driven
   - Coaching-Centric
   - High Dosage Intervention
   - Early Identification of Learning Differences

4. **END GOAL: Confident and Capable Readers**
   - Setting the stage for their success in school and life

CAR Logic Model

ACTORS & PROCESS	INPUTS What resources do we have to work with?	ACTIVITIES What is the program doing with its resources?	OUTPUTS What are the tangible products of our activities?	SHORT-TERM OUTCOMES What changes do we expect to occur within the first year?	MID & LONG TERM OUTCOMES What changes do we want to see in 2-10 years?
Catch Up and Read	• Staff expertise & knowledge • CAR model of data driven, differentiated literacy instruction • Relationships with teachers, principals, district leaders • Funding	• Deliver professional development on CAR model • Monthly literacy progress monitoring • Weekly coaching/planning with teachers • Progress monitoring with students	• # districts & campuses • # teachers trained • # students served • # hrs coaching sessions with teachers, leaders & students • # hrs of professional development delivered • % satisfaction with CAR coaching & PD	• Improved knowledge of data driven, differentiated literacy instruction • Improved use of data driven, differentiated literacy instruction • Improved behavior management skills • **Improved effectiveness as a teacher** • **Increased job satisfaction**	MID-TERM (2-5 yrs) • Increased proficiency planning, writing and delivering data driven, differentiated literacy instruction • Increased teacher retention LONG-TERM (5+ yrs) • CAR teachers develop as instructional leaders on campus • CAR model of data driven, differentiated literacy instruction becomes the campus norm
CAR teachers	• Stipend	• **Actively participate in coaching and professional development** • Tutor struggling students weekly • Implement CAR model with fidelity	• **% attendance at CAR coaching & PD** • # hrs tutoring offered • % CAR elements implemented		
CAR students	• After school enrichment & tutoring	• **Actively participate in tutoring** • **Actively participate in monthly progress monitoring**	• % attendance tutoring & coaching	• **CAR students meet or exceed reading growth expectations for the school year**	MID-TERM (2-5 yrs) • CAR students meet or exceed grade level expectations for reading • Non-CAR students in CAR teachers' class meet or exceed reading growth expectations LONG-TERM (5+ yrs)

EDU 7318 Program Evaluation

Course focuses on developing proficiency using **research design principles** & **integrating analytic techniques** to **examine and evaluate** the effectiveness of programs for improving student achievement.

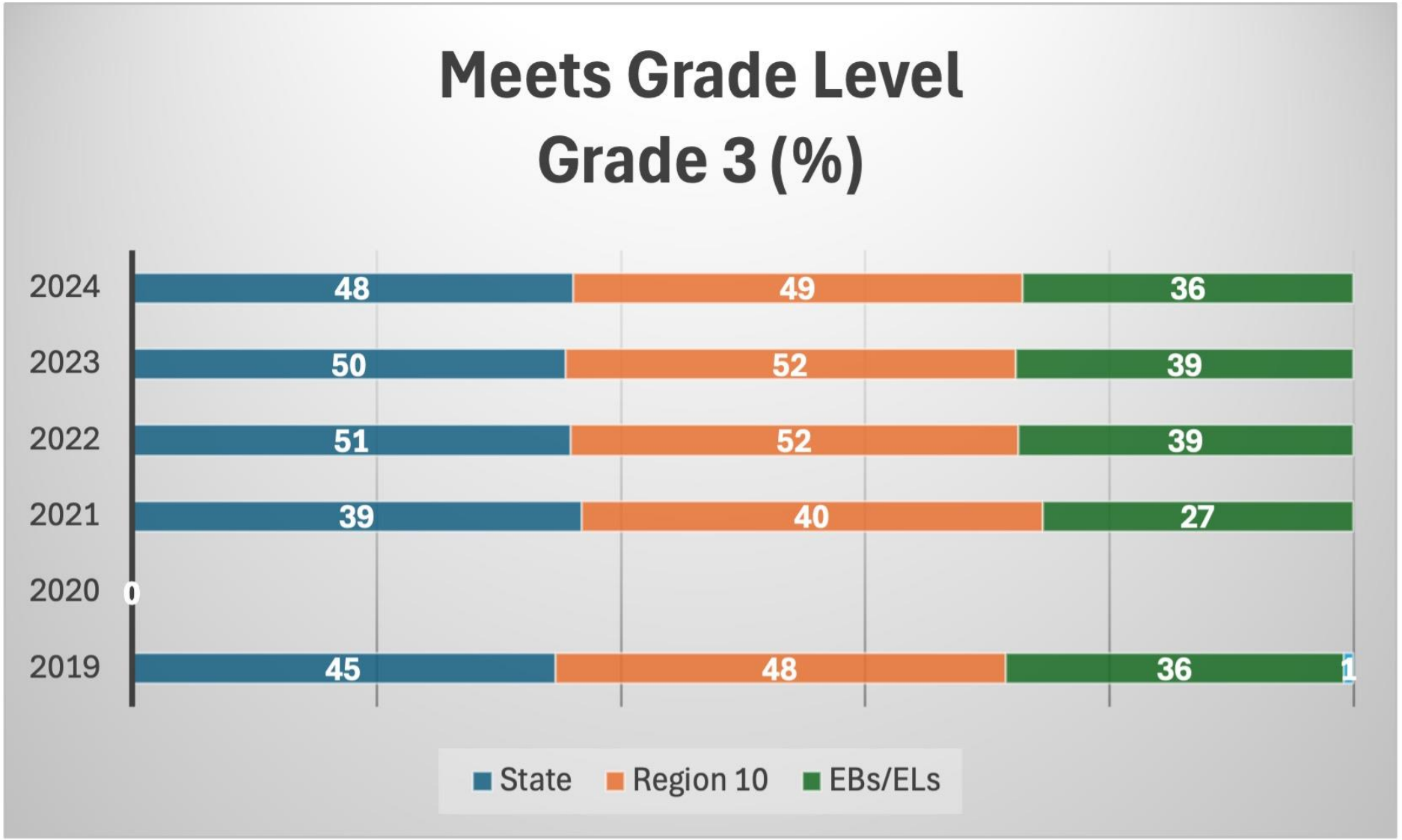
Rationale:

