

GUIDED READING: A STUDY IN TEACHER SELF-EFFICACY AND PREPAREDNESS

A Dissertation

By

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This dissertation meets the standards for scope and quality of  
Texas A&M University-Corpus Christi and is hereby approved.

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## ABSTRACT

Previous research has focused on a variety of aspects of guided reading instruction (Tobin & McInnes, 2008; Williams, 2010; Frey & Fisher, 2010; Johnson & Keier, 2010). However, research that examines the instruction of guided reading with relation to novice teachers' sense of self-efficacy is missing from the literature.

This qualitative study provides researchers and practitioners with an opportunity to explore the preparation teachers undergo before teaching guided reading, teaching methods used during reading instruction, and the degree of efficacy teachers feel about their preparation and teaching practices. This study took place in a district located in Region 2, as identified by the Educational Service Center, of the Coastal Bend of Texas (2015). This district is 3A and placed in a rural community, surrounded by a small town.

The findings revealed that novice teachers' self-efficacy and preparedness in the instruction of guided reading varied greatly. All three novice teachers had varying senses of self-efficacy and all teachers utilized various resources from Bandura's (1977) Self-efficacy Theory. Additionally, all three teachers drew from varying Social Learning Theories (Bandura, 1971) which influenced their teaching. Finally, Rotter's (1966, 1990) Locus of Control was used to explain teacher's senses of self-efficacy.

The results of this study have implications for researchers and instructors of guided reading, administrators, novice teachers, and established teachers. This study also has implications for clinical teacher preparation programs. Additionally, this research shares information that can be used to further literacy instruction including, but not limited to, how teachers utilize classroom resources and training.

## DEDICATION

It is with great respect and love that I dedicate this, my magnum opus, to my family. My mother, who did not see me finish, but believed that I would . . . and to my father, who is very supportive of me as I continue to learn.

My husband and young son are my backbone. I am in awe of their continual support, encouragement, and sacrifice. Thank you for all you have done and continue to do, so that I can reach my goals.

Nana and Pop have made teaching five courses a semester and finishing my dissertation possible. Their extra hands and “Liam time” meant that I had time to teach and write. This was desperately needed and much appreciated.

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## CHAPTER ONE: INTRODUCTION

“Reading is a process by which children can, on the run, extract a sequence of cues from printed texts and relate these, one to the other, so that they understand the message of the text.”

-Marie Clay, *Becoming Literate: The Construction of Inner Control*  
(1991, p. 22)

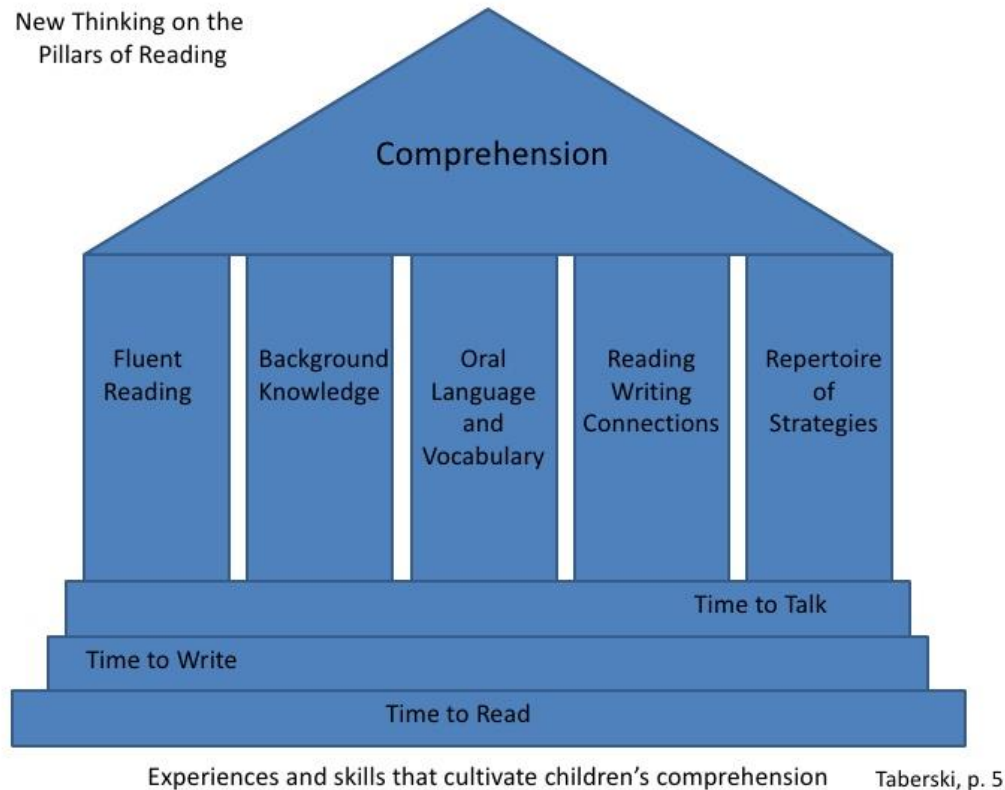
According to Lucy Calkins, “Reading is thinking guided by print,” (National Reading Recovery Conference Keynote, 2003). Routman (2000) explains that teaching basic skills to students “doesn’t make sense without a strong foundation of meaning” (p. 18). Thus, teaching children to read includes teaching them how to comprehend what they are reading. Researchers and practitioners alike struggle to find one definitive process with which to teach reading. “Readers must be able to decode words correctly and effortlessly (automaticity) and then put them together into meaningful phrases with the appropriate expression to make sense of what they read” (Rasinski, 2006, p. 704). Therefore, reading goes far beyond word recognition and becomes a much more complex process of understanding what is written. This study addressed both guided reading instruction and teachers’ feelings of efficacy when teaching guided reading.

The National Reading Panel Report (National Institute of Child Health and Human Development, 2000) concluded that five elements should be included in every reading program: systematic phonics instruction, phonemic awareness, vocabulary, fluency, and comprehension. Though reading goes beyond simple word recognition, students must start by recognizing sections of words, phonemes, and assembling the parts of words to create the whole word. The ability to manipulate letters and sounds into words develops through instruction in phonemic awareness and phonics. Eventually, students master the way letters, sounds, and words are composed. Then students can begin to read short passages. These passages can be re-read easily, which provides students an opportunity to practice reading, thus improving their fluency.



Research on comprehension has found that teachers' use of higher level questioning, style of interacting (with students), and encouragement of active pupil involvement promotes better readers (Taylor, Peterson, Pearson, & Rodriguez, 2002).

In the New Thinking on the Pillars of Reading graphic, Taberski (2011) updated the five pillars by placing them under a triangular roof. The graphic resembles a model Grecian temple. The five supporting pillars—accurate fluent reading, background knowledge, oral language and vocabulary, reading-writing connection, and repertoire of strategies—all support comprehension (the roof of the building). It is important to discuss the three-tiered foundation in this temple as well. The foundation base is time to read, followed by time to write, and time to talk. Students need time to practice what they are learning in order to master the skills we are teaching them. Taberski (2011) states, “Children need ample opportunities to read widely and across genres, to write texts for others to comprehend, and to engage in thoughtful conversation” (p.7).



*Figure 1.1.* Taberski's (2011) New Thinking on the Pillars of Reading . This model is a visual example of the elements that students need to become better readers as per Taberski (2011).

The Taberski (2011) model is built upon Lev Vygotsky's Sociocultural Theory (1978), which explains how children learn from each other socially. As children interact with one another they find and make meaning together by, "engaging in thoughtful conversation" (Taberski, 2011, p.7). Therefore, the Taberski (2011) model utilizes Sociocultural Theory (1978) and applies the theory to reading development.

The definition of reading shared in the opening paragraph defined reading according to Routman (2000), who explains that teaching basic skills to students "doesn't make sense without a strong foundation of meaning" (p. 18). Therefore, our aim as teachers does not lie in simply teaching children to read. Teachers should aspire to teach children to love to read. Cynthia Rylant, as cited by Lucy Calkins (1994), captures the purpose of reading beautifully:

Read to them. Take their breath away. Read with the same feeling in your throat as when you first see the ocean after driving hours and hours to get there. Close the final page of the book with the same reverence you feel when you kiss your sleeping child at night. Be quiet. Don't talk the experience to death. Shut up and let those kids think and feel. Teach your children to be moved. (p. 251)

### **Guided Reading**

One approach to teaching reading that encourages the creation of the “strong foundation” that Routman (2000) advises is guided reading (p.18). Guided reading is the practice of instructing early learners in the process of learning how to read. Guided reading falls in the middle of the gradual release of responsibility model, as students have already had exposure to modeling how reading works, but have yet to read that particular level of text independently. During guided reading instruction, a teacher works with a small group (of students) who have similar reading processes (Fountas & Pinnell, 2017). Reading processes are the skills and strategies that students use to better understand the text they are reading and are used in symphony with each other (Johnson & Keier, 2010). For example, the teacher would model how to use summarization when reading a story. After students demonstrate that they understand how to summarize, the teacher would introduce how to find the main idea in a story. Then the two strategies would be used together. This provides for new learning while retaining what has been learned already. Next, the teacher selects and introduces new books and supports children reading the whole text to themselves, providing teaching points during and after the reading (Fountas & Pinnell, 1996). The teacher would also be selecting texts that lend themselves to the strategies to be modeled, practiced, and learned in class so that students can apply what they have learned and experience a high-degree of success in their learning.

The instruction of guided reading utilizes several components including, but not limited to, the reading process system, the balanced literacy framework, and the gradual release of responsibility. Additionally, guided reading in relation to the zone of proximal development (Vygotsky, 1978, 1986) is also addressed in this study. The zone of proximal development is important to guided reading, as teachers pair leveled books to students' instructional reading levels.

**Reading process system.** Reading processes are a series of reading strategies, unique to reading instruction, that promote comprehension. These strategies are typically introduced in Read-Aloud, Shared Reading, and Modeled reading. The teacher introduces the strategies explicitly and then provides additional instruction through guided reading. Though these strategies are not utilized only in guided reading, students are provided additional instruction in utilizing these strategies in guided reading.

Johnson and Keier (2010) describe the reading process system as a network of strategies that are necessary for reading. The authors include a diagram that webs a number of learning/reading strategies including searching/gathering, self-monitoring, linking/making analogies, making connections, visualizing, summarizing/determining importance, predicting, activating schema, checking/confirming, maintaining fluency, adjusting, inferring, evaluating/critiquing/analyzing, synthesizing, and questioning. Johnson and Krier (2010) stress the importance of teaching each strategy, as well as teaching students how to integrate the strategies with one another.

We cannot put strategies (for reading) into the head of a child; children develop their own reading process systems (Clay, 1991). More simply stated, we teach students about the reading strategies and the students then choose strategies to extract meaning from text. Modeling several

strategies and how to use them in symphony with each other provides students a framework for building their own network of known strategies to use when reading for meaning.

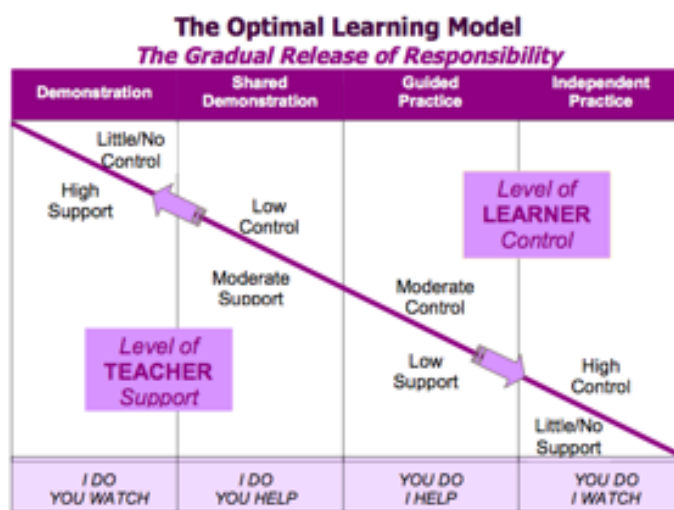
Johnson and Kreier (2010) propose that struggling readers either have very few strategies or they have not learned to use the strategies concurrently. In order to account for students' lack of strategies, or the lack of integrating strategies when reading, teachers can place special emphasis on how strategies are presented. A teacher can offer further support to her struggling students by presenting strategies either individually or in an integrated method. Finally, a teacher can scaffold her students' learning through providing enough time for children to practice using the strategies and applying them to their reading.

**Balanced literacy framework.** It is important to note that guided reading instruction is only part of a balanced approach to literacy (Fountas & Pinnell, 1996 and 2017; Tompkins, Campbell, Green, & Smith, 2014; Johnson & Keier 2010; Routman, 2003). The balanced literacy approach applies a systematic framework of reading instruction including reading aloud or shared reading, guided reading, and independent reading. Reading aloud is a type of reading conducted by the teacher. The teacher reads aloud to the whole class or to small groups. A carefully selected body of children's literature is used; the collection contains a variety of genres and represents our diverse society. Shared reading takes place when the teacher reads an enlarged text that all children can see; the teacher involves children in reading together following a pointer. Shared reading, ideally, includes a variety of enlarged texts such as big books, large printed poems, or songs. During guided reading the teacher works with a small group (of students) who have similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after

the reading. Finally, in independent reading, children read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading level.

Though each part of the framework is important to reading instruction, this research focuses on guided reading instruction specifically. Guided reading is the medial level in both the balanced literacy approach and the gradual release of responsibility model.

**Gradual release of responsibility.** This balanced literacy approach to reading can be described by using the gradual release of responsibility model, which is described by Fountas and Pinnell (1996) as “Relationship between teacher support and child control” (p. 26 ) This model begins with teachers offering high levels of support by modeling what they expect of their students. It then follows with guided reading in which the teachers assist students with moderate to low support in their learning. Finally, students become independent readers and the teacher offers a minimum of support, based on students’ reading levels.



*Figure 1.2.* The Gradual Release of Responsibility Model (Pearson & Gallagher, 1983). This model explains the relationship between teacher support and learning control and is applied to the process of balanced literacy instruction in this research.

The model is more simply described as an “I do, we do, you do” model. In this instance the *I* refers to the teacher and the *you* refers to the student (Johnson & Kreier, 2010). Pearson and Gallagher (1983) have also researched the use of the model, along with instructing students in reading, and recommend referring to the model when working with students. Mooney (1990) conducted research specifically on implementing a “to, with, and by” model, in which students experience differing levels of support based on their needs.

### **Theoretical Framework**

This research is built upon Vygotsky’s (1978, 1986) Zone of Proximal Development (ZPD) and the Self-efficacy works (Bandura, 1977, 1993, 1994, 1997) and Social Learning Theory of Bandura (1971). This research is further supported by Rotter’s (1966) Locus of Control Theory. Each theory is described in more detail and its relation to this study is identified below.

#### **Zone of Proximal Development**

The “zone of proximal development” is a term described by Lev Vygotsky (1978, 1986) as the learning target area teachers try to reach when teaching students. Teachers strive to teach students just a little beyond the range where students can work independently. Students can work independently in their “zone of actual development.” Teachers also try to teach students at an appropriately difficult level so students do not become frustrated with work that is too difficult for them to understand, which is referred to as the “out of reach” zone.

During guided reading instruction, teachers aim to instruct students in a level beyond what they can read themselves. This level is referred to as a child’s instructional reading level. This level lies in between the independent and frustration reading levels.

The teacher's sense of self-efficacy is important in how successful the teacher feels in the classroom. This may have an influence on the teacher's determination to teach to each student's instructional reading level. The difficulty of assessing, leveling, and instructing students on their appropriate levels can be challenging.

**Locus of Control and Social Learning Theory.** Rotter's Locus of Control Theory (1966) was developed by researchers from the Rand Corporation study as they explored the effectiveness of reading instruction. They first constructed teacher efficacy to mean the extent that teachers felt that they could control the reinforcement of their actions (Goddard, Hoy, & Woolfolk-Hoy, 2000). The researchers developed the teacher efficacy theory from the existing self-efficacy theory. This teacher efficacy theory was later incorporated into Bandura's (1971) Social Learning Theory, in which people, teachers in this instance, constructed beliefs about their capacity to perform at a given level of competence. Bandura's (1977) Self-efficacy theory explains that these beliefs affect how much effort people exert, the length of time they will continue to persevere, their continuation despite their failures, and the stress they encounter in difficult situations (Bandura, 1971, 1977, 1993, 1994, 1997; Goddard et al., 2000).

It was believed for some time that the Locus of Control Theory (Rotter, 1966) and Social Learning Theory (Bandura, 1971) were very similar. However, Bandura's (1977) Self-efficacy Theory clarified that the two theories were not similar. Interpreting Bandura's research, Goddard et al. (2000), explains the differences in the two theories:

Beliefs about one's capability to produce certain actions (perceived self-efficacy) are not the same as beliefs about whether actions affect outcomes (locus of control). Indeed, perceived self-efficacy and locus on control bear little or no empirical relationship with



each other. Further, perceived self-efficacy is a much stronger predictor of behavior than locus of control. (Goddard et al., 2000, p.481)

Rotter (1982) also researched Social Learning Theory, however, the older work of Bandura is referred to in this study, as his work in Social Learning Theory is seminal to understanding self-efficacy.

**Self-efficacy Theory.** Of the many works that Bandura (1977, 1993, 1994, 1997) has published on self-efficacy, his earliest work (1977) outlines Self-efficacy Theory very clearly and is summarized here.

In Bandura's (1977) words, "An efficacy expectation is the conviction that one can successfully execute the behavior required to produce the outcomes" (p. 193). It is important to clarify that the outcome of any situation is not aligned with an individual's self-efficacy, as an individual can visualize an expected outcome, but question their ability to produce the outcome.

A person's expectations for success, self-efficacy, are derived primarily from four sources: performance accomplishments, vicarious experiences, verbal persuasion and physiological states.

Performance accomplishments are based on an individuals' personal, successful experiences. This source of self-efficacy includes participant modeling, where an individual performs a task and is or is not successful at the task. If successful, the person's self-efficacy grows and if unsuccessful the person's self-efficacy is somewhat diminished.

Vicarious experiences are the experiences of other individuals, rather than one's own experience. Individuals can feel more confident in their abilities to complete a task, based on someone else's success with the task. Relying on vicarious experiences is a less dependable source of information as it utilizes using inferences from social comparison.

Verbal persuasion is the belief that people can be led to believe, through suggestion, that they can become successful, despite previous setbacks. Efficacy expectations derived from verbal persuasion are weaker than those from an individual's own experiences because it does not provide an authentic experience with the task.

Physiological states, also referred to as emotional arousal, can include stressful and trying situations that may inform an individual's sense of competency. Therefore, individuals generally expect to be more successful under less stressful situations.

Of the four sources of self-efficacy personal mastery, or an individuals' successful performance of a task, performance accomplishment, is a more reliable measure of self-efficacy.

