

## **ABSTRACT**

This qualitative action research study examined the experiences of teachers participating in a small professional learning community and the implementation of collaboratively designed adaptations for reading comprehension instruction. Participants included two teachers and kindergarten students. The teacher participants attended nine collaborative meetings where they reflected on their teaching, discussed their shared beliefs and vision for teaching and learning, and researched best practices for teaching reading comprehension. Throughout the process teaching strategies were implemented in the kindergarten classroom that included: differentiated instruction, modeling, activating schema, bodily kinesthetic activities, choice, and real-world experiences. Analysis revealed that when teachers work as a community of learners they are participating in a life-long learning process where a level of respect is gained as educators take risks by sharing their beliefs on education. Analysis of student data showed that students had the ability to master reading comprehension when they were collaboratively engaged in taking picture walks, identifying story structure, making connections, questioning, and thinking at higher levels. The data suggests that when educators are proactively engaged in teacher collaboration they are motivated to learn, their classroom instruction improves, and they take the time to self-reflect. The data also illustrates that kindergarten students see reading as an important life-long activity that is fun.