- Student Achievement (RLA)
- Teacher Effectiveness
- Teacher Retention
- Program Evaluation Practice

Partnership: Evaluating Impact Together

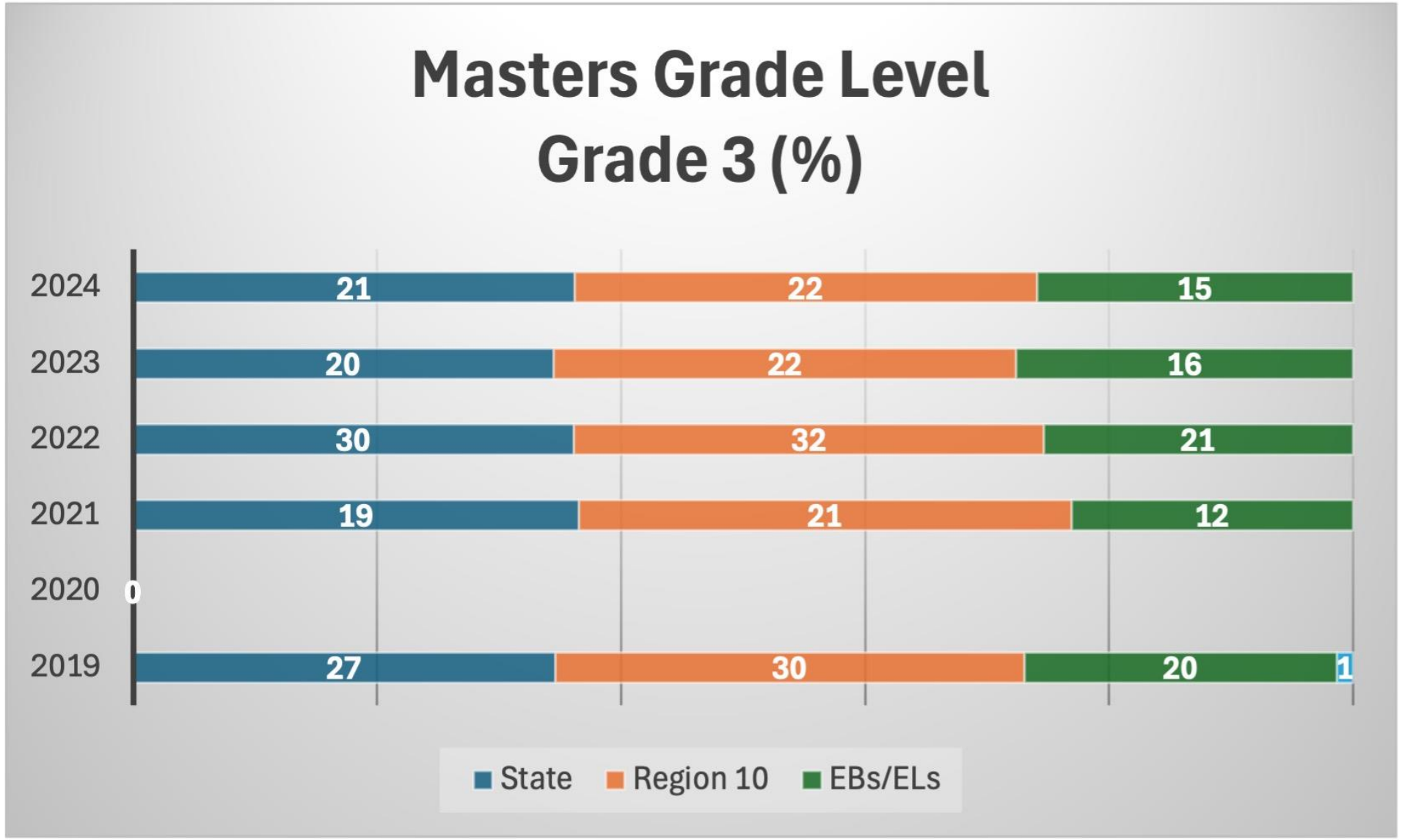
Student Achievement

Reading Language Arts (STAAR)



Student Achievement

Reading Language Arts (STAAR)



Evidence-based Literacy Practices (Teacher Effectiveness)

Foundational Skills to Support Reading for Understanding in K-3rd Grade (Foorman et al., 2016)

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (minimal evidence)

2. Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence)

3. Teach students to decode words, analyze word parts, and write & recognize words. (strong evidence)

4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence)

Teacher Retention

Factors Impacting Teacher Retention

- Increased PD session attendance is a strong predictor of teacher retention (Luesse et al., 2022; Ovenden-Hope, 2018)
- Mexican American Special Education teachers in Texas- prior hands-on experience “significant factor in retaining special education teachers…” (Lopez-Estrada & Koyama, 2010, p. 94)
- Advising and support are the strongest factors contributing to success in a paraprofessional-to-teaching program (Griener & Wellman, 2024)

Studies indicate that PD support contributes to teacher retention and the development of paraprofessionals into teacher-of-record roles.

Program Evaluation Practice

1. What are the characteristics of teachers who participate in the PD provided by Catch Up and Read?
2. Are teachers who are served by Catch Up and Read's PD demographically similar to those for whom the research suggests PD improves retention?