### **Rationale**

I taught guided reading daily as a first-grade teacher for six years. I taught in a school that hired several new first-grade teachers each year. My classroom layout included a curtain for a dividing wall. This made for easy communication with the teacher next door. On multiple occasions, I worked with the teacher next door, sharing how to teach students using a guided reading approach. This left me to wonder what new teachers were learning and what kind of transference was taking place between university teacher education programs and the real classroom. The teachers who came to me for help with teaching reading were from different educational backgrounds and were both traditionally and alternatively certified. I began to explain to them the reasons why we teach students using a guided reading approach. I then provided mini professional development sessions on taking running records and using the leveled books in our school library and in our classroom. Finally, I helped them organize lessons and materials.

## **Statement of the Problem and Its Significance**

Previous research has focused on a variety of aspects of guided reading instruction (Tobin & McInnes, 2008; Williams, 2010; Frey & Fisher, 2010; Johnson & Keier, 2010). The literature review in Chapter Two reveals research that examines the instruction of guided reading with relation to novice teachers' sense of self-efficacy is missing from the literature.

Exploring and observing how novice classroom teachers implement guided reading instruction in their classrooms addresses the gap in the literature by providing an authentic view of reading instruction in today's classroom. This qualitative study provides researchers and practitioners with an opportunity to explore the preparation teachers undergo before teaching guided reading, teaching methods used during reading instruction, and the degree of efficacy teachers feel about their preparation and teaching practices. Additionally, this research contributes information that can be used to further literacy instruction, including, but not limited to, how teachers use available classroom resources and implement instructional procedures. This study contributes information that can also be used to influence the training teachers are provided and the other support networks offered to teachers. The results of this research can benefit the leadership in place in schools, the teachers who are responsible for student instruction, and the students who are recipients of instruction.

Darling-Hammond (2000) conducted research specifically on teacher quality and the achievement of students. She explains, "a growing body of research suggests that schools can make a difference (in student learning), and a substantial portion of that difference (in student learning) is attributable to teachers" (p. 2). Thus, the teachers themselves are critically important to how well the students are learning. Therefore, it is important to examine *how* teachers are making a difference in student learning, in this instance guided reading instruction, through

observations of their instruction, preparedness, and self-efficacy.

Exploring the preparation teachers undergo before teaching guided reading and teaching methods used during reading instruction is suggested in research conducted by Darling-Hammond (2000) as she examined data from a 50-state survey. She found that none of the studies addressed the habits and teaching practices of more- or less-effective teachers. Therefore, observing teachers as they prepare for guided reading lessons and as they instruct students is a valuable practice. Observing teachers who are engaged in authentic instruction provides a rich and detailed picture of what guided reading instruction looks like in a real-life setting.

Additionally, teacher's feelings of self-efficacy affect their preparation and teaching practices. Therefore, self-efficacy is important, as researchers have found a relationship between teachers' behavior, characteristics, effectiveness, and years of experience (Murnane & Phillips, 1981). This research intends to address a gap in the literature by observing novice teachers' teaching behaviors during guided reading instruction and examining their sense of self-efficacy as related to their instruction.

The purpose of this study was to identify novice teachers' sense of self-efficacy, also referred to as teacher efficacy, and preparedness in delivering guided reading lessons. Documenting teachers' procedures and processes provides an in-depth view of how novice teachers implement guided reading instruction. The study documents how three novice teachers plan for and teach guided reading in an elementary school in the Coastal Bend of Texas.

### **Questions Guiding the Research**

This research uses a qualitative framework to explore and understand real-life practices in education; exploratory questions which seek to address three of the five points of difference between qualitative and quantitative research were used (Becker, 1996). These points include

capturing the individual's point of view, examining the constraints of everyday life, and securing rich descriptions (Denzin & Lincoln, 2011). This research also seeks to construct meaning through the constructivist nature of qualitative research. Three research questions guided this study:

1. What are novice teachers' senses of self-efficacy, when implementing guided reading instruction in their classrooms?
2. On which strategies and materials do novice teachers rely to deliver guided reading instruction?
3. To what extent is teacher self-efficacy in guided reading instruction determined by teacher preparation?

The individual's point of view is examined closely in the first research question, as the teacher's individual feelings of self-efficacy are directly addressed. Exploring the constraints of everyday life is addressed through both the second and third question: observing the strategies and materials which are used to deliver guided reading instruction and examining teacher self-efficacy and preparation. Finally, through observing teachers in the instruction of guided reading and maintaining researcher notes, a rich description of the teachers, classrooms, and instructional processes was achieved.

### **Operational Definitions**

The following operational definitions are relevant to this research study:

*Assessment* refers to testing and evaluating student progress (informal) and determining students' instructional reading levels (formal) (Mohr, Dixon, & Young, 2012).

*Coastal Bend* is a geographical area composed of the following counties in Texas: Aransas, Bee, Brooks, Duval, Jim Wells, Kennedy, Kleberg, Live Oak, McMullen, Nueces, and San Patricio (Educational Service Center, Region 2, 2015).

*Decode* is the ability to sound out words and understand how letters work together to make words, but with limited understanding of the meaning of words (Rasinski, 2003).

*Efficacy* “the conviction that one can successfully execute the behavior required to produce the outcomes” (Bandura, 1977, p. 193).

*External control* is the perceived force, an *external locus of control* that influences one’s success or failure from outside influences (Rotter, 1966).

*Fluency* is the ability to read quickly and is also referred to as reading rate or speed of reading and prosody (Rasinski, 2003).

*Guided Reading* is a context in which a teacher supports each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty. (Fountas & Pinnell, 1996, p. 2).

*Internal control* is the perceived force, an *internal locus of control* that influences one’s success or failure based on the success on their own work and the belief that they have control of their life (Rotter, 1966).

*Locus of control* is the power to determine outcomes by directly influencing actions, people, and events; locus refers to a specific point or place, a location, where something happens. A person’s locus of control may be internal or external (Rotter, 1966).

*Novice teacher* is a teacher with three years or less of teaching experience as a certified teacher.

*Preparation* refers to the process of preparing materials and lessons and gathering the supplies needed to teach guided reading.

*Processes/procedures* are used interchangeably in this study to describe the instructional steps in teaching guided reading.

*Self-efficacy* teachers' beliefs in their own instructional efficacy (Tschannen-Moran, Hoy, and Hoy, 1998).

*Teacher efficacy* refers to how effective teachers feel about their instruction. Even from one class period to another, a teacher's level of efficacy may change (Ross, 1992). See also *self-efficacy*.

### **Overview of Chapter One**

In this chapter, the rationale and theoretical framework for a research study that examines how teachers are prepared and taught to deliver guided reading instruction, and their feelings of self-efficacy throughout the process, have been explained. This chapter also examined the research purpose, significance, and rationale. Then the chapter explained the research questions that guided the study. Finally, the chapter closed with the operations definitions which are used in the study.

## CHAPTER TWO: REVIEW OF THE LITERATURE

“All children are ready to learn something, but some start their learning from a very different place.”

Marie Clay, *An Observation Survey of Early Literacy Achievement*  
(2002, p. 9)

This study examines the novice teacher and his/her preparation and self-efficacy in guided reading instruction. This chapter is divided into four major sections; it begins with an explanation and brief history of guided reading and the procedures which support guided reading instruction. The second section discusses specific teaching points and instructional strategies that can be applied to guided reading instruction to aid in comprehension. The third section concentrates on teacher self-efficacy, both historical and developing teacher efficacy. The fourth section discusses teacher training in the literature as it directly affects teacher preparedness.

### **Guided Reading**

During guided reading instruction the teacher works with a small group of students who have similar reading levels and processes. The teacher chooses the books corresponding with students' instructional reading levels and supports children as they read the whole text, making teaching points or mini-lessons during and after the reading (Fountas & Pinnell, 1996). Reggie Routman (2000) states that the term “guided reading” should be applied more broadly to include “any learning context in which the teacher guides one or more students through some aspect of the reading process: choosing books, making sense of text, decoding and refining words, reading fluently, monitoring one's comprehension, determining the author's purpose, and so on” (p.140). Both definitions are more than adequate for the purposes of observation of the processes, preparedness, and self-efficacy of teachers in guided reading instruction.



Guided reading instruction is a multifaceted process that addresses assessment for reading leveling, instruction through mini-lessons and guided reading instruction, and reflection (Fountas & Pinnell, 1996; Routman, 2003). An additional step that supports this method is appropriate preparation. This preparation addresses materials, lesson planning, and reading strategy instruction (Johnson & Keier, 2010). Further support for this method includes providing students with opportunities to learn and practice their reading skills in the presence of an expert in guided reading.

Guided reading, as it is recognized and referenced today, is the result of both seminal reading researchers and current practitioners of guided reading instruction. The foundational reading research studies are discussed, as it is important to understand how some reading instruction elements have been maintained over years, as well as how many instructional elements have been adapted or eliminated altogether. Further, current research, and the reading researchers responsible for such research, are discussed and explained, as it is important to understand current practices in guided reading to grasp an overall picture of what guided reading is.

### **Guided Reading Development**

According to Ford and Opitz (2011), whose study examined 50 years of research in guided reading through writers of that time period, guided reading has been more or less prevalent in specific time periods. They posit that from 1940 to 1970 guided reading was very prevalent. This is supported by the fact that researchers such as Donald Durrell (1940, 1956), Emmett Albert Betts (1957), and Gray and Reese (1957) published works that provided students with explicit instruction in reading. Ford and Opitz (2011) explain that instruction in guided reading changed in the 1980s as more basal readers were used in the classroom and “teacher-

directed round-robin oral reading (was) followed by literal-level questions” (p. 229). It would take some time before the “catalyst of change” in guided reading, *Becoming A Nation of Readers* (Anderson, Hiebert, Scott, & Wilkinson, 1985) would be implemented. In fact, the article by Ford and Opitz (2011) clarified that teachers continued to struggle with instruction and student grouping until research from Fountas and Pinnell (1996) explained that guided reading was best practice for struggling students. Among the changes Fountas and Pinnell (1996) suggested were using different material to teach guided reading (i.e. leveled readers), moving from skills-based to strategy-based instruction, and making assessment an ongoing process with fluid grouping and regrouping of readers based on their reading ability.

Donald Durrell’s (1940, 1956) research laid a foundation for guided reading today. Durrell published two works which have great relevance to the field. In both books he provides recommendations for reading instruction, which are paraphrased in objective form here, that teachers should strive to accomplish in their instruction. The recommendations can be summarized into six primary objectives (Durrell, 1940): (1) The teacher is familiar with the individual differences of her children, (2) The teacher has specific objectives for each child or each group of children in her class, (3) There is a definite plan for observation of pupils’ growth in voluntary reading habits, (4) The teacher knows the books that are available to the children, (5) There is adequate provision for differences in the reading abilities of the pupils, (6) The teacher has definite plans for motivation of reading. The points that Durrell makes are addressed using current research in order to integrate both historical and current research. This provides the reader with an understanding of the basis for current practices in guided reading instruction.

New developments arose in guided reading with Marie Clay’s (1985) *An Observation Survey of Early Literacy Achievement*, as it made provisions specifically for understanding

Durrell's (1940) first objective that a teacher should know the individual differences of her children through both observation and assessment. Clay published several works (1977, 1985, 1992, 1993, 2002) that addressed the process of assessment and observation and reading. Clay was very specific in addressing how to assess young readers' early literacy skills and created inventories to do so. Several of these inventories (or similar versions) used in classrooms today assess alphabetic knowledge, word knowledge, and reading levels through the use of running records. Clay explained that the use of running records is a means for teachers to understand whether students are reading "on level" fluently and accurately with comprehension. Clay recommends assessing students a few times a year for reading levels and adjusting the students' reading levels according to their running record data. These more accurately reflect student growth and development in guided reading and allow for the teacher to assign instructional or independent reading levels accordingly. Further support for the use of observational assessment can be found in Fountas and Pinnell's (1996) research. The researchers devote an entire chapter to assessing students' learning and refer back to Clay's (1985) work on how to conduct those observations and assessments in the classroom.

Fountas and Pinnell (1996, 2006, 2007, 2012, 2017) have written extensively on planning for guided reading instruction. Their research is focused on guided reading and they are arguably the researchers who have made guided reading into what it is today. They address Durrell's second objective; the teacher has specific objectives for each child or each group of children in her class. Fountas and Pinnell (2006), explain how to use guided reading to teach comprehension and fluency of both fiction and non-fiction texts. In their books, they not only discuss guided reading instruction, but explain many of the elements that are necessary for

reading instruction. This includes, but is not limited to, assessment, grouping, and using leveled sets of books as instructional readers.

Glasswell and Ford (2010) support the research of Fountas and Pinnell and co-authored an article promoting the use of the prescribed leveled texts that Fountas and Pinnell recommend for guided reading. Glasswell and Ford (2010) explain that the leveled texts used for guided reading grew out of a need to address concerns with overuse of whole-group instruction and traditional grouping of students, which focused on ability. Students who cannot read, they explain, spend less time practicing how to read than fluent readers. Therefore, it is important to institute a guided reading plan in a classroom.

Durrell's (1940) third guideline for instruction that there is a definite plan for observation of pupils' growth in voluntary reading habits is used today and fits with the sixth guideline the teacher has definite plans for motivation of reading, which is also used today. For example, when conducting an Informal Reading Inventory, an interventionist or reading specialist might choose to use the *Garfield Reading Attitude Survey* (McKenna & Kear, 1990) in order to better understand the reading interest level and/or motivation for reading and types of reading in which the student is interested in reading voluntarily. McKenna and Kear (1990) developed the survey in order to ascertain a student's attitude, or motivation, for reading in different contexts. The four-point Likert scale measures students' attitudes towards reading for pleasure and reading academically.

Reggie Routman (2003), in *Reading Essentials*, writes about how important it is for teachers to share their reading life with students in order to motivate students to read more. She has recommended that teachers adapt what is known as a "reading log" to track their reading. The reading log is a prescribed method to assist teachers in observing and tracking students

reading habits and engagement. Routman shares that the reading logs, as they were first used, were cumbersome and difficult to complete. This made it difficult for students to maintain them, which rendered them useless. Routman shares that a modified version, which includes the title, author, and the page number that the student has read up to, is more appropriate and easier to manage than the prior version of the reading log.

Durrell's (1940) fourth guideline, which recommends that the teacher knows the books that are available, is addressed with a number of research studies (Caswell & Duke, 1998; Duke, 2002; Duke & Kays, 1998; Duke, Bennett-Armistead & Roberts, 2000) which have been conducted on the "types of books available" to students. Duke, Bennett-Armistead and Roberts (2002) found that many of the students had insufficient access to non-fiction. In fact, there was a .04% variance in informational texts displayed and coded as information in high socio-economic status schools versus low-socio economic schools. The study goes on to suggest that teachers compensate for this discrepancy by incorporating instructional routines in their classrooms: read aloud, independent reading, writing research, and discussion and response. A separate study (Duke & Roberts, 2010) examined how comprehension is affected by the types of books one reads. This study further emphasized the importance of providing a variety of books in a wide variety of genres to students so that the students could build comprehension in different areas of genre reading.

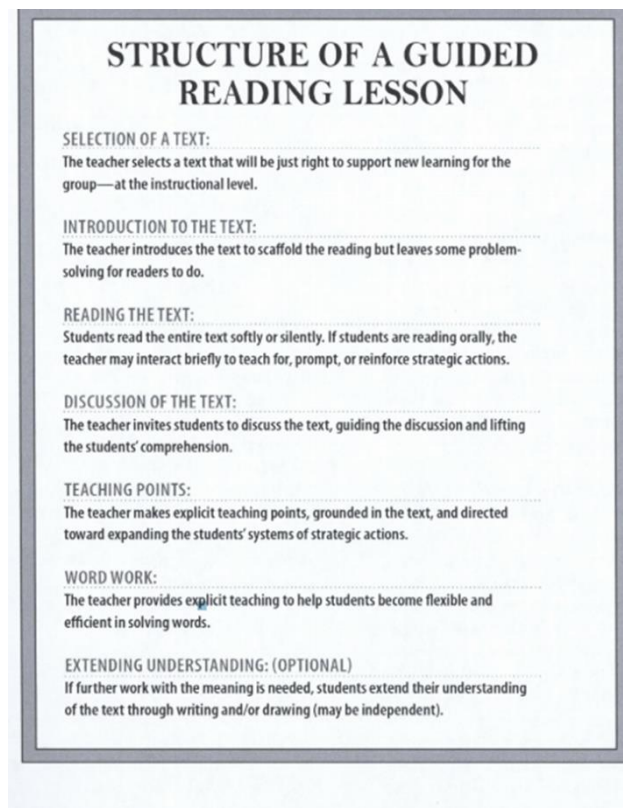
Teachers are responsible for knowing which books are available (Durrell, 1940) to students and for making sure that their students have the reading comprehension skills necessary to make sense of their reading. Researchers (Frey & Fisher, 2010, 2013; Garrett, Gomez & Christensen, 2016) support the use of specific instruction to address the gaps in comprehending complex texts. The researchers have developed intensity scales to which teachers can refer when

choosing high quality complex fiction or informational texts to share with their students. Frey & Fisher (2013) developed a guide-book with “access points” (p. xvii) to assist teachers in training their students in comprehension of complex texts. The five points that Frey & Fisher (2013) outlined in their book include purpose and modeling, close and scaffolded reading instruction, collaborative conversations, an independent reading staircase (independent reading), and demonstrating and assessing performance. The five points are designed to be and described as explicit examples of teaching reading. This idea of applying instructional strategies to guided reading instruction are addressed further in the instructional strategies section of this report.

Additional support for Durrell’s (1940) suggestion that teachers be familiar with the literature available to children is found in Routman’s (2003) *Reading Essentials: The Specifics You Need to Teach Reading Well*, in which she devotes an entire chapter to organizing and developing a classroom library. Routman describes specifically how to create and organize a class library from scratch. Fountas and Pinnell (1996) also outline how to do this in their book, *Guided Reading*.

Fountas and Pinnell’s (2012) “The Romance and the Reality” is a compelling article on managing the complexities of guided reading in the classroom. The authors explain the “romance” of guided reading, which they deem the “changes that have taken place with the infusion of guided reading” (p. 269). The changes they refer to include providing differentiated instruction for all students, using leveled books to teach guided reading, conducting benchmark assessment conferences early in the year, using running records to determine reading levels, and using a gradient of text to select books. They continue with the importance of attending to elements of proficient reading: decoding, comprehension and fluency, using the elements of a guided reading lesson, and building classroom libraries for choice reading. Many of those

elements are addressed in the following sections. However, a chart on the elements of guided reading lesson (not explained further in this study) will be useful to the reader.



*Figure 2.1.* Structure of a Guided Reading Lesson (Fountas & Pinnell, 2012). This figure explains the suggested elements which should be included in a guided reading lesson as per Fountas & Pinnell (2012).

## **Student Observation and Assessment**

Both student observation and assessment should be addressed when explaining guided reading, as either/both are required in order to understand a student's instructional reading level and learning needs. Marie Clay played a major role in the development of student observation and assessment for student instruction (Clay, 1977, 1985, 1991, 1992, 1993, 1994). Several of Clay's books on observation and assessment are discussed in the previous section, as they relate to Durrell's guidelines for reading instruction.

