This quantitative study investigated the relationship between high school social studies teachers’ reading professional development through Project CRISS: Creating Independence through Student-Owned Strategies (CRISS) and the implementation of active reading strategies in the classroom. Quantitative data were collected through an online survey in order to provide a comprehensive picture of high school social studies teachers' self-reported classroom practices relating to the use of active prereading, during-reading, and postreading strategies. Additionally, the survey asked teachers to self-report their observations of student independent implementation of the same active reading strategies. These data were used to provide an in-depth look that expanded on high school social studies teachers' self-reported classroom practices relating to reading. The results of this study indicated that there was no significant relationship between teachers' reading professional development through CRISS and their self-reported classroom practices in the implementation of active pre-, during, and postreading strategies. Further findings indicated no significant relationship between teachers’ reading professional development through CRISS and their self-reported observations of student independent implementation of the same active reading strategies. Lastly, there were no correlations that indicated that years teaching in the classroom moderated these relationships. Implications and suggestions for future research were offered for future reading professional development for secondary teachers and educational researchers who intend to utilize survey instruments.