3. What are possible predictors associated with reading growth for students in grades 1-3 in the Catch Up and Read intervention?
4. How do Catch Up and Read's environmental and social supports contribute to its ability to build the educator pipeline?

CAR EDUCATOR SUPPORT: EXPLORING ITS RELATIONSHIP WITH TEACHER DEVELOPMENT AND RETENTION

Authors: Jennifer Sayed & Sydney Loutit, Southern Methodist University

Introduction

Students who read fluently by grade 3 demonstrate higher academic achievement throughout their school careers (Lesnick et al., 2010; The Annie E. Casey Foundation, 2010). Catch Up & Read (CAR) provides high-quality tutoring to students in the third grade. The program served 793 students at 21 elementary schools predominantly in Dallas ISD during the 2023-24 academic year.

Not only did these students receive focused after school tutoring to boost their reading achievement, but 183 CAR teachers attended 13,040 hours of professional development and practicum (Catch Up & Read, 2025b). The CAR theory of change (Figure 1) is rooted in providing high quality professional development to teachers, leading to better outcomes for students (Catch Up & Read, 2025a).

CAR's long term goals include increasing teacher retention. This pilot evaluation examines the relationship between CAR teachers' attendance at CAR professional development sessions. Our goal was to analyze whether CAR professional development is benefitting teachers from demographic groups which have historically had lower rates of representation in the teaching profession.