[illegible]

In addition to Durrell's (1940, 1956) and Clay's (1977, 1985, 1991, 1992, 1993, 1994) research on observation and assessment, supplemental assessment for reading instruction may also be conducted. Fountas and Pinnell (2012) support using a benchmark assessment conference



early in the year. Other assessments are designed to be used early in the year, mid-year, and end-of-year to document student growth. These assessments can be conducted with a Developmental Reading Assessment (DRA), Individual Reading Inventory (IRI), Texas Primary Reading Inventory (TPRI), and a digital version of a reading inventory based on the Five Pillars of Reading Instruction (National Reading Panel, 2000) called I-Station.

**Developmental Reading Assessment (DRA).** The DRA is an assessment that is published as a supplemental curriculum kit with three assessments and three student books per level (1-3). As the student reads the book on a level, the teacher takes a running record of the child's oral reading. After the student has completed the reading, the teacher asks the student comprehension questions about the book. Depending on the level of the book, the teacher may also ask a student to recall the events. The teacher then scores the assessment by considering fluency, accuracy, and comprehension elements. Together, these elements create a total score. This score is then used to determine the student's reading level.

**Informal Reading Inventory (IRI).** The IRI provides options for specific areas of assessment. The IRI offers word lists leveled by grade level for students to read out loud. The IRI also includes several stories that are read by the student and include corresponding comprehension questions. Teachers are usually trained on how to use the IRI in a diagnosis, master's, or doctoral level course, as the IRIs can be time and labor intensive to conduct.

There are many versions of IRIs. Among them are *Bader Reading and Language Inventory* (Bader & Pearce, 2013), *Comprehensive Reading Inventory* (Cooter, Jr., Flynt, & Cooter, 2007), *Analytical Reading Inventory* (Woods & Moe, 2007), *Classroom Reading Inventory* (Wheelock, Campbell & Silvaroli, 2011), *Qualitative Reading Inventory-6* (Leslie & Caldwell, 2017), and the *Informal Reading Inventory* (Roe & Burns, 2010).

**Texas Primary Reading Inventory (TPRI).** The TPRI is used in grades K-3 as a screening and early reading inventory. The TPRI is based on the Five Pillars of Instruction established by the National Reading Panel (NRP, 2000). This includes the areas of phonics and phonemic awareness, comprehension, vocabulary, and fluency. The screening addresses tasks including letter name and letter sound; the inventory also addresses more complex tasks. The inventory tasks increase in difficulty for each grade level. The TPRI is an important screening tool for early and beginning readers as it provides data that assists teachers in grouping students for instruction and targeting skills for intervention.

**I-Station.** The I-Station is a computer-based assessment which addresses the Five Pillars of Instruction (Shanahan, 2000), as explained above. The I-Station was developed for young and early readers. The assessment is designed for students to use independently several times a year and assesses similar areas to the TPRI.

The purpose of observation and assessment in guided reading is to drive instruction. In this instance that means that observing and assessing students is used primarily to level students into groups based on their reading abilities. The following section will address student leveling in more detail.

### **Finding Text Levels for Students**

Finding text levels for students is addressed by Durrell (1940), there is adequate provision for differences in the reading abilities of the pupils. Traditionally, students were separated into two groups, readers and non-readers. One of the primary differences between traditional and current reading instruction is student grouping. In traditional reading instruction, students remained in one of two groups (reader or non-reader) for the span of the school year.

With the development of reading research studies (Fountas & Pinnell, 1996; Mooney, 1990) it became common practice to sort students into flexible groups by reading level.

Several leveling systems are using in guided reading today. This is what Fountas and Pinnell (2012) refer to as “using a gradient of text to select books” (p. 270). One of the gradients or leveling systems is the Lexile. The Lexile level is matched to a student’s ability after the student has taken an assessment, such as the Istation assessment. Other leveling systems, such as the DRA are derived from the Developmental Reading Assessment Benchmark. Fountas and Pinnell (2017) also have a leveled chart for books based on students’ reading ability. Fountas and Pinnell (2017) do explain that putting too much emphasis on students’ reading levels does not allow for students to engage in a variety of reading. Students do not always read at their level; rather, they may read shared text below their reading level or become interested in a series that is a bit more challenging than their reading level would indicate. It is important for students to read a variety of text without being too limited by reading level.

As students’ reading levels and ability fluctuate and change, so too, does their reading group. In order to place students in flexible reading groups by level, it is necessary to assess students in order to determine their reading levels. The information gathered in student observation and assessment can be applied to level students into reading groups according to their reading level.

### **Instructional Strategies**

When conducting guided reading lessons, a teacher may choose to focus on one area of instruction in order to improve student reading. A teacher may use instructional objectives identified in the Texas Essential Knowledge and Skills or Common Core State Standards, to address areas of student. These instructional objectives can be taught through teaching points,

which are summarized Texas Essential Knowledge and Skills. These teaching points are essentially focus areas on which a teacher concentrates when guiding students through a text to aid in comprehension of the text. For example, the points can address punctuation, fluency, word endings, blending, or any other area that the teacher feels needs to be addressed with the guided reading group. Many researchers suggest that teaching a learning strategy as teachers instruct students in guided reading is highly likely to improve student reading (Williams, 2010; Rosenshine & Meister, 1994; Frey & Fisher, 2010). Routman (2003) explains that teaching students how to use several strategies at one time makes for a much more effective reader. The following sections focus on the use of reading or instructional strategies with young learners.

Williams (2010) explored the introduction of a new learning strategy taught with guided reading. Introducing several strategies and using them in symphony with each other during guided reading instruction has also been researched (Frey & Fisher, 2010; Johnson & Kreier, 2010). Using a teacher self-assessment scale in reading instruction has been studied (Cooter, Matthews, Thompson & Cooter, 2004). Purdy (2008) conducted a research study with third-grade English Language Learners in Canada, which described using the instructional strategies of questioning, vocabulary, and collaborative talk. Though the article did not elaborate on the success of applying the strategies in reading with ELLs, the author does share excerpts of students' dialogue about the books they are reading. This is poignant as students did not contribute to the dialogue about what they were reading previous to the application of the instructional strategies. Purdy (2008) further recommends that teachers adopt a viewpoint that is culturally sensitive and therefore inclusive of students' experiences outside of the classroom. This inclusive viewpoint allows students to share their background knowledge and create more connections to the texts they are reading.

Suits (2003) conducted remedial reading groups with Second Language Learners in Holland. She found that through an intensive guided reading system of assessing, leveling, and reading in guided reading groups, students responded well to several strategies. The strategies that Suits (2003) found to be most helpful included “small group instruction, using meaningful texts, accessing and building background knowledge, and teaching vocabulary in context with group discussions that were guided by a teacher” (p. 29). The specific teaching points this research addressed were accessing and building background knowledge and teaching vocabulary in context. This article describes effective teaching methods for students who are learning to read, regardless of their primary languages.

In addition to integrating the learning strategies explained above, teaching points which concentrate on improving student’s fluency is also an important focus area.

## **Fluency**

LaBerge and Samuels (1974) explained that automaticity occurs when students are automatically reading and understanding as they read. They called this process automatic information processing in reading. Essentially, a series of processing stages is experienced and as the students navigate through these stages, both accuracy and automaticity are monitored. Accuracy and automaticity affect students’ reading fluency.

However, fluency is a much more complex process than the accuracy and automaticity that LaBerge and Samuels (1974) explained. Rasinski (1989, 1990, 2003, 2009) has published several books and articles focusing on the explicit teaching of reading fluency. Reading fluency is the ability for a student to read orally, both quickly and accurately, and is referred to as reading rate or speed of reading (Rasinski, 2003). Reading fluency includes much more than just speed of reading, however.

Richard Allington (1983a, 1983b, 1984) has also researched fluency and how fluency is often neglected in classrooms. Allington (1983a) examined aspects of reading instruction provided to readers of different reading abilities. He found that equivalent time was allocated to groups of differing abilities. This means that good and poor readers were offered a similar amount of instructional time. This may not be appropriate for struggling readers as they need additional support and scaffolding from their teachers. In this instance, equal is not always fair. Struggling readers should be offered more scaffolding and more instructional time in order to build their fluency.

Additionally, Allington (1983b) found that teachers emphasize decoding much more frequently with struggling readers. The teachers' focus on decoding and reading fluency left very little time, or no time at all, to emphasize instructional strategies that would help students understand what they read. Finally, teachers spent a great deal of their instructional time with poor readers interrupting their reading in order to correct and address errors or miscues. This placed a great deal of focus on the teachers as monitors, rather than on children's internal strategies to correct their reading. In this article, Allington (1983b) explains that several teaching behaviors make for dis-fluent or non-fluent readers. Fortunately, he concludes the article with several recommendations to improve student reading and fluency. One of the recommendations specifically addresses providing a daily opportunity to address fluency. This opportunity should include easier reading material so that students begin to develop automaticity or an automatic system of correcting their errors, rather than relying on an outside source to make corrections for them. Further research by Allington (1984) describes how to support fluency in students through the use of oral reading in classroom.

In order for fluency to be specifically and systematically addressed by teachers, Rasinski (2003) created a Multidimensional Fluency Scale which names the following dimensions: accuracy, expression and volume, phrasing, smoothness, and pace. The scale was designed so that less focus was placed on speed and accuracy and more time was devoted to the other aspects of fluency in oral reading. Fluency is a focus for many researchers as the elements which compose fluency can affect comprehension. Zutell and Rasinski (1991) also researched and explained how teachers can improve their students' fluency through oral reading with specific interventions and techniques designed for that purpose.

In addition to addressing fluency in student reading, scaffolding by teachers is also used. The current research studies which explain applying scaffolding when teaching guided reading, as well as teachers' feelings of self-efficacy in guided reading instruction, are explained in the following sections.

## **Scaffolding**

The importance of scaffolding and teaching to the appropriate level of student need should be addressed in instructional strategies. The idea that students learn best when taught at their specific learning level is a term known as the "Zone of Proximal Development (ZPD)" and was first introduced by Lev Vygotsky (1978). Vygotsky believed that learners function on two levels: "actual development level" and "potential development level." The distance which spans the gap between them is the ZPD. Frey and Fisher (2010) explain that Vygotsky did not introduce this concept with the term *scaffolding*. The term *scaffold*, as applied to learning situations, is credited to Wood, Bruner, and Ross (1976). They have defined the term as a process that allows a child to "achieve a goal that would be beyond his unassisted efforts" (p. 90). They

described this term and technique in a research article describing how to aid students in problem solving through tutoring.

Scaffolding is also used along with the Balanced Literacy Model (Fountas & Pinnell, 1996) and Gradual Release of Responsibility (Pearson & Gallagher, 1993), explained in the previous chapter of this study.

A recent research study (Frey and Fisher, 2010) which focused on teachers and on the scaffolding they used during guided reading, collected data from 18 teachers. Sixty-seven observations were conducted over a nine-week time period; each teacher was observed at least three times. The researchers used district data to choose the teachers whose students regularly performed at high levels on formal assessments. The researchers further narrowed their specifications by choosing to observe teachers who had 50% of their students qualify for free lunch and 35% English language learner students in their classrooms. The research article closes with the four behaviors or themes undertaken by teachers to support their students in guided reading through scaffolding. The four instructional moves found in the study were (1) teachers scaffolding student understanding while using questions to check for understanding, (2) prompting cognitive and metacognitive work, (3) cues to focus the learners' attention, and (4) direct explanation or modeling. The researchers also found that teachers regularly scaffold intentionally and consciously" (p.93). Another discovery from the research was that "teachers who are truly talented at offering guided instruction seem to have internalized moves that foster learning" (p. 94).

Further research by Tobin and McInnes (2008) reinforces the need for differentiation in teaching literacy. The research was conducted in second- and third-grade classrooms, with ten teachers, whose students were aged seven to nine in Canada. One of the supporting reasons for



differentiation in literacy instruction concerns struggling students who do not qualify for additional help outside of the classroom. The researchers recommend providing students who struggle with choices in what they were reading. This would foster more engagement in the reading task. Tobin and McInnes (2008) explain that some reasoning behind students who struggle may lie in students' lack of shared reading experiences with caregivers and a lack of culturally rich text which students from diverse backgrounds can relate to. The authors explain the framework that supports differentiated literacy instruction, "responsive literacy instruction is aligned with cognitive theory and focuses on a type of cognitive apprenticeship to model, guide, coach, scaffold and fade strategies and prompts" (Tobin & McInnes, 2008, p.4).

Purdy (2008) researched the use of scaffolding when instructing English Language Learners in second grade during guided reading. The article describes the need to use meaningful talk about the text read during guided reading. This meaningful talk would promote a deeper comprehension in students who are English Language Learners. Purdy (2008) shares a quote from Knobel (1999) that emulates the purpose of talk about texts, "Students need to learn how to think analytically and critically about texts, see relationships among discourse and learn how to function in social contexts" (p. 44). The research study focuses specifically on scaffolding the understanding of ELL's through dialogue. The study continues to foster understanding through the use of additional reading strategies, which was explained in the previous section.

Scaffolding is interwoven in the tapestry of guided reading as a teacher must differentiate the complexity of their lessons based on students' leveled reading groups and learning needs.

### **Teacher Efficacy**

Teacher efficacy is derived from Bandura's (1977) Self-efficacy Theory. He did not, however, relate self-efficacy to teaching. Rotter's Locus of Control Theory (1966, 1990) supports

teacher efficacy in this study. Tschannen-Moran, Hoy, and Hoy (1998) described teacher self-efficacy as teachers' beliefs in their own instructional efficacy. Possibly the most appropriate definition for this research defines teacher efficacy as "teachers who believe they have the capacity to affect student performance" (Berman, McLaughlin, Bass, Pauly & Zellman, 1977, p.186). The subject of self-efficacy related to academia and education is addressed in numerous articles (Pajares, 1992, 1996; Tschannen-Moran, & Hoy, A.W., 2007). As this study addresses teacher efficacy and preparation in the instruction of guided reading, an historical perspective of teacher efficacy is necessary.

The integrated model of teacher efficacy, as it is recognized today, was introduced by Tschannen-Moran and Hoy (1998). The researchers proposed a model which closely resembled previous research related to social cognitive theory. This integrated model proposed that in assessing self-perception of teaching competence, the teacher judges personal capabilities such as skills, knowledge, strategies, or personality traits balanced against person weaknesses or liabilities in this particular teaching context (Goddard et al., 2000). In other words, teachers weigh their strengths against their weaknesses in the teaching capacity.

Many factors can be attributed to teacher feelings of efficacy in guided reading instruction, such as the support and collaboration among colleagues (Tschannen-Moran & Hoy, 2007) and perceived teaching skills in the specific subject area taught (Pajares, 1996). Further constructs of self-efficacy in teaching can be derived from mastery experiences and observation of models (Pajares, 1996; Wolters & Daugherty, 2007), among other elements.

**Historical perspective of teacher efficacy.** The history of teacher efficacy is critical to this research as the idea of teacher efficacy has evolved to become a more complex issue over time. According to Goddard, Hoy, and Woolfolk Hoy (2000), the idea of teacher efficacy was

derived from Bandura's (1971) Social Learning Theory as he identified four major points of note: learning by direct experience, learning through modeling, self-regulated learning, and reinforcement control, which is described more completely in the following section. Teacher efficacy is also derived from Rotter's Locus of Control (1966, 1990) and from Bandura's (1977) Self-efficacy theory, which are described in the following sections.

**Social Learning Theory.** Bandura (1971) proposed in Social Learning Theory that individuals learn how to do a task through one of four main learning processes: learning by direct experience, learning through modeling, self-regulated learning, and reinforcement control. Learning by direct experience is a learning by doing process, learning through modeling is learning by watching someone else complete the task, self-regulated learning is learning that is practiced after individuals take it upon themselves to find training, and reinforcement control is the support that a person encounters when completing a task. Rotter (1966, 1990) explains the reinforcement control concept more specifically.

**Locus of Control Theory.** Rotter's Locus of Control (1966, 1990) is referenced in this study as the reliance upon internal versus external control of reinforcement. This means that one's actions are continued or halted because of internal or external reinforcement. For example, if someone compliments a person on their actions, this is an external reinforcement. This reinforcement may lead the person who was complimented to repeat the complimented actions. However, some reinforcement is internal. If people experience a negative effect of their actions, they may be less likely to repeat those actions.

Researchers for the Rand Corporation then used the two theories to develop research on the effectiveness of reading instruction, examining teacher effectiveness. Finally, Tschannen-

Moran and Hoy (1998) proposed an integrated model of teacher efficacy, combining the theories above to create a new, more easily identifiable teacher efficacy theory.

**Self-efficacy Theory.** Bandura (1977) explained that an individuals' self-efficacy could be informed by four sources: performance accomplishments, vicarious experiences, verbal persuasion, and physiological states. Of the four sources which affect one's self-efficacy, performance accomplishments were the most informative. Bandura explains that this is true because the other sources are not directly experienced by an individual. Vicarious experiences are the events that other's encounter, verbal persuasion is the belief that suggestion from others can create a more successful experience, and physiological states are the types of situations that individuals may find themselves in, at any given time. These states are also referred to as emotional arousal and can include especially stressful or trying circumstances.

**Self-efficacy and teaching.** Pajares' (1992, 1996) research in teacher efficacy in educational settings, provides additional support for the framework for this study. Pajares (1992, 1996) recommends that researchers tie self-efficacy to specificity, which would increase the accuracy of the outcomes. Pajares (1992, 1996) also refers back to Bandura in explaining that Bandura attempts to measure self-efficacy in teaching and collective efficacy (Bandura, 1993).

Pajares (1996) listed several research studies addressing self-efficacy and teaching with attributions: modeling (Schunk, 1981, 1987), strategy training (Schunk & Cox, 1986), and teaching/teacher education (Ashton & Webb, 1986; Dembo & Gibson, 1985; Woolfolk & Hoy, 1990; Woolfolk, Rosoff & Hoy, 1990). However, these studies do not examine a novice teachers' sense of self-efficacy in relation to any of the attributes listed above. In the next sections, studies which support teachers through modeling, mentoring, and reflective practices through and with teacher training are addressed.

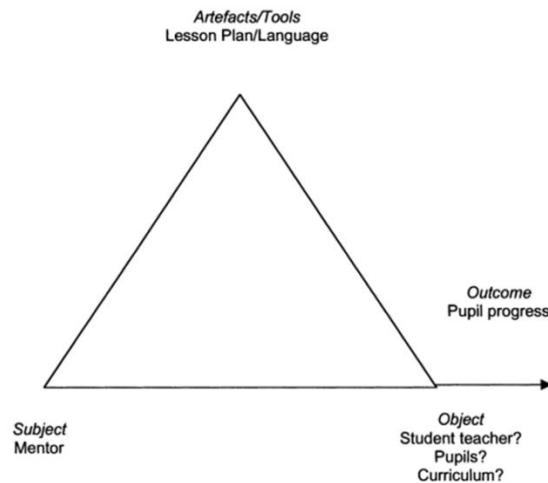
**Modeling.** A model is an example of something. In this instance, modeling represents providing examples and feedback on guided reading lessons. In some cases, modeling can be conducted by experts in the literacy field. Bean (2004) has written about refining the role of instructional coaches, or models, by defining three tiers of activity associated with coaching. The tiers include informal activities, focusing on areas of need, and co-planning lessons or analyzing student work. Bean (2004) also described the more formal aspects of coaching, including visiting classrooms and providing feedback to teachers, as more intensive.

Concluding this section on modeling is a study conducted by Gibson (2006), which describes the interactions of an expert reading coach, or model, with a kindergarten teacher. This particular study integrates the findings of this research through providing support and training for a teacher through supplying professional development to a novice teacher by an expert. The literacy expert was able to provide specific instructional feedback for the guided reading lessons that the kindergarten teacher was teaching. This provided the kindergarten teacher with an opportunity to ask questions and explore methods for teaching his kindergarteners in a supportive environment with an expert who could assist in his understanding of the processes and procedures of guided reading instruction.

**Mentoring.** A research study by Huling and Resta (2001) explored the benefits of teacher mentoring to mentors. The researchers found that mentors felt that they had increased professional competency. The mentors' quality of teaching improved as they were coaching their mentees. Mentors also engaged in reflective practice as they worked with a mentee. Additionally, mentors felt renewal in their teaching and experienced psychological benefits. The mentor teachers also felt that the collaboration that mentoring provided them a colleague with whom to engage in professional conversations. This built the self-esteem of more experienced teachers who were acting as mentors. The research concludes with other benefits that mentors experienced, specifically, contributions to teacher leadership and mentoring combined with inquiry. Essentially, mentors felt their capacity for leadership was increased and some mentors felt led to participate in additional research as they engaged in inquiry.

A study conducted by Edwards and Protheroe (2004) found that student teachers who were paired with mentors found that the mentors had helped them interpret their classrooms more expertly. Mentoring as a resource to improve teaching is not a new idea. A study conducted by Edwards and Protheroe (2004) describes the support and mentoring of pre-service teachers. This article is relevant to this study as the article specifically addresses the dialogue between mentors and mentees and how best to foster growth through feedback of mentees. The research goes on to explain that mentors would do best to provide constructive feedback of lessons, rather than reiterating what happened in each lesson. Though the existing feedback of mentors built the confidence of mentees, it did not provide them the growth opportunities that specific feedback would have offered. In this article, a mentoring graphic represents the relationship between the subject mentor, who is in this instance a content area expert, the lesson plan for guided instruction, and the outcome, which was pupil progress. The figure also represents the interaction

between those three elements with the object. In the research the object was the student teacher, one of three choices. However, the student teacher could easily be substituted with novice teacher to provide a visual in this study. The original figure is shown below, in Figure 5.



*Figure 2.3. Interaction of Mentoring.* This figure from the research of Edwards & Protheroe (2004) represents the interaction of the following elements in mentoring: lesson plans, mentors (i.e. experts), objects, and outcome.

In a research study conducted by Giebelhaus and Bowman (2002), a comparison group of two field experience groups were paired with a cooperating/mentor teacher. One of the cooperating/mentor teacher groups received in-depth training on how to support their field-based students and the other group did not. A statistically significant difference was found between the groups at the conclusion of the study. Therefore, it is important not only to pair novice teachers with mentors but also to ensure that mentors are trained on best practices in mentoring.

Bey and Holmes (1992) published a monograph which addresses the complexity of mentoring by addressing common issues faced by mentors. The monograph addresses principles or goals of mentoring, the complexity of mentoring, and the psychological support that mentors and beginning teachers need. Mentors and teachers can develop a supporting relationship over time and with guidelines, activities, and support from experts in place. Placing teachers with

mentors who are not trained does not provide the support that mentoring was intended to provide. However, training mentors on goal setting complexities and providing support supplies mentees with a capable mentor.

**Reflective practices.** Reflective practice was first introduced as a critical practice of refining one's craft by Donald Schön (1987). He was a proponent for professional educators reflecting on their teaching, as a continual process. He also best describes how to provide coaching by a master teacher, or an expert, in order to develop the reflective practice in students.

Ferraro (2000) describes how reflective practices can be used at both pre-service and in-service levels. He suggests that coaching and peer involvement are used more than any other practices at the pre-service level. He recommends that in-service teachers engage in study teams and peer coaching and should serve as coaches and mentors. These practices would better develop feelings of self-efficacy in teachers.

Research conducted by Shulman and Quinlan (1996) described effective teachers as able to reflect on their instructional experiences and transform knowledge into pedagogical representation, and who are well connected to the current, minute-by-minute knowledge base of their students. This study explains that reflecting on instructional practices provides students with a more effective teacher, as the teacher is constantly considering the instructional needs of their students.

Additional research conducted by Dembo and Gibson (1985) explains that teacher efficacy can be developed and enhanced through teacher education, socialization, personal teacher variables, school organization, and parent-teacher relations. Of interest to this study is the section which addresses socialization. This section explains that teachers who have more training and more experience have a greater degree of self-efficacy than teachers who have less training



and experience.

One study that is of interest in this research concentrated on the self-assessment of teachers of various expertise (Cooter, Mathews, Thompson and Cooter, 2004). This study used continuums for teachers to self-assess on guided reading strategy implementation. Three of the four continuums were developed to evaluate teachers' efficacy on running records, guided reading, and graphic organizers. The continuums were used in what the researchers describe as deep-learning sessions and with mentoring in kindergarten through third-grade classrooms. The authors discuss how important it is for teachers to be "reflective practitioners and do self-evaluation to improve their effectiveness" (Cooter, Mathews, Thompson & Cooter, 2004, p. 389). The number of teachers involved in the study and their specific level of expertise are unspecified. This study utilized continuums in conjunction with ongoing teacher trainings; the continuums were created to be used as teaching tool, rather than a simple assessment. The goal of using continuums and providing teacher trainings was to create not only a more reflective teacher, but a more effective teacher as well.

### **Professional Development**

The following literature and research addresses professional development, specifically through discussing teacher workshops and coaching, lesson planning and organization, and explicit training in guided reading and self-assessment. The studies do not focus on improving teacher efficacy, but are relevant to this study.

**Workshops and coaching.** In contrast to student focused studies is that of Tobin and McInnes (2008). This study of 10 teachers in mixed-grade classrooms, second and third grade, examined the teaching of guided reading through differentiated instruction (Tobin & McInnes, 2008). The teachers in the study received two three-hour workshops and in-class coaching on

their instructional techniques. This research publication zeroed in on two of the original ten teachers who were observed. Three 45-minute visits to each classroom and a follow-up interview, which spanned the January to May semester. Though this study originally used ten teachers, the two who consistently used the practices described received intense attention. This study expertly describes the classrooms and practices of two successful teachers. Though differentiated instruction is the primary concern of this study, it also directly pertains to the teaching of guided reading through providing teaching training through workshops and coaching.

**Lesson planning and organization.** In a separate action research project by Abbot, Dornbush, Giddings and Thomas (2012), students who struggled to read were found to have several deficits that contributed to their overall delays. Among those deficits identified were difficulties with fluency, decoding, and comprehending text. This particular research project focused on improving the reading skills of students through concentrating on the teaching of guided reading instruction in planning and organizing guided reading lessons, conducting proper running records, grouping students in reading groups, and improving the comprehension of students. It is important to note that teachers' introduction of reading strategies to their struggling students was found by the researchers to increase student achievement.

**Explicit training in guided reading.** An action research project conducted by Gabl, Kaiser, Long and Roemer (2007), focused on improving the reading comprehension and fluency in students through guided reading methods. Of the issues identified as contributing factors in reading delays, improper or inadequate teacher training and ineffective curriculum are most related to this study. The research of Gabl, et al. (2007), found that several teachers were poorly trained or not trained at all in guided reading and therefore struggled with implementing guided reading properly. If teachers who are directly responsible for teaching children how to read are not trained well, students who are recipients of their teaching may struggle to read. Further, the action research study noted that the materials that teachers were using to teach students to read were haphazardly pieced together or relied heavily upon basal readers that attempted to teach too many ideas about reading comprehension to be manageable during a lesson or were grossly inadequate due to lack of continuity in testing and teaching. For example, the mismanagement of the proper testing, then teaching of guided reading, was identified as a major impediment in guided reading in this study.

Professional development which focuses on using leveled texts more flexibly is addressed by Glasswell and Ford (2010). This article explains the rigidity that most teachers follow when using leveled texts for guided reading in their classrooms. The authors recommend using more flexibility when teaching with leveled texts and also using the leveled texts to assist students in content areas. The use of leveled texts in content areas, report the authors, provides more support and scaffolding for students' various reading levels. This is in direct contrast to the content area basals available in the classrooms. This research study is an ideal example of the professional development that should be available to novice teachers. The administration should not assume that teachers already know how to provide support to their students through using

flexible leveling with books. Rather, professional development should be offered to provide teachers with reasoning and examples and other practical applications of using flexibly leveled texts to provide more scaffolding for their students.

Research prepared by Wilson, Floden and Ferrini-Mundy (2001) compiled numerous articles and dissertations to complete a report titled “Teacher Preparation Research: Current Knowledge, Gaps and Recommendations.” This report is important to this study as it addresses the idea that teachers may not be prepared to teach upon graduation from university or an alternative teaching program. This extensive study identified one of the areas of “investment” for future study as the teaching of reading. The authors (Wilson, et.al, 2001) recommended investing in research within focused areas of teacher preparation and using current teacher educator-researcher interest by supporting research initiatives on particular promising programs.

Research conducted by Zygouris-Coe (2012) addressed the need for teachers to be highly trained in disciplinary literacy to become effective teachers. Though this article is focused on adolescent literacy, the article is relevant to this research as the author shares that teachers should not only be highly trained in literacy, but that teachers should apply more reading instruction in their content areas. This translates into the primary classrooms by encouraging more reading of non-fiction and informational texts. As students read more diverse texts and apply their known reading strategies to new types of texts, they grow as readers. As teachers struggle to apply the reading strategies they are familiar with to increasingly more complex tasks, the author shares that teachers should be utilizing literacy in other content areas and applying new reading strategies to that particular type of text.

## **Chapter Summary**

After reviewing the literature relevant to teaching guided reading it is apparent that no recent research has been conducted in the area of teacher self-efficacy in teaching guided reading with a specificity concerning novice teachers in the Coastal Bend of Texas area. This research exposes a gap in the extant research and aims to correct the lack of specificity to teacher efficacy in guided reading instruction in the Coastal Bend of Texas area and address the above-mentioned deficits in research.

### CHAPTER THREE: METHOD OF THE STUDY

This research study is methodologically qualitative and used the research frameworks of case study, phenomenological study, and grounded theory. These frameworks work in conjunction with each other to build a precise explanation of not only the type of study which took place but also the filter this research used for the type of data sought in this study.

#### **Case Study**

One of the frameworks for this research is case study. A case study is, “A strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence” (Robson, 1993, p. 146). A case study as a framework for research is further supported by Creswell (2007), who describes the case study as a qualitative approach in which the investigator explores a bounded system, over-time, through in-depth data collection.

The case-study design is descriptive and explanatory in nature. The case study describes the process of guided reading instruction and explains how teachers instruct students in guided reading and their feelings of self-efficacy while instructing students. Further, this case study is constructivist in nature and focused on the process of teaching guided reading as students are never “finished” learning to read.

This case study is an intrinsic case study in which the focus is on the case itself (Creswell, 2007). As this study is observing a program, guided reading, the case presents a unique situation (Stake, 1995). In this instance it refers directly to the teaching of guided reading by novice teachers. The researcher observed the methods used by novice teachers and determined how effective novice teachers felt when teaching reading. The materials that are used to support novice teachers during guided reading were also observed and recorded. This case

study is of a program, guided reading, and includes observations and interviews with three novice teachers, located at one site, who teach guided reading at the elementary level. The theoretical sampling method (Creswell, 2007) was used, as is indicative of grounded theory research. The researcher had access to a school site and chose to observe novice teachers with three or fewer years of experience. It was necessary to choose the teachers who fit certain criteria (i.e. novice teachers who teach guided reading). Further, teachers had to be willing to allow the researcher to interview them and observe them on multiple occasions. The data collection in this study was extensive (Yin, 2003), as required in a case study, and is detailed further in this paper.

This case study spans a limited number of weeks and has a limited number of participants. The number of participants in this project is not a disadvantage. The study of a select few participants allows the researcher to build rapport and gain a deeper understanding of the participants. It was hoped that the researcher could capture the participant's "point of view and secure rich descriptions" of the participant's environment and/or story (Denzin & Lincoln, 2005, p. 16).

### **Phenomenological Study**

This study represents a phenomenological study as well as a case study as this research project attempted to describe meaning for several individuals, novice reading teachers, and their lived experience. This researcher believes that the rich experiences of the novice teachers directly impacted the teaching ability and the knowledge of said teachers. This study attempted to find the commonalities, referred to as themes in this research, in teaching guided reading. Therefore, the phenomena in this research in teaching guided reading, which is the "object" of

human experience that Van Manen (1990) refers to in his explanation of phenomenological research.

There is a great body of philosophical research that supports phenomenology, including works by Husserl, Heidegger, Sartre, and Merleau-Ponty (Creswell, 2007). The culmination of these philosophers' viewpoints focus on the study of the lived experiences of persons, and the view that these experiences are conscious ones (Van Manen, 1990).

Of the two types of phenomenological research, hermeneutical and transcendental, this research was hermeneutical. The teaching of guided reading phenomenon is explained in the researcher's experiences, and was collected from several teachers who have experienced the same phenomenon. This study followed a series of adapted methods and procedures outlined by Moustakas (1994) as prescribed for phenomenological investigations:

- 1) Discovering a topic and question rooted in autobiographical meanings and values, 2) Conducting a comprehensive review of the professional and research literature, . . . 5) Developing a set of questions or topics to guide the interview process, 6) Conducting and recording a . . . person-to-person interview that focuses on a bracketed topic and question, 7) Organizing and analyzing the data to facilitate development of . . . a synthesis of textural and structural meanings and essences (p. 103-104).

The methods and procedures are adapted as the third and fourth steps have been eliminated from this study as they make provisions for additional researchers. The sixth step includes observations in addition to interview for data collection. Moustakas (1994) suggests in step seven that a researcher "organize and analyze the data to facilitate development of . . . a synthesis of textural and structural meanings" (p. 104). In order to expedite the process of finding meanings in the research, the researcher analyzed the data by reducing information to significant



statements or quotes. Finally, the data was analyzed for themes (Creswell, 2007; Miles, Huberman & Saldana, 2013; Saldana, 2012).

In keeping with the phenomenological research methods described by Moustakas (1994), the researcher discovered a research area that was rooted in autobiographical meanings. Translated to this study, the research topic of interest to the researcher was guided reading instruction and novice teachers' implementation of guided reading instruction. A further value of the research included the teacher self-efficacy in novice teachers who were implementing guided reading. The comprehensive review of the literature on guided reading and the supporting instructional elements of guided reading instruction were conducted, which is the second procedure outlined by Moustakas (1994). Questions were developed to guide the study, as the fifth step in the process suggests, and the sixth suggestion of participant interviews was followed, in addition to the observation of the participants as they taught guided reading. Finally, the data was reduced and organized, as previously stated, and coded, then analyzed for themes. The analysis for themes is the end point of phenomenological research, however, this research surpassed theme analysis; the extension of the research is described further.

### **Grounded Theory**

Moustakas (1994) describes types of phenomenological research studies in his book *Phenomenological Research Methods*. This study is not just a case study that is complimented by a phenomenological model; this research takes the form of a grounded research study, which is a type of phenomenological research study. Moustakas (1994) explains that the focus of such studies is on “unraveling the elements of experience,” (p. 4). He further explains that “a theory is generated during the research process and from the data being collected” (p. 4).

Strauss (1987) explains that grounded theory involves grounding the research inquired by careful analysis of the data collected, examining field notes, studying transcribed interviews carefully, and coding each sentence or phrase. Data in this study was analyzed as Strauss (1987) recommended.

In a phenomenological study, the meaning of an experience for a number of individuals is emphasized, and in grounded theory research the study moves beyond description and includes the generation of or discovery of a theory (Creswell, 2007). The purpose of grounded theory is to conduct the study, collect the data, and discover themes within the data codes after analysis. These codes can then be used to explain the practice or create a framework for further research (Creswell, 2007).

The grounded theory design was developed in the field of sociology in 1967 by Glaser and Strauss, who found that existing theories in research were inappropriate when applied to sociological research. The *a priori* approach was ill-suited to the data that sociologists collected in the field. Instead, the data that sociologists collected was drawn upon to create theories. This became the grounded theory approach. Further, this method of emerging theories was applied to this research. Charmaz (2008) further supports the use of grounded theory as an important method for conducting emergent research in the qualitative field. This research will follow the systematic procedures of Strauss and Corbin (1990).

In the grounded theory approach with the current study, the researcher attempted to develop a theory—after gathering and analyzing data that has been systematically gathered through both observations and interviews—which explained the process of guided reading instruction by novice teachers and their sense of effectiveness in teaching. Charmaz (2008) explains:

fundamental tenets of the grounded theory method include: (1) minimizing preconceived ideas about the research problem and the data, (2) using simultaneous data collection and analysis to inform each other, (3) remaining open to varied explanations and/or understandings of the data, and (4) focusing data analysis to construct middle-range theories” (p. 155).

Charmaz (2008) also explains that as Strauss and Corbin (1990) view grounded theory research with a “wider lens,” they acknowledge that “other influences, such as personal experiences, professional exigencies, and earlier ideas, may spark inquiry” (p. 159). This study was pursued because the researcher has a personal interest in guided reading as she taught guided reading for a number of years as a classroom teacher.

Phenomenology described the essence of the experience of teaching guided reading from the viewpoint of the teachers involved, the grounded theory approach provided data to establish a theory supporting the teachers of guided reading, and the case study approach allowed the researcher to develop a detailed analysis of the cases in this research. Essentially, the methodology used in this research helped to construct a collective viewpoint, a theory, and an analysis of the issue of guided reading taught by novice teachers in the Coastal Bend of Texas.

The approaches described above, as they assisted in constructing viewpoints, theories, and analyses in data are constructivist and/or descriptive in nature (Crotty, 1998). The research theories all rely on the participants to provide their views so that the complexity of views can converge and develop a subjective meaning of their experiences. This worldview, social constructivism, used broad, open-ended questioning to assist participants in sharing their views so that an interpretation or theory of their experiences could be generated (Creswell, 2007).

## **Research Setting**

The research for this study was conducted from February 2016 to August 2016 at an elementary school in the Coastal Bend area of Texas. This particular school was chosen as I had access as a researcher to the school and teachers. I observed in the teachers' classrooms on Mondays, Wednesdays, and Fridays during their guided reading instruction time. This time was dependent upon the teacher and school calendar. Three teachers meant three different schedules. As the observations were concluded, the teacher interviews were conducted.