Figure 1: CAR Theory of Change, reprinted from catchupandread.org/program

How Our Program Works

Theory of Change: Improve Teaching to Grow Students

IF we provide high quality professional development focused on evidence-based literacy practices to teachers who put that training to action...

THEN we will increase teacher effectiveness and students' reading proficiency!

Objective

Research suggests that providing ongoing support in the form of professional development contributes positively to teacher retention (Eberhard et al., 2000; Griner & Wellman, 2024; Lochmiller et al., 2024; López-Estrada & Koyama, 2010; Ovenden-Hope et al., 2018; Rodgers & Skelton, 2013).

This research supports the idea that teachers in their first three years of the profession and those who self identify as Hispanic/Latino respond positively to high quality professional development. Teachers who fit this criteria and attend high quality professional development sessions are more likely to remain in the profession. We sought to explore the relationship between selected characteristics of CAR teachers and the number of hours of CAR professional development they attend. By doing so, we could better understand whether CAR professional development is serving teachers research has demonstrated may benefit most from high-quality professional development.

Our Evaluation Questions were:

EQ1: What are the characteristics of teachers who participate in the PD provided by CAR?

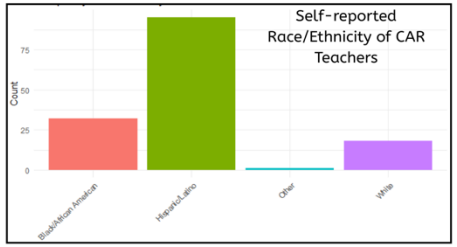
EQ2: Are the teachers who are served by CAR's PD demographically similar to those for whom the research suggests PD improves retention?

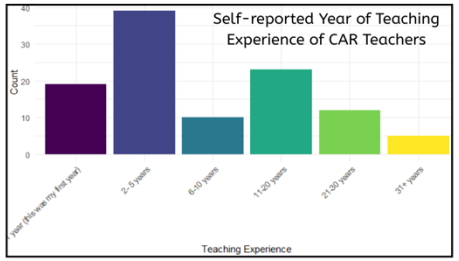
Methodology

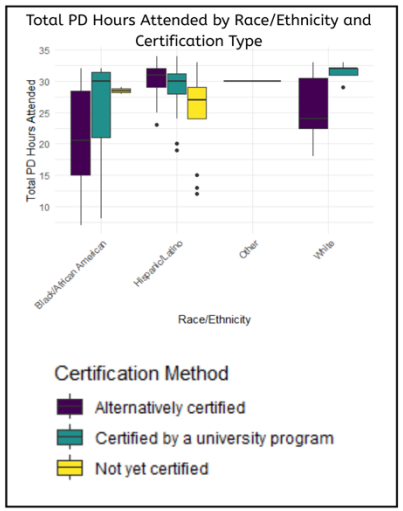
- We utilized the CAR teacher demographics from 2023-2024 and 2024 Teacher Surveys
- Survey data was matched based on ID number and combined to create the main data set. This reduced our sample size from 183 to 108 due to missing or mismatched ID numbers.
- We ran multiple simple linear regressions with total hours of CAR PD attended as our outcome variable. We checked for significant interactions.
- Predictors: Race/Ethnicity, type of certification, total years of teaching experience. All of these were self-reported.

Results

- Teachers who identify as Hispanic/Latino engaged in signficantly more PD hours.
- Alternatively certified teachers of Hispanic/Latino background engaged in significantly more PD hours than any other group based on Race/Ethnicity and certification type.
- Hispanic/Latino teachers not yet certified attended significantly lower amount of PD hours
- Early career and experienced teachers attended significantly more PD hours.







Model 1: Race/Ethnicity Predicting PD Hours (R^2 = 0.091, F = 4.75, p = 0.003)

Predictor	B	95% CI	t	p
Intercept (Black/African American)	23.547	[21.444, 25.65]	22.137	< .001***
Hispanic/Latino	4.590	[2.159, 7.021]	3.732	< .001***
Other	6.453	[-5.626, 18.532]	1.056	0.293
White	3.842	[0.338, 7.347]	2.167	0.032*

Note:
* p < .05, ** p < .01, *** p < .001

Model 2: Teaching Experience Predicting PD Hours (R^2 = 0.089, F = 1.99, p = 0.087)