**The community.** The small town in which the school is located comprises a small chain-grocery store, two sit-down restaurants, and three fast food restaurants. The community seems built around the schools, and school paraphernalia can be seen in most small businesses. The community is rural and surrounded by farmland. The students live in relatively small homes, apartments or trailers. According to the 2009- 2013 Demographic and Housing Estimates of the Census, the total community population is around 9,100 with 6,300 that identified as Latino or Hispanic origin demographically (United States Census Bureau, American Fact Finder, 2015). No major employers are present in this community other than the school district.

**The district.** The district is located in Region 2, as identified by the Educational Service Center, of the Coastal Bend of Texas (2015). This area encompasses 42 districts and is also referred to as the Coastal Bend Area. The counties that compose this region include Aransas, Bee, Brooks, Duval, Jim Wells, Kennedy, Kleberg, Live Oak, McMullen, Nueces and San Patricio (ESC, Region 2, 2015). This district is 3A and placed in a rural community, surrounded by its small town.

**The school.** The elementary school where the research took place is separate from both the middle and high school campuses. The elementary school is referred to as Site A. The other

campuses are a short walk from the elementary school. The elementary school is an older building built of brick. Half of the building relies on window units to heat and cool the classrooms. The school is maintained consistently and in good condition despite its age.

Data describing ethnic groups of the school where research was conducted is listed alphabetically for readability on Table 1. Of the total 675 students at Site A, African American students accounted for less than 1%, 5% (32) were Caucasian, and approximately 95% (638) identified as Hispanic, as found in the Academic Excellence Indicator System (AEIS) for the 2011-2012 year. This is comparable to the district's numbers of 1.3% African American, 6.2% Caucasian, and 92.2% Hispanic. The percentage for African American students at the site, and district level, were much lower than for the state at 12.8%. Both the site and the district had comparatively lower numbers of Caucasian than the state at 30.5%, and higher numbers of Hispanics than the state at 50.8%. No other ethnic groups were identified for this site (AEIS, 2011-2012).

Table 1

*Total Enrollment Percentages for Racial/Ethnic Backgrounds for Site A (AEIS, 2011-2012)*

Enrollment %'s	African American	Caucasian	Hispanic
Site A	.7	4.7	94.5
District	1.3	6.2	92.2
State	12.8	30.5	50.8

In the next table, Table 2, information regarding the status of the Site, district, and state percentages for at-risk, economically disadvantaged and limited English proficient is provided. The explanation of the different categories and the value of the information to the study is also explained. Further, the information is categorized alphabetically.

Students classified as At-Risk at Site A were 49.9% (337), which is average compared to the district's 54.2% and slightly higher than the state's 45.4%. At-risk students are identified by several indicators, as students who are likely to drop out of school based on state-defined criteria. The state identifying factors most relevant to the age level being studied are (1) does not perform satisfactorily on a reading readiness test, (2) is a LEP student, or (3) is in custody or care of the Department of Protective and Regulatory Services (AEIS, 2011-2012).

The students that were identified as Economically Disadvantaged (ED) were 84.3% (569) at the site, which was comparable to 83.9% for the district. This is greater than the state average for economically disadvantaged students at 60.4%. According to AEIS, the percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students.

Economically disadvantaged students may struggle with traditional teaching approaches, as curriculum taught many require more explanations and illustrations (Boyer & Boyer, 1974). The research indicates that students from economically disadvantaged backgrounds lack the schema and language experiences to interact with text and peers.

The Academic Excellence Indicator System (2011-2012) indicated that district's Limited English Proficient (LEP) students were 4.4%. This is only slightly higher than the district's enrollment at 2.9% as Limited English Proficient. This is considerably lower than the state average of LEP students at 16.8%. Students are identified as LEP by the Language Proficiency Assessment Committee (LPAC) according to criteria established by the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. The percent of LEP students is calculated by dividing the number

of LEP students by the total number of students in the school or district (AEIS report, 2012). The limited proficiency with English is relevant to this study as language delays can be a contributing factor to delays in reading the English language (Cheung & Slavin, 2005).

Table 2

*Percentages of At-Risk, Economically Disadvantaged, and Limited English Proficiency for Site A, District and State (AEIS, 2011-2012)*

AEIS Data	At-Risk	ED	LEP
Site A	49.9	84.3	4.4
District	54.2	83.9	2.9
State	45.4	60.4	16.8

The demographical data for the research site is similar to the other districts in Region 2, the Coastal Bend of Texas area. Site A has higher percentages for At-Risk and Economically Disadvantaged students than the state. However, Site A has a significantly lower percentage of Limited English Proficient students than the state.

**The classrooms.** There are three classrooms in which the research for this study took place. The classrooms are composed of a kindergarten, first-grade, and second-grade classroom. The classrooms will each be described in the section below.

**Kindergarten.** The kindergarten classroom was organized and welcoming. Several bookshelves house manipulatives and activities in baskets. The wall next to the entry door was dedicated to large bold printed sight words, which were practiced and referred to daily. The wall to the right of the entry door held cubbies for students' backpacks, lunches, and supplies. The area above the cubbies displayed the curriculum goals for the six weeks by subject. The wall opposite the entry was used as a teaching area with a U-shaped table, two bookshelves, and a file cabinet. The teacher shelves were full of guided reading books on multiple levels, teacher

binders with anecdotal notes, and student information. The teacher also had supplies that she used for guided reading on and around this shelf. The final wall had a small student desk, a smart board that the teacher used for whole group lessons, and an additional shelf for worksheets and student supplies. A colorful carpet was situated in front of the smart board. The classroom had three circle tables and an additional U-table where students sat to complete their written work. The students worked at their tables and throughout the room during guided reading.

***First grade.*** The first-grade classroom was well-organized and colorful. The teacher had thematic posters and procedures for activities posted on the walls. A set of shelves was located right by the entry door and was full of cubbies for student backpacks. This wall was covered in bulletin paper and from left to right was a calendar, months of the year, class procedures, and the curriculum goals for the six weeks. The wall next to it had a set of shelves from which the students pulled reading books for independent reading. This wall was also used for the teacher's shelves and a U-shaped teaching table. The teacher had a multitude of binders and supplies readily available on this shelf. The next wall was almost entirely covered in small cubby-like shelves that had clearly labeled stickers on baskets. The baskets that were up high contained both supplies and activities that students could use. The lower shelves had baskets that were thematically labeled with books for reading. This area had a colorful carpet and display shelves for books as well. This wall also had a writing station for students to use during their center time. The last wall had three computers, a smart board, the class telephone, and a wooden shelf for big books. The students had a large, colorful carpet to sit on in front of the smart board.

The teacher kept clear storage bins in the classroom that the students could pull activities from. The students sat at round tables and used soft cloth mats for workspace on the floor. The teacher played soft thematic background music when guided reading started and most students



respected that time and limited their interruptions. The students had “helpers” who reminded them to bring their noise levels down when they got a bit loud.

***Second grade.*** The second grade classroom seemed bright and large. The wall by the entry contained a large white board and two corkboards. One of the corkboards was used to help students keep track of their reading level. The other corkboard was used for classroom helpers. The teacher had stapled library pockets with reading level letters on them to the wall. The students had bookmarks with their names on them that they moved up when they attained the next reading level. Beside that wall was another wall with a small bookshelf used for independent reading. The books were placed on the shelf with their spines showing. The area above the bookcase was decorated with the procedure charts that the teacher had made with her students for center time. Next to the bookshelf was another small shelf with baskets for center activities. There was a small desk with a listening station for two to three students beside it. The next wall had a smartboard and was also used for a teaching space with a teacher bookcase and file cabinet. The teacher had several notebooks on the shelf, which were not labeled. In front of the bookshelf was the U-shaped teacher table, where the teacher taught guided reading. The final wall had a low bookshelf with manipulatives on it. Above the bookshelf were the curriculum goals for the six weeks. The students sat in groups of five at large rectangular desks that had room for their supplies. The students rotated their centers during guided reading and utilized both their tables and the areas around the room.

### **Identification and Selection of Participants**

This section describes the identification and selection of the individual participants, the teachers, who participated in this study.

**Identification of participants.** The campus principal, at my request, identified six potential participants, teachers with three or fewer years of teaching experience. This site surpassed the required number of potential participants, seemed to be a good fit for the research, and the principal was supportive of the research. Next, I arranged for a meeting with the superintendent.

**Selection of participants.** I contacted the teachers via phone, email, and also in person to explain the research study. After emailing the kindergarten teachers, I was able to obtain permission to conduct research from one kindergarten teacher over the phone. I emailed both first-grade teachers and left messages on their school answering machines. Then I spoke with one first-grade teacher over the phone and met with both first-grade teachers in person. I then obtained permission to conduct research when I met one of the first-grade teachers in person. As the other first grade teacher did not consent to participate, I approached the second grade teacher. I also emailed and left messages for both second-grade teachers. I met with one of the second grade teachers in person; she asked a few questions about the study, but quickly granted me permission to do the research. As I had the requisite number of participants, I did not pursue any other teachers. However, the other kindergarten teacher approached me and offered to be a “back-up” should I need to observe another teacher.

Consistent with the structured grounded theory approach in phenomenological research, theoretical sampling was used. This sampling method uses interviews of participants who are specifically chosen by the researcher to study a phenomenon (guided reading) and best form a theory. In this instance, the participants specifically chosen were teachers with three or fewer years of teaching experience. The participants were also chosen based on their location, as the researcher had access to the school site and permission to conduct research there.

## **Participants**

**Kindergarten teacher.** Katy (all names are pseudonyms), the kindergarten teacher, has three years teaching experience, including this year. She first taught in a private school, where she used specific curriculum for the religious school, and then made a switch to public school. She is in the 25-35 year age range and is Hispanic. Katy has used a different curriculum to teach guided reading and was trained in her previous school to use that curriculum. She has had a one-day training on how to implement the Reading A-Z (reading curriculum) training that her current school is using.

**First grade teacher.** Fern, the first grade teacher, just began teaching this year. She is alternatively certified to teach first grade. She is in the 30-40 year age range and is Hispanic. Fern has no previous experience teaching reading, other than what she learned in her alternative certification program. Fern has had a one-day training in implementing the Reading A-Z curriculum.

**Second grade teacher.** Sarah, has had three years of experience in teaching. She had been trained on how to teach guided reading by a reading specialist her first year of teaching. She is in the 25-35 year age range and is Hispanic. Sarah shared that she was trained on how to teach guided reading by a literacy coach in her second year of teaching. She explained that she didn't really know how to teach guided reading in her first year of teaching.

## **Researcher Role**

The study used the traditional method of observation and interview. As a previous trainer on this campus, I was known to most of the teachers and staff. However, as I was observing the teachers as they taught guided reading and not offering opinions or advice, I held a peripheral role, which is a role held by one who is "empathetic, but a less involved participant," (Adler &

Adler, 1987, p.8). Adler and Adler (1994) further explain the role of peripheral-member-researcher as those who enter settings for the purpose of data gathering, yet who interact only casually and not directly with subjects while occupied in observation. I assured the teachers as I observed them that I was not assessing their teaching, only observing. Occasionally, I had to remind the participants that my role as a researcher, in this instance, was only to observe and not to provide feedback.

### **Data Collection Procedures**

One introductory interview, six observations, and one closing interview with member checking were conducted. Five data sources were collected in this study: observations, audio-recordings, interviews, lesson plans/curriculum, and researcher notes. This collection demonstrates the various types of raw data used for analysis during this study. The following sections explain each type of data and its value to this study.

**Observations.** Each participant was observed on five to seven separate occasions for approximately 30 minutes. This amount of time was appropriate as a teacher can teach several guided reading groups in a 30-minute period. The teacher observations varied and were dependent upon the length of time that guided reading was taught (i.e. some lessons may be shorter or longer than thirty minutes) and teacher availability. Notes were taken in the researcher's journal on the teacher's instruction of guided reading. Specific notes on the type of curriculum being used, the process or strategies used, and the flow of the lesson were noted. Further notes were made on the reading level of the students observed and the researcher's view of the students' competency at that level. In addition, specific information on the types of books that the students were using when reading in guided reading was also noted. Notes on the

observations were taken in a researcher's journal, and observations were recorded on a voice recording application on the researcher's iPhone. The recordings and notes were then transcribed. After the recordings were transcribed and coded, the researcher emailed the transcriptions to the participants to review and make corrections to the transcriptions. The next section will describe interviews and how they were used in this study.

**Interviews.** A brief introductory interview took place in which the researcher explained the research purpose of the study. The introductory interview took about 15 minutes, as teachers were able to ask questions. There was no need for the researcher to introduce herself because she was already known to the teachers, as she conducted a campus-wide training earlier in the year. The closing interviews took place after the observations and transcription of the observations, which provided teachers the opportunity to ask questions. A series of open-ended questions for the interviews are provided in Appendix E for reference. The questions were created and peer-reviewed and were designed to guide the interview process. The questions were developed specifically to address background, training, and practice in teaching guided reading. This included preparation and teacher self-efficacy in guided reading instruction. The interviews were recorded with a voice recording application on the researcher's iPhone and were transcribed on the researcher's laptop computer shortly afterwards. The closing interviews spanned a range of about 30 minutes. The greetings between the researcher and participant were not coded or recorded. The recording of the interview began as we sat and began the closing interview. Additional notes were recorded by the researcher, in the researcher's notebook, during the interview process, when deemed necessary.

According to Fontana and Frey (1994), "interviewing is one of the most ... powerful ways we use to try to understand our fellow human beings" ( p. 361). The interview, as a

methodological approach, is supported by the works of Gubrium and Holstein (2002) in the book *Handbook of Interview Research: Context and Method*. The researchers explain that “at first glance, the interview seems simple and self-evident” (Gubrium & Holstein, 2002, p. 3). The authors continue to clarify that the respondent is to “offer information from his or her personal cache of experiential knowledge” (Gubrium & Holstein, 2002, pg. 3). The steps of the interview process are detailed in the book, as is the role of the interviewer and respondent. The social and political circumstances that have shaped the interview into a valuable tool that is used to understand the lives of others is also discussed.

The interview is further supported in the field of social science and qualitative research through the works of Fontana and Frey (Denzin & Lincoln, 2011) and deMarrais (2004). The development of the major forms of the interview is chronicled: structured, unstructured, and open-ended. Additionally, how the interview, as a tool, can be modified during use is explained. One of the critical aspects of the interview process, as Fontana and Frey explain it, is that the interview can be redefined and the role of the interviewer and respondent can become that of co-equals. These co-equals can carry on a conversation that is mutually beneficial (Denzin and Lincoln, 2011). The research in the current study utilized both the open-ended interview, as explained by Fontana & Frey (1994), and the relationship of co-equals between interviewer and respondent. An interview with structured questions that is flexible enough to allow for questions to be exchanged between interviewer and participant is valuable. This flexibility allows for a building of rapport.

Interviews were a primary source of data for this study. It was important to focus on the voice of the participants in order to fully understand their view of their experiences (Marcus & Fischer, 1986). The interviews were semi-structured and used a pre-conceived list of questions

for the participants to discuss. The interviews were considered semi-structured because some additional questions were asked for further clarification during the interview process. Unlike the explanation of the structured interview with a long list of instructions for participants (Fontana and Frey, 2005), the participants were asked a question and they responded to the best of their ability. At times, this meant leaving and then returning to the question asked by the researcher. Occasionally, this mean the researcher had to further explain the question for the participants.

Examples of the questions that were used during the interview process included inquiries about the participants' background knowledge and training in guided reading instruction, which resources were used, and what lessons were followed during teaching guided reading. Additionally, questions were asked about how to level and assess students for guided reading groups, and several questions were developed and asked to better understand the teacher's feelings of self-efficacy when teaching guided reading.

The purpose of this section was to explain and describe the rationale for the use of the interview as a methodological framework to guide the study. The next section will provide a detailed description of the researcher field notes taken for the duration of the study.

**Researcher field notes.** Researcher field notes (also referred to as a researcher journal) were taken in a journal that the researcher used during each observation and interview. The field notes contained excerpts from the observations, poignant statements from the teachers or students, detailed descriptions of the classroom, curriculum used, and other researcher observations. Additionally, the journal held notes on student reactions to teacher behaviors and explained the purpose of teacher comments that might not have been clear in the audio recording. For example:

“Put it down,” a teacher is referring to student book, which is held vertically, rather than placed flat on a table. “Right here,” meant that a teacher is redirecting student to the section of the book they are reading.

The field notes/journal was kept on hand throughout the length of the study. The notes were diligently kept as a reference tool and referred to during the data analysis phase of the study when clarity was needed.

### **Data Management and Analysis**

A system was developed to organize and keep track of all of the data. This was deemed necessary by this researcher, as there was a potential for multiple pages of data and multiple data sources. The system made the data easily accessible by the researcher. Data management and analysis are important components of qualitative research and a research plan was put in place for them.



**Data management.** A recording tool was used to record conversations during interviews on the researcher's iPhone. The program was an application that can be downloaded from the Internet and was located on the researcher's iPhone, iPad, and laptop computer. This program requires the user to open the program and click on the record button to record voice messages and conversations. The user can then save the recording and title it and open it when needed at a later time.

The application on the researcher's iPhone was used to record all observations and for the interviews. This application requires the user to tap the application and tap a record button so that any voice messages the user wants to keep are recorded. The messages can then be accessed later through tapping the play button on the same application. The iPhone was used as the primary source of recording as the instrument is both small and unobtrusive. The researcher did not wish to disturb or interfere during the teaching and learning process any more than necessary and felt the small size of the recording instrument was beneficial. It was important to this researcher to have a primary recording instrument and a backup recording instrument (iPad and laptop computer) to insure that if a problem would have arisen, the integrity of the project would have remained intact.

The data analysis section follows.

**Data analysis.** Data analysis in qualitative inquiry requires a researcher to sort through the variety of data collected: interview transcripts, observations transcripts, and researcher journal/field notes, to find codes and themes. A code in a qualitative inquiry is most often a word or short phrase that summarizes or highlights essence-capturing portions of language-based data (Saldana, 2009). Coding information is often dependent on the information gathered. In this instance, the coding that was used in this study is explained in detail below.

Line	Text	Code
1	What's the first thing you have to look at?	Title prompt
2	What's the first thing you have to look at?	Title prompt
3	What is this called?	Title prompt
4	What is this called at the beginning of the book?	Title prompt
5	Thank you. So we have to look at what first? The title.	One-to-one
6	So put your finger under the first word.	Letter/sound
7	Is that? Wait. Now look at the word. What letter should be first? Is that an e?	Letter/sound
8	No, so let's sound it out. The special thing about this word is that the e is tricky	Letter/sound
9	and we can't hear it. Do you hear the e? Close your eyes. HAVE. Do you hear	Letter/sound
10	an	Letter/sound
11	e at the end?	One-to-one
12	Open your eyes put your finger under the h. Open your eyes and put your	One-to-one
13	finger	One-to-one
14	under the word 'have.'	One-to-one
15	Now go back to the first word. Now what was the first word?	Letter/sound
16	L. entrance. L. entrance. What is that word? Is that an L?	Letter/sound
17	And what sound does V make?	Letter/sound
18	Everyone put your finger under the v. VVVVV. Veg	Letter/sound
19	Very good. Vegetable. Don't open it yet. Don't open it yet. So now let's read it	Praise/attention
20	together.	Punctuation
21	So what's this punctuation at the end? What is that?	Punctuation
22	An exclamation point, very good. How do you have to say things when the	Expression
23	punctuation is like that.	Expression
24	Yeah, kind of like that. With an exclamation point do you sound sad?	One-to-one
25	That's true. That's true. Now put your finger under the first word.	One-to-one
26	Now put your finger under the first word and let's read it like (student name),	Expression
27	but not to loud.	Expression
28	Very good. Make sure you are looking at the word when you are reading it,	Attention
29	okay? Don't look at them, "We have vegetables," because then you are not	Attention
30	going to learn the word. You have to put your finger under the word. Now	One-to-one
31	open	One-to-one
32	to the first page. This is the first page. I want it on this one. Under the first	One-to-one
33	word.	One-to-one
34	Very good. Now everybody needs to have their finger under the first word. Not	One-to-one
35	everybody is doing it.	Confirming
36	Good job. Open the book.	Praise
37	Very good. Turn the page.	Praise
38	Everybody back to this one. Here's one thing that none of us are doing. Put	Correction
39	your finger under the word. Now I want you to read the first word: we. Second	One-to-one
40	word: have. Third word: corn. Now you come over here. Now you come over	One-to-one
41	here. Move your finger over here.	One-to-one
42	What are these? Have you ever eaten them before?	Big Know
43	What do you call them. What do you think they look like?	Big Know
44	What do you call these?	Big Know

*Figure 3.1.* Coding Example. This figure is an example of line-by-line, open coding, used in this study. This type of coding was applied to the observation data collected in all three classrooms.

It is important to note that all coding was conducted manually or by-hand (Saldana, 2009) which is suggested for 'first-time or small-scale studies' (p. 22). The ability to see the codes in a variety of highlighted colors was important for the researcher and made organizing the codes relatively easy.

The processes for qualitative data analysis applied to the data collected included data reduction, line-by-line coding, and focused and selective coding. Data reduction was first applied to the research to remove extraneous data. In order to analyze the data according to the grounded theory approach, the three types of coding identified that fit the approach—open, axial and selective coding (Strauss, 1987)—were then applied. Line-by-line coding was used as an open coding or first-generation coding technique. The open coding method, in which a sampling method is used to gather data that “uncovers as many relevant categories as possible” (Draucker, Martsof, Ross & Rusk, 2007) was used. As a second-generation coding method, focused coding, rather than axial coding, was applied. This allowed for categorization of the data. The data was then selectively coded to find themes. An additional step in this study was “shop-talking” the coding decisions with experts in the field. Finally, the formation of theory was developed based on the data that was collected and analyzed. All coding methods will be further explained below.

**Data reduction.** The reason for data reduction being applied lies in the transcriptions themselves. The majority of transcriptions included student responses, but students were not the focus of the research, the teachers were. The removal of student responses provided a more concise view of teacher commentary, which was then coded as explained below.

**Open coding.** Initial coding is also referred to as “open coding.” It is a first cycle coding method that can be used in all qualitative inquiries and is well suited to beginning researchers (Saldana, 2009; Strauss & Corbin, 1990). This method requires researchers to type up the interview and observations into transcription form. A three-column table is used in which the transcription is placed in the middle of the three-column chart and numbered by lines on the far left. The data is then analyzed line-by-line and a short phrase or word is used to summarize or

highlight the main point of that line. The short phrase or word is placed on the right side of the chart.

The researcher adapted this method, slightly, by compiling the transcriptions of the observations into individual documents and applying line-by-line coding. This coding method is described further in Charmaz (2008) as she compares an initial and a general qualitative coding table. The comparison of these methods reveals that the initial coding method provides many more codes derived from the researchers' interpretation of the data collected, which can result in more comprehensive view of the data.

**Focused coding.** This coding method is a second-cycle coding method that requires the researcher to look for the most frequent or significant initial codes in the data. This coding method is a streamlined version of axial coding method of developing categories in data collected (Saldana, 2012). This method is appropriate for all qualitative studies and assists with the development of major categories or themes from the data. This method was first introduced by Charmaz in 2006 (Saldana, 2012). This coding method further refined the codes in the data providing the most common themes and categories, which are explained in more detail in Chapter Four.

**Selective coding.** One of the final coding methods applied to data gathered in this study was selective coding. This coding method sifts through the coded data to find themes in the data. In the current study, the codes that were highlighted with the same color coding were grouped together. The larger groups became the dominant themes. Some of the data did not fit into any category and was not used to form themes based on the data collected.

**“Shop talking.”** The researcher employed what (Saldana, 2009) has labeled “shop-talking” in this study. In this post-coding, pre-writing stage of the research the researcher talks

regularly with a colleague, expert, or friend about the codes found in the data. Saldana goes on to explain that this method is valuable as researchers have to articulate what is happening in their data, which provides for more clarity in the research. Colleagues who have been “shop-talked” with have expertise in literacy, though their focus and backgrounds are varied. This provided a diverse range of subject and methodological knowledge that further refined this research.

Further “shop-talking” encouraged this researcher to better explain and define the areas of research which were originally brief. The ability to explain and describe the data to professionals whose expertise neither focused on early literacy nor on teacher self-efficacy challenged the researcher to be more explicit in the explanations of both areas.

The approaches to coding the research described above worked together to create a more accurate and detailed explanation of guided reading teaching conducted by novice teachers in the Coastal Bend. This grounded theory study most reflects the Strauss and Corbin (1990) model of emerging categories through coding and eventually through themes, which have been derived from the researcher’s experiences in literacy. The experiences of the researcher vary from classroom teacher, researcher, and professor, all of which impact the categorization of data and their emerging themes.

### **Trustworthiness**

According to Creswell and Miller (2000), qualitative researchers can choose from a diverse array of and typologies of validity. Trustworthiness, in the current study, represents how accurately the findings represent the realities of guided reading instruction by novice teachers. Using the lens of grounded theory research, and as this is a constructivist study, the procedures establishing trustworthiness are explained. This research uses a framework for establishing trustworthiness including the types of data collected, analysis and interpretation of data, and

types of questions asked during interview. Further procedures which contribute to trustworthiness of the study include triangulation, thick description, theoretical sampling, and peer debriefing. The methods of trustworthiness will be explained in the following section.

**Triangulation of data.** The term triangulation is a navigational technique in which sailors triangulate their positions at sea using a multitude of distance points to determine their location (Jick, 1979). In qualitative research, the term triangulation contributes to trustworthiness of a study by using a number of data sources to find common themes and categories. This study utilized three of the four types of triangulation recommended by Denzin (1978): data sources (participants), theories, and methods (interview, observations, researcher journal).

This study sought to explore and theorize how novice teachers instruct students in guided reading and their sense of self-efficacy when teaching. Three separate participants were included in this study. The participants all contributed to the research which, as a case study, was specifically exploring guided reading as program.

The theories which were generated from the analysis of the data in this study were developed after careful analysis of the data collected. In grounded theory research, one of the goals is to generate theories about the research that are “grounded” in the data collected. This contributes to the trustworthiness of the study.

The methods of data collection are a major contributing factor to the trustworthiness of this study. Multiple methods were used to gain rich documentation of how guided reading was taught by novice teachers, including two separate interviews (initial and final) and from five to seven observations of each teacher during guided reading instruction. Finally, a researcher journal was maintained through the duration of the study.

**Thick description.** A rich, thick description of study elements (Creswell, 2007) allows

readers to determine if the findings of the study can be transferred to other populations.

According to Denzin and Lincoln (1998), “thick descriptions are deep, dense, detailed accounts” (p. 83). Specific information about the process of recruiting and criteria for participating in the study were explained in this chapter. Descriptions of the research participants, their classrooms, and the community and school in which they worked were also explained.

Details about the interviews and observations were detailed in the researcher journal and used to aid in the transcriptions of the data. The transcriptions were reviewed continuously, and data was reduced to remove student responses and coded line-by-line. Removing student responses from transcriptions allowed for more clarity of the teachers’ dialogue and teaching procedures. Coding the transcriptions line-by-line allowed the researcher to keep the richness of the teacher dialogue, which allowed for a thick description of the process of teaching guided reading by novice teachers.

**Theoretical sampling.** As is typical in grounded theory research, the participants in this study were selected using a theoretical sampling process. As (Corbin & Strauss, 1990) explain, when grounded theory research begins the researcher brings to it an idea or phenomena they want to study. Based on this phenomenon, the researcher selects subjects or sites for the study.

The goal of the research was to study the guided reading phenomena, also described as program. In order to study guided reading, it was necessary to find teachers who taught guided reading. Additionally, the study sought to explore, understand, and develop a theory as to how novice teachers taught guided reading. This further refined the sampling method that was employed in the study.

Theoretical sampling used in the study achieved a representativeness and consistency (Corbin & Strauss, 1990) that is desired when exploring a phenomenon such as guided reading.

Participants were spread across three grade levels, which provided a broader view of the phenomena of guided reading instruction. The similarity in the participants observed and interviewed, novice teachers, added to the consistency that was desired in the study.

**Peer debriefing.** Peer review, also referred to as debriefing, is the process of reviewing the data by someone who is familiar with the data and/or the phenomena being studied (Creswell and Miller, 2000). In this study, peer debriefing was conducted by two colleagues. The colleagues were familiar with the processes of qualitative research and/or of guided reading in early childhood classrooms. The debriefers were provided background information about the study and grounded theory methods. The peers worked independently of each other to provide support, play devil's advocate, and ask hard questions about the interpretations of the data (Lincoln & Guba, 1985). The researcher involved the debriefers in the study to solidify coding methods, confirm answers to research questions and endorse the categorization of data found in the study.

**Member checking.** The researcher recognized the importance of member checking in qualitative studies. As member checking is used in a study, "the validity procedure shifts from the researchers to participants in the study" (Creswell & Miller, 2000, p.127). This procedure requires the researcher to provide data to participants to confirm credibility of the work. The member checking process was attempted in this study. The transcriptions of the observations were emailed to the participants to confirm the credibility of the work. However, two of three participants did not respond, though a response was requested. One of the three participants were asked about confirming the transcriptions and the participant responded that she, "didn't really remember," what she had taught. Though member checking was not accomplished with this study, the combination of research methods described above provides a trustworthiness aspect



that could otherwise be missing in this study.

## **Ethical Considerations**

**Obtaining permission to research.** As the principal had already granted permission to conduct research, I met with the superintendent to explain my study and obtain his permission. He asked relevant questions and wanted to know how this research would assist his school. I explained that the research was hermeneutical and the research results might be able to identify areas of strength and need. He granted his permission to conduct the research.

After receiving approval to conduct my research from the Institutional Review Board, I emailed each teacher with an information sheet and recruitment message. Then I called and either spoke with or left a message with each teacher. I was able to get consent to do research from the kindergarten teacher over the phone and was able to arrange a meeting with the first grade teacher via phone. I then approached the kindergarten teacher (who had given consent via phone), the first-grade teacher (with whom I spoke over the phone), the additional first-grade teacher, and the second-grade teacher in person during their planning times. Participants granted verbal permission and were given an information sheet pertaining to the study.

**Anonymity and data protection.** The names or identifying indicators of students or teachers were not used to protect the students and teachers who participated in the study. Further, the researcher acknowledges the importance of keeping the identifying information in the journal coded to protect the persons involved in the study. Finally, all paperwork (researcher notebook and other contributing data) was kept either with the researcher or in a locked file cabinet at the researcher's home. The data stored on the computer was saved to the hard drive and encrypted with a password. An additional portable hard-drive was also used to store data, as a back-up, and was also kept with researcher.

### **Chapter Summary**

In this chapter, an overview of the methodological and theoretical approaches to the research was presented. This study, methodologically, is qualitative, with a phenomenological grounded-theory and case study lens. Vygotsky's (1986) Zone of Proximal Development, Rotter's (1966) Locus of Control Theory, and the self-efficacy works and Social Learning Theory of Bandura (1977, 1997) frame the study. Further, the research approach, setting, and participant selection process have been described in order for the reader to contextualize the study. Next, the data collection procedures and data management and analysis for the study were explained. Finally, the methods of establishing trustworthiness were explained. In the next chapter, the results of the study are described.

## CHAPTER FOUR: RESULTS OF THE STUDY

This chapter explains the results of the analysis from this research. This research used a qualitative framework to explore and understand real-life practices in education. It utilized exploratory questions which sought to address three of the five points of difference between qualitative and quantitative research (Becker, 1996). These points included capturing the individual's point of view, examining the constraints of everyday life, and securing rich descriptions (Denzin & Lincoln, 2011). This study employed the methodology of phenomenological grounded theory and case study. The methods, though complex, work together to explore (case study) and theorize (grounded theory) how novice teachers instruct their students in guided reading and their sense of self-efficacy when doing so.

This chapter reports the results of the study and uses the research questions as a framework to report the results. The explanations begin with kindergarten, progress through first grade, and conclude with second grade.

### **Question One: What are novice teachers' senses of self-efficacy, when implementing guided reading in their classrooms?**

The section reports the results of the first question guiding the study: *What are novice teachers' senses of self-efficacy, when implementing guided reading in their classrooms?* Teacher efficacy is defined as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman, McLaughlin, Bass, Pauly & Zellman, 1977). In this analysis, interview and observation transcriptions were reviewed, along with researcher field notes, in order to derive results from the research questions.

Analysis of interview was used as a primary source for this research question. The interview of each teacher was transcribed and coded line by line. Emphasis was added through

Italics on feelings words that made connections to a novice teacher's sense of self-efficacy.

The words on which added emphasis was placed were chosen as they reflected the teacher's feelings and aligned with Bandura's (1977) Self-efficacy Theory and Bandura's Social Learning Theory (1971). In Bandura's (1977) Self-efficacy Theory there are four sources of self-efficacy: performance accomplishments, vicarious experiences, verbal persuasion, and physiological states. In Social Learning Theory (1971), Bandura identified four major points of note: learning by direct experience, learning through modeling, self-regulated learning, and reinforcement control.

Teachers' feelings of self-efficacy are additionally explained using Rotter's (1966, 1990) Locus of Control. As teachers experienced either internal or external reinforcement, or both internal and external reinforcement, their experiences are explained through the Locus of Control (Rotter, 1966, 1990) lens.

**Katy.** Katy, a kindergarten teacher, had three years teaching experience, including this year. Katy questioned her self-efficacy in teaching reading. She first taught in a private school, where she used specific curriculum for the religious school, and then made a switch to public school. This is her second year in a public school setting. Several statements, listed in Table 3, arose during the interview, which supported field notes and observations on her sense of self-efficacy in guided reading instruction. Several key words stood out in the analysis of the interview that finalized the data collection for the study.

Table 2

*Question One: Katy's Feelings of Self-efficacy*

Katy's Feelings of Self-efficacy
<p><b>Feeling Statements:</b></p> <ul style="list-style-type: none"> <li>• "It's <i>hard</i>"</li> <li>• "<i>Wrong</i> thing to do"</li> <li>• "You <i>still need</i> a little guidance"</li> <li>• "<i>hurt</i> me this year"</li> <li>• "switched curriculum <i>so many times</i>"</li> <li>• "<i>really struggled</i> with"</li> <li>• "I know I'm <i>not perfect</i>"</li> <li>• "I <i>don't know</i> everything perfectly"</li> <li>• "<i>trying</i> to do my best"</li> <li>• "<i>No one</i> has ever seen me (teach)"</li> </ul>

The following section examines Katy's comments in the framework of her more complete responses to questions and the explanation of the comments she made. For example, when addressing the guided reading schedule with her students, "Ok, so Monday, first off, I always pull my low group first because they take the longest. And I learned in a training this summer that's the *wrong thing to do*." These statements arose from training that Katy had participated in and rescinded her previous schedule and made her feel as if she was teaching guided reading incorrectly. Additionally, the teacher described her experiences with planning for guided reading without assistance or much training, "Yes. It's *hard*, because, I feel like, you know how hard, and I'm like *you still need a little guidance*." This particular teacher has been

teaching for three years, this is her third year, and when she was asked how she felt about her teaching in the past year she said:

I think, specifically for me, a *big thing that really hurt me this year*, I think was the fact that usually when you teach (word) work, you try to tie it in to guided reading. And since we switched curriculum so many times, *I think I really struggled with*: since there weren't enough books, I would have to pick something off the top that we weren't even talking about."

The teacher shared that her lack of familiarity with the curriculum the school has recently adopted, and she also shared that the lack of supplies affected her ability to teach well.

When Katy was asked about any feedback she's received that would influence her teaching, she shared that she did not receive any feedback on her teaching and, "...*was trying to do her best* at her job," and "*I know I'm not perfect*, but I want my administrators to trust me," Another statement that she shared was most telling, "I don't think *anyone at this school has ever seen me do guided reading even once*." In order to clarify and summarize what she shared about feedback: she did not receive any, no feedback from other teachers or administrators.

Field notes on lessons observed include notations that lessons range from as little as five minutes to as long as 30 minutes. The teacher divided her students into three groups of six students and all three groups read the same leveled book for guided reading. The field notes described the lessons of shorter time spans as lessons that used easy books. The lessons that spanned a longer period of time were often at a frustration level for the students. The longer lessons focused a majority of time on letter sounds and blending to decode the text.

At the conclusion of the interview, the kindergarten teacher was asked, "Is there anything else that I didn't ask you that you wish I would have?" She paused and replied, "*Um . . . do you*

*think I'm a good teacher?"*

Interpreting Katy's feelings of self-efficacy with Bandura's (1977) Self-efficacy Theory, Katy did not share her feelings of self-efficacy with her performance accomplishments. Essentially, Katy did not report that her teaching success could be viewed as personal mastery experiences. Katy did share that her personal experiences were difficult through the comments of, "it's hard" and "wrong thing to do." These comments indicate that Katy is struggling with her self-efficacy with guided reading instruction. Further, Katy pointed out that she did not have any vicarious experiences on which to draw information on guided reading. Her comment, "I don't think that anyone at this school has ever seen me do guided reading even once," support her lack of vicarious experiences. She also shared, during the closing interview, that she had not seen anyone else teach guided reading either. As Katy did not inform me of any mentor teacher support or peer support, she lacked verbal persuasion as a resource. Katy did not have anyone to provide feedback on her guided reading instruction. Katy did seem to have a distressed physiological state, concerning her guided reading instruction, as she indicated a lack of outside support and training in guided reading.

According to Bandura's Social Learning Theory (1971), Katy utilized learning by direct experience in her teaching. She did not have an opportunity to utilize learning through modeling, self-regulated learning, and reinforcement control. Therefore, Katy questioned her self-efficacy in guided reading instruction. This is additionally supported by Katy's statements in the closing interview, when she asked if the researcher thought she was a good teacher.