Predictor	B	95% CI	t	p
Intercept (1 year (first year))	24.211	[21.506, 26.915]	17.755	< .001***
2- 5 years	3.854	[0.555, 7.152]	2.317	0.022*
6-10 years	2.889	[-1.716, 7.495]	1.244	0.216
11-20 years	3.355	[-0.3, 7.01]	1.821	0.072
21-30 years	6.581	[2.234, 10.928]	3.003	0.003**
31+ years	3.789	[-2.136, 9.715]	1.268	0.208

Note:
* p < .05, ** p < .01, *** p < .001

Model 3: Certification Method Predicting PD Hours (R^2 = 0.041, F = 2.24, p = 0.111)

Predictor	B	95% CI	t	p
Intercept (Alternatively certified)	26.847	[25.145, 28.549]	31.270	< .001***
Certified by a university program	2.028	[-0.447, 4.503]	1.625	0.107
Not yet certified	-1.314	[-4.83, 2.203]	-0.741	0.461

Note:
* p < .05, ** p < .01, *** p < .001

Interaction Analysis: Race/Ethnicity × Certification Method Predicting PD Hours (R^2 = 0.281, F = 4.80, p = < .001)

Predictor	B	95% CI	t	p
Intercept (Black/African American, Alternatively certified)	21.233	[18.489, 23.978]	15.350	< .001***
Hispanic/Latino	8.997	[5.551, 12.444]	5.180	< .001***
Other	8.767	[-2.212, 19.745]	1.584	0.116
White	4.624	[-0.242, 9.49]	1.886	0.062
Certified by a university program	3.767	[-1.099, 8.632]	1.536	0.128
Not yet certified	7.267	[-0.735, 15.269]	1.802	0.075
Hispanic/Latino:Certified by a university program	-4.669	[-10.286, 0.948]	-1.649	0.102
Other:Certified by a university program	NA	[NA, NA]	NA	NA
White:Certified by a university program	1.776	[-6.124, 9.677]	0.446	0.657
Hispanic/Latino:Not yet certified	-12.421	[-21.199, -3.642]	-2.807	0.006**
Other:Not yet certified	NA	[NA, NA]	NA	NA
White:Not yet certified	NA	[NA, NA]	NA	NA

Note:
* p < .05, ** p < .01, *** p < .001. Reference categories: Black/African American teachers with alternative certification. Interaction p = .014.

Discussion

- Experienced teachers continue to benefit from CAR PD, indicated by their high participation rate. This suggests a connection between high quality professional development and teacher retention, as supported by the literature.
- Alternatively certified teachers who identify as Hispanic/Latino (and may face retention barriers) also benefit, based on their participation rate (as suggested by the literature). This suggests that CAR professional development is supporting teachers who face retention barriers. This result is promising.
- We need to know more why teachers who identify as Hispanic/Latino and are not yet certified are attending less PD hours.

Future research: need detailed retention data to confirm if participation in CAR is contributing to teacher retention. Qualitative data may also be informative.

Limitations: Sample size limited by the data matching process; based on only one year's data

References

Catch Up & Read. (2025a). *How our program works.* Catch Up & Read.

Catch Up & Read. (2025b). *Measurable results with lasting impact.* Catch Up & Read.

Eberhard, J., Reinhorst-Mondragon, P., & Stottlemyer, B. (2000). *Strategies for new teacher retention: Creating a climate of authentic professional development for teachers with three or less years of experience.*

Griner, A. C., & Wellman, D. K. (2024). Effective support strategies serving diverse teacher candidates in paraprofessional to teaching programs. *International Journal of Teacher Education and Professional Development, 7*(1), 1–19.

Lesnick, J., George, R. M., Smithgall, C., & Gwynne, J. (2010). *Reading on grade level in third grade: How is it related to high school performance and college enrollment? A longitudinal analysis of third-grade students in chicago in 1996–97 and their educational outcomes. A report to the Annie E. Casey foundation.* Chapin Hall at the University of Chicago.

Lochmiller, C. R., Perrone, F., & Finley, C. (2024). Understanding school leadership's influence on teacher retention in high-poverty settings: An exploratory study in the U.S. *Education Sciences, 14*(5), 545.

López-Estrada, V., & Koyama, M. (2010). Retaining mexican american special education teachers in texas. *Journal of Hispanic Higher Education, 9*(1), 82–97.