Katy did not experience an external reinforcement control, as she reported that she did not have a peer, mentor, or administrator's support. There were no results indicating that Katy used either an internal or an external reinforcement control from Rotter's (1966, 1990) Locus of

Control. This may have further attributed to Katy’s questioning her sense of self-efficacy in guided reading instruction.

**Fern.** Fern, a first-grade teacher, just began teaching this year. Her comments during the closing interview supported her feelings of self-efficacy in guided reading instruction. She has a degree in a field outside of education and become alternatively certified to teach first grade. Fern shared in the concluding interview that she had a lot of support from the principal and other teachers and felt very prepared to teach guided reading. For example, the analysis of phrases she used when describing her sense of self-efficacy are listed in Table 4, below.

Table 3

*Question One: Fern’s Feelings of Self-efficacy*

Fern’s Feelings of Self-efficacy
<p><b>Feelings Statements:</b></p> <ul style="list-style-type: none"> <li>• “So <i>I know what I did</i> to make it stick”</li> <li>• “I feel more <i>confident</i>”</li> <li>• “<i>I was right</i> to let them go forward”</li> <li>• “The (principal) is always <i>praising</i> me”</li> <li>• “Closest teacher friend <i>really likes</i> what I’m doing”</li> <li>• “Made me <i>feel really good</i>”</li> <li>• “What I’m doing is <i>working</i>”</li> </ul>

Fern described her sense of self-efficacy in her teaching and worked diligently in her free time to become more effective in teaching, by keeping a reflective journal on her lessons. She used the term “metacognition” in our interview and was referring specifically to her thinking



about her lessons. She felt self-efficacy in her teaching and through attending trainings on teaching reading, she improved her knowledge base and confirmed that she was practicing good reading instruction as evidenced by the terms, “I feel more *confident*,” and “*I was right* to let them go forward.” Fern, when questioned about her self-efficacy, shared a detailed set of plans for the upcoming school year. She included that she was going to, “do it a little bit differently,” and “just . . . make it a little bit more streamlined.” She was referring specifically to how she teaches reading and supports reading instruction with reading centers in her classroom. She had a plan in mind to simplify some of the stations so that the students would spend more time engaged in learning than in adjusting the station materials.

She reported having an excellent support system in her principal and lead teacher. She said that her principal was, “*Always* praising me,” and “My closest friend, has been a teacher of 26 years, *likes all my ideas and what I’m doing*,” and “She’s (veteran teacher friend) copying a lot of them, which *made me feel really good*.” Fern said that she really likes what she is doing even though she felt she had a different approach to teaching, as she is alternatively certified and holds a degree in field other than education. Her alternate background allowed her to analyze student learning by utilizing what she learned in her first degree. She also shared that she feels her style of teaching, which is different than her peers, was working for her students.

Field notes describe a range of instruction in guided reading for Ferns students. Some of her lessons were brief, approximately five minutes, and these lessons focused on one-to-one reading intervention. Fern worked one-on-one with intervention lessons with several of her students. The goal of these short one-on-one lessons was various: building fluency, recognizing and matching letters with sounds, and practicing prosody. Other guided reading lessons were conducted with three to five students and spanned from 10 to 15 minutes. These lessons had a

structure which began with a sight word or fluency warm-up and silent independent reading. As students were reading silently, she would listen to one student read softly and provide scaffolding and support. The lessons usually concluded with a discussion about the book that was read. On occasion, Fern used choral reading with every student in place of independent reading. This may be because she was using a new or more challenging text during that particular observation.

During the concluding interview, when Fern was asked if she could be granted anything to further support her guided reading instruction, she said, “Time.” This is a telling response as she did not request needing help from outside sources, additional materials, or any other support to assist her in her teaching.

According to Bandura’s Self-efficacy Theory (1977) Fern did experience a great degree of self-efficacy, as she utilized several resources for self-efficacy. First, Fern drew from her performance accomplishments. Her mastery experiences in guided reading instruction are evidenced by her comments of, “So I know what I did to make it stick,” and “I was right to let them go forward.” Additionally, Fern had a great deal of support from her teacher peer and from her administrator, which addresses verbal persuasion as a resource for self-efficacy. Fern’s comments, “*Always praising me,*” and “My closest friend, has been a teacher of 26 years, *likes all my ideas and what I’m doing,*” support verbal persuasion as a valuable resource for Fern. Finally, Fern experiences a positive physiological state, which is seen in comments such as, “*Makes me feel really good,*” and “What I’m doing is *working.*” Fern did not engage in vicarious experiences, as she did not mention observing any other teacher’s as they instructed their students in guided reading.

Fern utilized Bandura’s Social Learning Theory (1971) learning by direct experience, self-regulated learning, and reinforcement control. These experiences supported her feelings of

being an efficacious teacher. Fern also used both of Rotter's (1966, 1990) Locus of Control concepts. Fern utilized the internal reinforcement through reflecting on her teaching and keeping a reflective journal. She also purchased many of her supplies and spent a lot of time gathering her intervention materials, which supports an internal reinforcement. Fern had the support of her administrator and peer teacher, which means that she also used had an external reinforcement.

**Sarah.** Sarah, a second-grade teacher, thought of herself as an efficacious teacher as well. She reported that she was alternatively certified and did not receive any training in guided reading instruction in her first year of teaching. However, she was trained in her second year of teaching by a reading specialist at the school where she taught. She is now in her third year of teaching in a different district and used what she has learned about guided reading instruction in her classroom. During the closing interview Sarah shared several things that supported her feelings of self-efficacy; these are shown on Table 5.

Table 4

*Question One: Sarah's Feelings of Self-efficacy*

Sarah's Feelings of Self-efficacy
<p><b>Feeling Statements:</b></p> <ul style="list-style-type: none"> <li>• "I <i>felt more comfortable</i> with doing what I was doing"</li> <li>• "I <i>knew it was effective</i> the way I was doing it"</li> <li>• "I just <i>became more comfortable</i> in it"</li> <li>• "I <i>saw the value</i> in it more"</li> <li>• "You <i>see the progress</i> day to day"</li> <li>• "You see that it's (guided reading) <i>more effective</i>"</li> <li>• "You'll <i>buy into it</i> more"</li> <li>• "I <i>saw the effectiveness</i>; I <i>saw the value</i>"</li> </ul>

Sarah shared in the above statements that she became better at guided reading instruction over the past two years. She can see how effective her instruction is with her students and this contributes to her sense of self-efficacy. She continues to become more comfortable in her instructional practices. She can see the value in guided reading instruction as her students' progress in their reading competency. Sarah also shared that, "You see that it's (guided reading instruction) more effective when you hit those groups every single day."

Sarah is in a unique position of self-efficacy because she did not report being well-supported by her principal or teacher peers. She shared that the teachers around her were not conducting guided reading instruction. She said that, "I know there were still some veteran teachers who didn't do guided reading," and that they felt that they could, "Teach all the reading through AR. Or, I can teach all the reading through our Reading Log." It was easy to see that

Sarah did not agree with their methodologies and practices and said as much in her comments, “*I just wanted to say: Take a training or something!*” She emphasized her belief in guided reading instruction by sharing, “*I saw the effectiveness,*” and “*I saw the value.*” Sarah also shared that by, “Hitting those groups more,” you see more growth in student reading. She had a firm belief in making guided reading instruction an habitual practice and shared that, “*You have to do it with fidelity,*” and “*You have to do it every single day.*” Sarah saw the value in teaching guided reading with fidelity.

Uniquely, Sarah did not share that her principal or teacher peers supported her but that her students, “Kept her on track.” She said that they, “Liked doing it (guided reading).” Therefore, Sarah’s students provided the support that was missing from a mentor, peer, or administrator.

In the concluding interview, Sarah reported learning how to teach guided reading from an expert and she shared that she feels that her teaching would improve with additional support. She said that she would like more “in-depth training” in guided reading and would like confirmation that “*knowing that what I’m doing is the right way to do it.*” She would also like advice and suggestions on follow-up reading activities for her students that prompted their learning and interest in reading. She wondered, “Is this the way it’s really supposed to look,” and “is there anything additionally that I’m supposed to be doing that maybe I didn’t know about?” Despite the opportunity that Sarah had to learn from a reading coach in her past, she did wonder, “What is it like to have a guided reading coach?” She believes that she is efficacious, but that she could continue to benefit from additional training, feedback, and observations from experts.

Field notes for guided reading instruction in Sarah’s classroom range from 10 to 15 minutes. The shorter lessons usually focused on a book in the fiction genre. The longer lessons

tended to focus on a non-fiction, informational text. The difference in time spent on the lessons could be attributed to the new vocabulary and background knowledge activation that was part of the non-fiction lessons. As the fiction texts had predictable plots, students were able to share what they understood about the books relatively easily. However, Sarah used a variety of strategies: activating background knowledge, questioning, and text features to help students comprehend texts in both genres.

Sarah experienced performance accomplishments, vicarious experiences, verbal persuasion, and physiological states, according to Bandura's (1977) Self-efficacy Theory. Sarah felt self-efficacy through her guided reading instruction, as she saw growth in her student's reading levels. She shared that she saw the "... effectiveness" and the "... value" in what she was teaching. Further, Sarah utilized vicarious experiences in her training experience with a reading specialist in her second year of teaching, which included watching and learning how to teach guided reading from the reading specialist. Verbal persuasion, as a resource for self-efficacy, was provided to her by her students. As Sarah did not report having the support of her peer teachers or administrators, her students encouraged her in her teaching. She said that her students, "Kept her on track," and "Liked doing it (guided reading)." Finally, Sarah drew from her physiological state, as she felt that her students were progressing in their reading levels, "You *see the progress* day to day," and "You see that it's (guided reading) *more effective*."

Sarah utilized learning through modeling and reinforcement control from Bandura's Social Learning Theory (1971)) as she was taught how to instruct students in guided reading by a reading specialist. The support of her students provided reinforcement control in place of a mentor, peer, or administrator. She did not utilize learning by direct experience and self-regulated learning. Her opportunity to learn through modeling and reinforcement control contributed to her

feelings of being an efficacious teacher.

Sarah utilized both an internal and external reinforcement control from Rotter's (1966, 1990) Locus of Control. The internal reinforcement was derived from her previous training by an expert in guided reading. She knew that the guided reading instruction she was utilizing was working and continued to use those methods. Further, Sarah used the external reinforcement control of her students as supporters of her teaching. As Sarah was lacking the support of a peer, mentor, or administrator, her students became the support for her guided reading instruction.

All three teachers, Katy, Fern, and Sarah utilized some of the resources for self-efficacy, from Bandura's (1977) Self-efficacy Theory. Fern and Sarah's performance accomplishments contributed to their senses of self-efficacy. Only Sarah had been trained by a reading specialist, therefore, only Sarah engaged in vicarious experiences as a resource for self-efficacy. Fern and Sarah experienced verbal persuasion: Fern from her teacher friend and Sarah from her students. Finally, Fern and Sarah shared many positive statements about their guided reading instruction, which contributed to their positive physiological state. This was juxtaposed by Katy's statements which expressed her struggles with guided reading instruction.

According to Bandura's (1971) Social Learning Theory, both Fern and Sarah had the willingness and opportunity to develop their instruction in guided reading through either modeling, in Sarah's case, or by utilizing learning by direct experience, self-regulated learning and reinforcement control, in Fern's case. Fern and Sarah's statements support their feelings of self-efficacy. However, as Katy utilized learning by direct experience, she questioned her self-efficacy. Further, Fern and Sarah both utilized internal and external reinforcement control, while Katy did not. This may have attributed to Fern and Sarah's senses of self-efficacy, as Katy questioned her sense of self-efficacy.

## **Question Two: On which strategies and materials do novice teachers rely to deliver guided reading instruction?**

The second analysis answers the research question: *Which strategies and materials do novice teachers rely on to deliver guided reading instruction?* Strategies, as referred to in this study, include reading comprehension strategies, also referred to as instructional strategies. Some examples of these strategies include searching/gathering, self-monitoring, linking/making analogies, making connections, visualizing, summarizing/determining importance, predicting, activating schema, checking/confirming, maintaining fluency, adjusting, inferring, evaluating/critiquing/analyzing, synthesizing, and questioning (Johnson & Krier, 2010). Data from classroom observation and teacher interviews, as well as researcher field notes were used to complete the analysis for this research question.

The materials and strategies used for guided reading instruction had both similarities and differences among the three teachers. The data collected for the strategies section was gathered from the observations of the guided reading instruction, researcher field notes, and also from the closing interview with each teacher. The analysis for this section is addressed, sequentially, by the grade level of each teacher. This allows for a clearer explanation of the strategies the teachers employed in guided reading instruction and the materials the teachers utilized to teach guided reading.

After the section which addresses strategies, the materials that each teacher used, is explained. During the closing interview each teacher was provided an opportunity to add to the data with additional strategies and materials they used to teach guided reading. This was important as the researcher observed five to seven lessons per teacher. The teachers could have utilized other strategies and materials for their instruction that might not have been seen during



the observations of their teaching.

**Strategies.** The following section addresses the first section of question two: *Which strategies and materials do novice teachers rely on to deliver guided reading instruction?* Each teacher relied on different instructional strategies during guided reading instruction. The data for this section is derived, primarily, from the transcribed observations of guided reading lessons.

**Katy.** The kindergarten teacher, Katy, used a variety of strategies in teaching guided reading. She reported during our interview that she “used identifying blends” and “going back to make sure it made sense with her students.” However, it was clear in the coding of the observation transcriptions that Katy was focusing a majority of instruction on early concepts of print. She also focused on student engagement with a high volume of praise. Finally, Katy focused on building comprehension through a variety of comprehension strategies.

Early concepts of print is a subject that has been written about and researched extensively by Marie Clay. These strategies are sometimes called “print awareness” (Clay, 2002, p. 4). The concepts include a variety of strategies that draw attention to how we read printed text in English. They can include directionality (left to right), specific conversations about the front and back covers (and the information found on the front and back covers), and the beginning, middle, and end of the book. One-to-one correspondence with letters and words, and finding the beginning of the sentences (or lines of text), should also be included in this strategy. Essentially, the teacher is trying to help students decode how print is written. Coding from the observations transcripts which supports this theme are reported below in Table 6.

Table 5

*Question Two: Instructional Strategies Used by Katy: Concepts of Print*

Instructional Strategies Used by Katy: Concepts of Print		
<b>Concepts of Print</b>		
1	What's the first thing you have to look at?	TITLE PROMPT
3	What's 'this' called?	TITLE PROMPT
6	So put your finger under the first word.	ONE-TO-ONE
11	. . . put your finger under the h.	ONE-TO-ONE
122	Go back to the first word.	ONE-TO-ONE

Katy used several different student engagement strategies, listed in Table 7, when instructing students in guided reading. She varied her engagement strategies from physical prompts, such as clapping, to prepare students to read, to small prizes for participating in reading, and simple correction when students were not engaged in reading.

In addition to using engagement strategies, Katy also used praise to keep her students attentive. Katy also encouraged her students to remain engaged in their reading by using extensive praise when they read correctly or attempted to read correctly. In the second lesson recorded and transcribed, Katy used the compliment, "very good" 26 different times. She also used a number of other compliments to keep students engaged in learning. Examples of both engagement and praise observed in guided reading lessons delivered by Katy are found below in Table 7.

Table 6

*Question Two: Instructional Strategies Used by Katy: Engagement*

Instructional Strategies Used by Katy: Engagement		
<b>Engagement</b>		
22	Yeah, kind of like that.	CONFIRMING
23	That's true. That's true.	CONFIRMING
33	Good job.	PRAISE
70	That's a good guess.	PRAISE
100	Clap one time.	ATTENTION
101	That is very good, J.	CONFIRMING
168	You're not on the right page.	CORRECTION
263	Thank you, now clap one time.	PRAISE/ATTENTION
306	You get a prize.	REWARD
316	I will give everyone one (prize).	REWARD

Finally, Katy used various comprehension strategies during guided reading instruction observations; this may be because each book required the use of different strategies to help aid in comprehension. The strategies varied from utilizing background knowledge, predicting, questioning, recall, and using picture clues, predominately. Several examples of the comprehension strategies used are found below in Table 8.

Table 7

*Question Two: Instructional Strategies Used by Katy: Comprehension*

Instructional Strategies Used by Katy: Comprehension		
<b>Comprehension</b>		
38	What are these? Have you ever eaten them before?	BACKGROUND KNOWL.
136	So by looking at the cover, what do you think the book is going to be about?	PREDICTING
145	What do you think the picture is telling you?	PICTURE CLUES
147	Why do you say vegetables?	QUESTIONING
162	What's in the picture that can help you?	PICTURE CLUES
165	What can they be that are different colors?	QUESTIONING

As Katy's students are beginning readers in kindergarten, great emphasis was placed on accuracy, an aspect of fluency, while reading. Katy often directed the students' attention to their errors through using prompts. Katy used prompting, based on students' errors, to assist students in identifying their mistakes and correcting them. It may seem that Katy is using meta-cognition as a reading strategy, but in this context, she is asking the student to consider if what they have read makes sense. She is applying the meta-cognition strategy to accuracy in this context via prompting of the student. Students were additionally encouraged to self-monitor and self-correct if they were able to do so.

Katy also used different strategies for addressing other areas of need in fluency. Katy had students re-read sections with prosody, accuracy, and with fluency. She had students practice reading sections more slowly or more quickly. This is an aspect of fluency called pacing. Katy also modeled what fluent readers sound like and had students read to mimic her reading

behavior. Katy also asked students to pay attention to the punctuation of the sentences they were reading, in order to read with more expression or prosody. The table below, Table 9, provides examples of fluency prompts.

Table 8

*Question Two: Instructional Strategies Used by Katy: Fluency*

Instructional Strategies Used by Katy: Fluency		
<b>Accuracy</b>		
19	So what's this punctuation at the end? What is that?	EXPRESSION
20	An exclamation point, very good. How do you have to say things when . . .	EXPRESSION
22	Yeah, kind of like that. With an exclamation point do you sound sad?	EXPRESSION
45	Now does it say cucumber or cucumbers?	ACCURACY
50	Ok, you made a mistake. Let's go back and read	ACCURACY
51	When you mess up, you need to come back and	SELF-MONITORING
52	Think about what you are reading.	SELF-MONITORING
62	Is it pepper or peppers?	ACCURACY
376	I want to hear everybody read together.	PACING/RATE
377	Read it faster.	PACING/RATE
378	Faster	PACING/RATE

Katy self-reported using only identifying blends and re-reading in her guided reading instruction. Katy modeled how to blend sounds, encouraged her students to find blends in their reading, and helped them remember the sounds of the blends by singing a blends song she taught

them. The following are examples, shown in Table 10, of Katy encouraging her students to sound out the words by recognizing familiar blends and then blending the rest of the letters to sound out the word.

Though Katy indicated that she primarily used blends and letter sounds to assist her students during guided reading, she actually used a number of different strategies. Each observation yielded a variety of differing strategies, frequently as many as five different strategies per lesson.