Ovenden-Hope, T., Blandford, S., Cain, T., & Maxwell, B. (2018). RETAIN early career teacher retention programme: Evaluating the role of research informed continuing professional development for a high quality, sustainable 21st century teaching profession. *Journal of Education for Teaching : JET, 44*(5), 590–607.

Rodgers, C., & Skelton, J. (2013). Professional development and mentoring in support of teacher retention. *I-Manager's Journal on School Educational Technology, 8*(3), 1.

The Annie E. Casey Foundation. (2010). *Early warning! why reading by the end of third grade matters. Policy & Practice of Public Human Services, 68*(4), 44.

EQ 1

What are the characteristics of teachers who participate in the PD provided by Catch Up and Read?

EQ 2

Are teachers who are served by Catch Up and Read's PD demographically similar to those for whom the research suggests PD improves retention?

Jennifer Sayed, M.Ed.

Sydney Loutit, M.Ed.

Insight from Catch Up & Read (CAR) intervention: What Best predicts students end of year reading fluency beyond the Starting point?

Jiabao Wen, Southern Methodist University
Theodora Beauchamp, Southern Methodist University

Introduction

- Early reading fluency is a critical foundation for later academic success.
- Catch Up & Read (CAR) provides structured interventions in grade 1-3 to support struggling readers.
- Understanding which factors best predict end-of-year (EOY) oral reading fluency can guide educators in tailoring instruction.
- Prior studies suggest initial fluency and progress-monitoring metrics (e.g., MAP growth) may service as strong indicator of later performance.

Objective

The objective of this exploratory study is to identify the possible predictors associated with reading growth for student grades 1-3 In CAR intervention program.

Methodology

- **Design**
  - Program evaluation framework to examine the effectiveness of CAR in improving reading performance.
- **Sample**:
  - 536 elementary students at independent schools in DISD.
- **Approach**
  - Longitudinal tracking of students' reading performance across Beginning-, Middle-, and End-of-Year checkpoints.
- **Variables**
  - DV: End-of-Year oral reading fluency
  - IV: Initial reading fluency, MAP growth metrics, middle-of-year reading fluency, and enrollment duration.

CORE The Addy Foundation Center *on* Research *and* Evaluation

SMU

Analysis

Multiple Linear Regression (MLR)

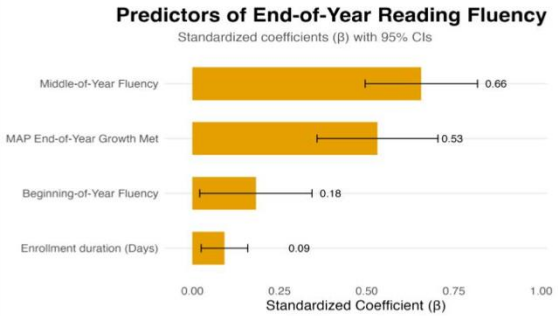
- Goal: Identify predictors of End-of-Year oral reading fluency
- Key predictors tested: BOY fluency, MOY fluency, MAP growth, school enrollment

Growth Mixture Modeling (GMM)

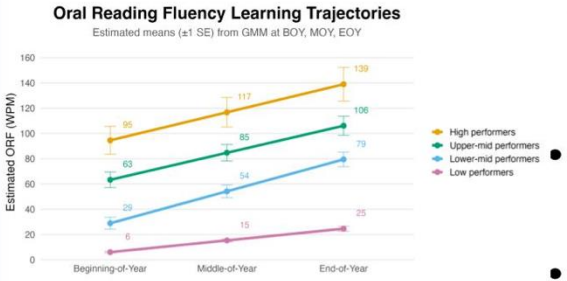
- Goal: Detect distinct growth trajectories across the student population.
- Four trajectory classes

	Dependent variable:
	END_OF_YEAR_ORAL_READING_FLUENCY
BEGINNING_OF_YEAR_ORAL_READING_FLUENCY	0.235** (0.106)
MIDDLE_OF_YEAR_ORAL_READING_FLUENCY	0.675*** (0.084)
MAP_GROWTH_METYes	19.872*** (3.291)
DISD_ENROLLMENT	1.771*** (0.651)
Observations	217
R2	0.766
Adjusted R2	0.759
Residual Std. Error	18.375 (df = 210)
F Statistic	114.280*** (df = 6; 210)
Note:	*p<0.1; **p<0.05; ***p<0.01

Results



- MAP Growth Met = **Strongest predictor** of EOY performance
- MOY, BOY fluency, and enrollment duration are significant but weaker predictors



- Four distinct learning patterns emerged were defined by GMMs based on three data points : *High performers, Upper-mid, Lower-mid, Low performers.*
- All groups showed growth, but **performance gaps persisted** from BOY → EOY.
- Visual: Learning trajectory plot (lines labeled High → Low)

Discussion

- CAR may need differentiated pathways to better serve lower-performing groups.
- CAR program students with low performance will need more time to progress in fluency.
- **Implications**- Teachers should use MOY fluency results to adjust instruction and provide timely supports.

Acknowledgements

Thank you to CAR for providing data. Thank you to Dr. Pando for providing the opportunity to research the CAR data and share our findings.

EQ 3
What are possible predictors associated with reading growth for students in grades 1-3 in the Catch Up and Read intervention?

Jiabao Wen, M.Ed

Theodora Beauchamp, M.Ed.

Rooted in Support: Catch Up & Read's Ability to Grow the Educator Pipeline

Authors
Shanea L. Neal, MT
Shanae Neal, MT

Introduction

- Teacher **retention** is the ability to keep teachers in the classroom and lessen turnover (Lasagna, 2009; Rodgers & Skelton, 2014). It is important to study because teacher turnover is **costly** (Rodgers & Skelton, 2014) and **undermines student achievement** (Learning Policy Institute, 2024).
- The most frequent factor that impacts retention is a **supportive environment** (Koerber et al., 2023). When the work environment is collegial and supportive and teachers can improve their teaching abilities, they remain in the profession (Billingsley, 2004; Reitman & Dunnick Karge, 2019).
- Our study builds upon existing literature by exploring how an after-school reading program's environment and PD opportunities impact DISD teachers' ability to support struggling readers and their dedication to the program.
- Increased retention of teachers in CAR may increase their **commitment** to the teaching profession, thus remaining in DISD and building the educator pipeline.

Research Question

How do CAR's environment and social supports contribute to its ability to build the **educator pipeline**?

Methodology

- Qualitative research design and a **descriptive case study** approach to explore teachers' perceptions of CAR's environment and supports
- **SAMPLE:** 40 CAR teachers across 16 sites in DISD (6 Accelerator Sites and 10 Classic Sites)
- **DATA SOURCES:** Open-ended responses on the CAR Teacher Survey Results 2023-24 and CAR Teacher Demographics

Acknowledgements
We would like to thank Ayanna Jackson, Carol Goglia, and the rest of the CAR staff at Highland Meadows Elementary for allowing us to observe their program and sharing their data.

Analysis

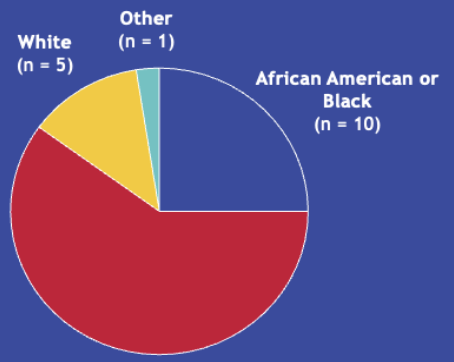
- Used an **inductive coding** process to allow themes and patterns to emerge organically from the data, rather than imposing predetermined codes (Saldaña, 2021)
- 2 cycles of **open coding** to capture a wide range of teachers' experiences (Saldaña, 2021)
- Developed a coding scheme, engaged in an inter-coder agreement process, and refined the codebook
- Used **thematic analysis** to identify recurring topics and ideas; categorized codes into broader categories; grouped categories into themes that reflect meaningful data patterns related to our research question

Codebook

Code	Definition	Example
Team	Describes instances where CAR team members consistently demonstrated care and encouragement for teachers where teachers felt valued and prepared	"I truly enjoyed being a part of this program. I felt valued as a teacher." "All of the CAR Staff has been so kind and helpful to me for several years."
Support	Describes instances where CAR teachers felt supported by program leads	"keeps teachers feeling supported." "Thank you for spoiling us and supporting us all year!"
Atmosphere	Refers to comments about a positive and collaborative environment	"the atmosphere is different and I really like it." "positive learning environment, prizes days rock!!"
Professional growth	Describes teachers' perceptions of their own success in acquiring new skills and knowledge by participating in the CAR program, which has positively impacted their current role	"I could see my hard work paying off right away." "I think it has made me a better teacher overall." "I did move from teacher to Lead teacher."

"I do love how teachers are treated, and how they are giving us everything ready to star[t] to work."

Participant Demographics



"I truly enjoyed being a part of this program. I felt valued as a teacher, and I could see my hard work paying off right away."

"Thank you for taking in an aspiring teacher and believing in me!"

"As a first-year teacher…I'm grateful to be a part of such an amazing team who also helped me grow as a teacher."

Findings & Discussion

FINDING 1:
CULTURE CLUB: The CAR staff create an uplifting atmosphere and encourage teamwork.

Teachers described the atmosphere as collaborative and affirming. The CAR team played a pivotal role in promoting teachers' sense of value and readiness through sustained encouragement and support. Teachers' expressions of gratitude affirmed both appreciation for staff and recognition of the program's effectiveness. Collectively, these factors reinforced a **positive work culture**, aligning with existing studies that link supportive professional communities and collegiality to stronger teacher retention (Billingsley, 2004; Koerber et al., 2023).

FINDING 2:
DEVELOPMENT DEN: CAR's commitment to professional development may contribute to the retention of teachers.

Teachers described how the program provided opportunities to **develop skills and knowledge** essential for supporting struggling readers, which in turn enhanced their classroom practice and self-confidence. The steady encouragement and support from CAR staff reinforced their professional efficacy, leading many teachers not only to stay engaged with the program but also to sustain their dedication to the teaching profession. This finding is consistent with the literature, which demonstrates that when teachers receive structured support and opportunities for professional growth, they build the self-confidence vital for remaining in the teaching profession (Billingsley & Cross, 1991; Reitman & Dunnick Karge, 2019; Rodgers & Skelton, 2014).

Limitations

- Small sample
- Limited **depth and detail** since teachers provided brief answers to only one open-ended question, restricting our ability to probe or clarify responses

Recommendations

- CAR should collect **more qualitative data** from CAR teachers through interviews or focus groups to better understand their experiences

CORE SMU
The Addy Foundation Center on Research and Evaluation

EQ 4
How do Catch Up and Read's environmental and social supports contribute to its ability to build the educator pipeline

Shanae Neal, M.T.

Shanea Neal, M.T.

Insights

1. Building teachers' skills and knowledge through an affirming, supportive climate and culture like CAR improves teacher retention.
2. Increased retention of teachers who have participated CAR may increase their commitment to the teaching profession, thus remaining in Dallas ISD and building a teacher pipeline.
3. MAP growth met is the strongest performance of EOY performance while BOY, MOY fluency are significant but weaker predictors.
4. CAR is honored to collaborate to build the capacity of future leaders and to learn from third party (SMU).
5. Additional data methods (QUAL) to understand the depth of Teacher PD participation and examine if participation is contributing to teacher retention.
6. Differentiated pathways for oral reading fluency may better serve lower-performing student groups
7. Data management and time are the largest constraint for rigorous analysis and evaluation

THANK YOU!

QUESTIONS

?

References

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

Griner, A. C., & Wellman, D. K. (2024). Effective support strategies serving diverse teacher candidates in paraprofessional to teaching programs. *International Journal of Teacher Education and Professional Development, 7*(1), 1–19. https://doi.org/10.4018/ijtepd.361239

López-Estrada, V., & Koyama, M. (2009). Retaining Mexican American special education teachers in Texas. *Journal of Hispanic Higher Education, 9*(1), 82–97. https://doi.org/10.1177/1538192709357032

Luesse, H. B., Luesse, J. E., Lawson, J., Camp, M. J., & Diaz, K. G. (2022). The academy for teachers professional development program. A model to support teacher retention. *Cogent Education*, *9*(1). https://doi-org.proxy.libraries.smu.edu/10.1080/2331186X.2022.2140540

Ovenden-Hope, T., Blandford, S., Cain, T., & Maxwell, B. (2018). RETAIN early career teacher retention programme: evaluating the role of research informed continuing professional development for a high quality, sustainable 21st century teaching profession. *Journal of Education for Teaching*, *44*(5), 590–607. https://doi-org.proxy.libraries.smu.edu/10.1080/02607476.2018.1516349