Table 9

*Question Two: Instructional Strategies Used by Katy: Using Visual Information*

Instructional Strategies Used by Katy: Using Visual Information		
Using Visual Information		
78	Okay, look, does that look familiar? A U And what does au say?	BLEND IDENT.
79	So AH OO III. What is that, do you recognize that? What is that? O, what?	BLEND IDENT.
80	No, I'm asking what this is. OW OW what's that sound?	BLEND IDENT.
81	Owww owww owww. So you have to break it down.	BLENDING SOUNDS
82	Okay, so what sound does ow make again? Let's start from the beginning.	BLENDING SOUNDS
83	Au What's that sound? Au U L I fl OW.	BLENDING SONG
84	What does er say? ER ER what's that sound?	BLENDING SONG

Though Katy did identify using blends and blending to help students learn to read during guided reading instruction, she actually used a variety of instructional strategies to assist students.

***Fern.*** Fern, a teacher who reports feeling very efficacious, used a number of strategies when teaching her students. During the closing interview, Fern reported using strategies from a training given at the local educational service center, starting slowly and building students' stamina, and transitioning into the strategies outlined in the CAFÉ model (Boushey & Moser, 2009). Fern went on to explain that she had to use a large part of her guided reading instruction time in intervention work with her lowest students. This means that she was teaching her students skills like letter identification, letter sounds, and other beginning reading tasks that are usually taught and learned in kindergarten.

Fern described what her lessons looked like from day to day, which is when she clarified exactly what strategies she was working on with her students. She worked on vocabulary on Mondays, letter sounds in the book on Tuesdays, comprehension practice on Wednesdays, and word practice with some spelling on Thursdays, and fluency and fluency testing on Thursdays and Fridays. It is important to note that as Fern describes her lesson focus areas by day, this researcher did not observe Fern teach on Wednesdays.

The coding, categorizing and theming of the transcriptions of the guided reading lesson observations indicated that Fern was primarily focused on pre-reading tasks, which included letter identification and sounds, punctuation, blending, and other early alphabetic practice. She also worked with her students on building fluency and vocabulary. Below are some examples of the pre-reading tasks that Fern was using with her students. The coding of the data did address some comprehension strategies, but primarily focused on pre-reading and early reading

strategies. These included letter/sound identification and segmenting and building words. Several guided reading observations dedicated up to 10 minutes on pre-reading or early reading strategies. See Table 11 for examples.

Table 10

*Question Two: Instructional Strategies Used by Fern: Pre-reading Tasks*

Instructional strategies used by Fern: Pre-reading Tasks		
<b>Pre-reading Tasks</b>		
16	‘cause you remembered this one was a B and you wanted to make sure	LETTER/SOUND
17	one was a D. That’s good, you’re checking on yourself. Very good.	LETTER/SOUND
18	Now we’re going to practice our sounds in words. When you see this one	SEGMENTING
19	say d, o, g. (Teacher uses Elkonin boxes intervention manual.)	SEGMENTING

The second category in the transcribed observations of guided reading instruction focused on fluency. The school in which Fern taught conducted training on using the CAFÉ model (Bushey & Moser, 2009) the previous fall. Included in the coding for fluency is modeling. Modeling for fluency is when the teacher reads to provide a good example of a reader. This provides a high-level of support for students who are developing fluency. Fern often modeled how to read more fluently for her students to have a good example of a fluent reader to mimic. Table 12 lists specific examples of fluency practice in a specific lesson taught by Fern. In this example, Fern is focusing on prosody.



Table 11

*Question Two: Instructional Strategies Used by Fern: Fluency*

Instructional Strategies used by Fern: Fluency		
<b>Fluency</b>		
46	about is that when you read, do you read like humans or robots?	PROSODY
47	And when humans talk, their voice goes up and down. Right? So, when you	PROSODY
48	read the title, "When is Nighttime." (Robot voice.) Do you read it like that or	PROSODY
49	what is there at the end of it? A question mark, so this time we're going to	PROSODY
50	read it and I want you to pay attention to the punctuation. Alright, so let's read	PROSODY
51	it again and this time let's pay attention to the punctuation. Punctuation,	PROSODY
52	right. Okay, question mark your voice goes up, period your voice stays the	PROSODY
53	same, and exclamation point you say it excitedly. Not loudly, excitedly. Alright,	PROSODY

The final area of focus in the observed lessons was sight word practice. Fern worked with students to build their repertoire of sight words frequently in guided reading lessons. Practicing sight words is traditionally a warm-up activity in the structure of a guided reading lesson.

However, as several of Fern's students were struggling readers, Fern diligently worked with sight

word recognition. Fern used sight words that she hand-wrote with black marker on index cards and sent the cards home with every student. She asked that students practice their words at home and went over the words again with her students before reading practice. She also referred back to the sight words as students were reading, in the event that students encountered a sight word but had trouble recognizing the word when attempting to read the sight word. See Table 13 for examples.

Table 12

*Question Two: Instructional Strategies Used by Fern: Vocabulary*

Instructional Strategies used by Fern: Vocabulary		
Vocabulary		
60	Let's go over our cards first. These are the cards we're working on this week.	SIGHT WORDS
61	You don't need your highlighter right now. What's this word?	SIGHT WORDS
192	Go ahead, C. Where's your cards? Let's go over your cards first. You left them	SIGHT WORDS
193	in your . . . That's okay. We'll just share C.'s cards.	SIGHT WORDS
194	Alright, I'm gonna show these to everyone.	SIGHT WORDS
231	That's one of our words on our card. It's a funny looking word.	SIGHT WORDS
264	This one's a sight word, like on the other page. (pause)	SIGHT WORDS

Letter/sound intervention, fluency, and sight words do not specifically address reading comprehension strategies. However, these were the categories which stood out by frequency in the transcribed and coded lessons. Fern had several students who were struggling readers, therefore, it is conceivable that Fern spent a majority of her guided reading lessons providing

word solving techniques and focusing on fluent reading. It is important to note that Fern did use instructional strategies such as questioning, recalling, and connecting to background knowledge. However, these instructional strategies were not utilized with enough frequency to become a category after the data was coded.

***Sarah.*** Sarah is a second grade teacher with three years of experience who reported feeling efficacious in her guided reading instruction. She focused heavily on comprehension when teaching guided reading, and this was followed by text features, then vocabulary. Finally, Sarah focused on fluency in her guided reading lesson instruction.

Sarah used a variety of comprehension strategies to improve students' understanding of the texts they were reading. Though Sarah focused heavily on using questioning to aid students' understanding, she also utilized questioning, recall, making text-to-text connections, and genre identification and discussion (See Table 14). Sarah also utilized the comprehension strategy of inferencing. A unique comprehension strategy that Sarah used was setting a purpose for reading with her students. Table 14 shows several examples of wide variety of instructional strategies that Sarah used and Table 15 shows specific examples of inferencing and setting a purpose for reading. Table 15 has been edited, slightly, for readability.

Table 13

*Question Two: Instructional Strategies Used by Sarah: Comprehension Strategies*

Instructional Strategies used by Sarah: Comprehension Strategies		
<b>Comprehension Strategies</b>		
15	Alright, what do we know about Mrs. Lee?	QUESTIONING
16	She's married. Because if she wasn't married what would we call her?	QUESTIONING
106	Velociraptor? What about that other one? What's it called?	RECALL
370	Have we ever read a story that has anything interesting about a cobweb in it? I	TEXT-TEXT
371	know one story we're going to read it later in the year, I don't know if you read	TEXT-TEXT
372	it at your other school already. It's called 'Charlotte's Web'.	TEXT-TEXT
377	fiction story, right? Where the spider writes something on the web. It won't	GENRE
378	really happen in real life. In reality. Ok, let's read a little bit more. There's some	GENRE

Table 14

*Question Two: Instructional Strategies Used by Sarah: Comprehension Strategies Continued*


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Instructional Strategies Used by Sarah: Comprehension Strategies Continued		
<b>Comprehension Strategies Continued</b>		
700	. . . Why would you want to live in a tent,	INFERENCE
701	. . . Why would you want to live in a tent? Why would	INFERENCE
702	they want to live in a tent?	INFERENCE
703	Ok, you're gonna say 'Oh, that's so obvious!' . . .	INFERENCE
771	. . . It says there's gonna be two things. Two reasons why we	PURPOSE READ.
772	cannot live without green plants. Reason number two, do we	PURPOSE READ.
	even	

---

Discussions during guided reading also centered on text features. As students were reading a variety of genres during guided reading, some of them encountered books with text features that were specific to their genre. These discussions addressed table of contents, text features such as captions, pronunciation keys with parenthesis, and charts and graphs. The examples listed below have been edited so that the table includes a large number of examples. The Appendix F has the entire statements listed. Several examples are listed in Table 16 below.

Table 15

*Question Two: Instructional Strategies Used by Sarah: Text Features*

Instructional Strategies used by Sarah: Text Features		
<b>Text Features</b>		
418	It tells you what what's on? So if I want . . .	T OF CONTENTS
419	page would I go to? Ok, A. if I wanted to know . . .	T OF CONTENTS
420	. . .why they're not here anymore what page would I go to?	T OF CONTENTS
421	. . . look up here and it'll tell you what page number something's	T OF CONTENTS
422	on and what page number it goes with? I know you girls. . .	T OF CONTENTS
493	. . . So whatever this name is, tyrannosaurus, it might be	T OF CONTENTS
494	spelled a little bit crazy and we don't know how to say it. . .	T OF CONTENTS
495	you in parenthesis is that if you read it like that, that's the way it sounds.	T OF CONTENTS
496	Ty-ran-o-saur-us. (Teacher slowly sounds out word.) . . .	PARENTHESIS
788	Title. Good. It's the title of the chart. So we know the chart's going to	CHART
789	be about what? What's the chart going to tell us?	CHART
790	So the charts going to tell us where we get the food. . .	CHART
791	. . . And then the name of the plant part. Ok, so we get the	CHART

The next area of focus in Sarah's guided reading instruction was vocabulary. Though the reading groups observed read a variety of genres, the non-fiction and informational books contained a number of new words for the students. Sarah chose to focus on these new vocabulary

words in text and stopped to discuss what the words meant as students encountered the words in their reading. The following is an excerpt, see Table 17, and is from one reading lesson using an informational book. This specific excerpt is used to frame the teacher's use of vocabulary discussion in a guided reading lesson. The following excerpts are edited for size.

Table 16

*Question Two: Instructional Strategies Used by Sarah: Content Area Vocabulary*

Instructional Strategies used by Sarah: Content Area Vocabulary		
<b>Content Area Vocabulary</b>		
426	Do you know what continents are? Do we know that?	VOCAB
427	Ok, do we know what continents are? I know we've talked. . .	VOCAB
428	do we know what a continent is?	VOCAB
429	A state is inside a country and a country is inside a continent.	VOCAB
430	A city is even smaller. You think bigger. . .	VOCAB
431	like. I know we've only talked about communities, but . . .	VOCAB
432	On Earth we have different continents. . . each different	VOCAB
433	continent is a different color. (Teacher is using laptop to exp.)	VOCAB
434	Do you remember what continent we live on?	VOCAB
435	. . . America (referring to the map on the laptop).	VOCAB
436	There's a North and . . . There's a North	VOCAB
437	one and a South one. Which one do you think we are on? . . .	VOCAB
438	you think the United States of America is on?	VOCAB
439	North. Right here. Can you see the little outline? . . .	VOCAB
440	. . . This is North America and then this is the United States of	VOCAB
441	America. This little middle section. So, you're right. . .	VOCAB
442	a little bit? What is said about them being different continents?	VOCAB
443	North America, good. I just wanted you guys to know. . .	VOCAB
444	was . . . that the Earth was one giant continent. That all . . .	VOCAB



Fluency is the final area of focus in Sarah’s guided reading instruction, see Table 18.

Sarah used choral reading when she taught her students so that each student read the entire text. Occasionally, Sarah read chorally with her students in order to assist with pacing and to provide a model for reading. It is recommended by Fountas and Pinnell (1996, 2017) that every student read the entire text, though the authors recommend that students silently read.

Table 17

*Question Two: Instructional Strategies Used by Sarah: Fluency*

Instructional strategies used by Sarah: Fluency		
<b>Fluency</b>		
286	easier, harder to read at the same pace? Let’s start at the beginning and I’ll read	RATE/PACING
287	with you on some of it. Ok, ready?	RATE/PACING
307	pausing, so you know that they’re listing. They live on the ground . . . on plants.	PROSODY
308	. . and in burrows and . . . on trees. So every time you see that comma, you’re	PROSODY
309	pausing when you’re reading, right, C.? So I like that because you’re listing	PROSODY

Sarah relied on a great variety of instructional strategies in reading instruction. The strategies focused on text features, vocabulary, fluency and specific reading comprehension strategies.

**Materials and supplies.** The following section addresses the second part to question two: *Which strategies and materials do novice teachers rely on to deliver guided reading instruction?* Each teacher relied on different materials to instruct students during guided reading. The data for this section is derived, primarily, from the researcher journal/field notes. However, the teachers were asked if there were any additional supplies they would like to have to assist them in teaching guided reading during the closing interview. The materials and supporting materials that each teacher used during guided reading instruction is explained, sequentially, in the following section.

**Katy.** The materials that Katy used for guided reading instruction included post-it notes and markers, student reading books, notepaper, and pens. Katy used post-it notes and markers to help students decode the vocabulary in the books they were reading. Katy often used several post-it notes in a row on her teaching table to write down the chunks of words the students were working on sounding out. She also encouraged students to find blends and blend the letters of words to sound out unfamiliar words. Katy primarily used student guided reading books that were available at the school in which she worked for her students. She used notepaper and pens to keep notes on student reading progress during guided reading instruction.

Katy was asked in the closing interview, “If you could be granted something that would help you become more successful in guided reading what would it be?” She responded with, “Training and supplies.” She elucidated that it would be helpful if she were trained every six weeks on specific elements of balanced literacy. She further clarified that she would like to see examples of these elements: shared reading and writer’s workshop. She also shared that were other areas she would like training on, but couldn’t think of them at the time. Katy explained that she would like to have more paper if she was expected to use the Reading A-Z program. Katy

mentioned that she would like to have access to the Fountas and Pinnell benchmarks, which she had been previously trained in using. She said that she could use more dry erase markers and post-its, as well. The researcher journal, which was used during the observations of guided reading, lists dry erase markers and post-it notes as frequently used items by the teacher to instruct her students in guided reading.

***Fern.*** Fern utilized a number of materials with her students. She used intervention binders that she purchased and printed for her students, Reading A-Z guided reading books, sight word cards, and Scholastic reading books. Fern also used Reading A-Z benchmarks, which are running records, for fluency and leveling, which were provided as a subscription with Reading A-Z, by the district in which she worked.

When Fern was asked in the closing interview, “If you could be granted something that would help you become more successful in guided reading what would it be?” she responded with “Time, time.” Fern also added that she would like more technology that she could integrate into her classroom. She was asked how she would use the technology and responded that she could create a paperless classroom and provide students the job skills they would need to become more successful.

***Sarah.*** Sarah used the Reading A-Z student readers, benchmarks, and worksheets with her students. During the final interview Sarah reported that she also used Accelerated Reader books, though not very often, along with flashcards, and reading logs that she placed in their literacy packs. The researcher journal indicates that she primarily used Reading A-Z student readers for leveled reading with her students in their guided reading groups.

Sarah, during the closing interview, was asked, “If you could be granted something that would help you become more successful in guided reading what would it be?” She explained, “I

think maybe knowing that what I'm doing is the right way to do it," and with, "More in-depth training." Sarah continued to explain that she would like assistance with follow-up activities for books that were read and that she would like training on, ". . . what the other students are doing while we're having this group."

All three teachers responded differently to being asked if they could be granted anything to help them teach guided reading. Katy, who questioned her self-efficacy, requested specifically training and supplies. Fern requested more time and more technology. Sarah requested support of an expert and in-depth training.

**Question Three: To what extent is teacher self-efficacy in guided reading instruction determined by teacher preparation?**

The third question: *To what extent is teacher self-efficacy in guided reading instruction determined by teacher preparation?* Teacher preparation includes, but is not limited to, prepared resources and supplies, lesson plans created, books chosen, training participated in, and other general preparation for guided reading instruction. This question was primarily answered through the researcher journal. The participant interview provided additional information for teacher preparation. This section is order sequentially, from kindergarten through second grade.

**Katy.** Katy reported that she did not have the support of a reading specialist or administrator and had not been formally trained on how to teach guided reading. She did attend two trainings on guided reading, but did not identify as having feelings of self-efficacy. She shared during the closing interview that she struggled with acquiring books for her lessons and often did not put a lot of effort into her lessons. Katy used a number of books for guided reading lessons, different genres, and differing reading levels. As the leveling of the books varied, this made teaching guided reading to her students rather challenging.

Though the previous paragraph addresses, primarily, teacher efficacy and resources for guided reading lessons, this did have an effect on how prepared Katy was for the guided reading lessons she conducted. For example, Katy used the same book for each of her three reading groups, regardless of student reading level. On occasion the book that she used was too easy or too difficult for her students to decode. This could attribute to the amount of time that Katy spent on decoding activities, rather than on comprehension activities. Katy often used a wide variety of texts, Scholastic readers, or other colorfully printed books for her students. Though the district has purchased subscriptions to Reading A-Z, she did not use those books for any of the lessons that the researcher observed. This may be due to the availability of paper for printing the books, which is a requirement of Reading A-Z books for guided reading lessons. Katy also shared during the closing interview that sometimes she used the same book for a week, but may switch the book if it is too easy. This leads one to believe that the books are improperly leveled, or that the books are not being pre-read before the lessons. She also reported using the Texas Treasures leveled readers, but that there were not very many of them to choose from.

Katy further explained that she purposefully chooses a, “book that’s right in the middle.” She is describing her book selection process and that she chooses a leveled book on the reading

level of her middle group. She finds that the book on this reading level is, “challenging for the low ones (less fluent readers) and easier for the harder ones (more fluent readers)”. She feels that this method is, “fair for everybody,” and that all of her groups would not meet if she, “split them up by reading levels.” Several of Katy’s reading groups struggled to read the guided reading books selected for them. Further, Katy utilized a high degree of praise and engagement to keep her students motivated to read text that was often too easy or too difficult for them. These are both symptoms of Katy’s questionable self-efficacy in guided reading instruction.

As Katy questions her self-efficacy, this could be due to her difficulty in preparing and organizing her lesson plans and lesson instruction. Teaching students with a text that is not leveled specifically for their reading level may cause frustration in less fluent readers. Teaching students who are more fluent with lower leveled text may not provide enough scaffolding opportunities to promote reading growth.

**Fern.** Fern reported that she had a lot of support from her team leader and from her administrator. She shared that she attended one guided reading training at the local service center and a district-level training. She also explained that she had, “some pretty good reading training,” in her college course work. During the closing interview she said she was “always thinking”. She further reported keeping a journal about what went well with her lessons and what she would have changed with them. The researcher journal and the closing interview were used to gather data for this section.

Fern used different materials for each lesson that was observed. Each student group had different leveled books, based on their reading level. Some students, who were struggling readers, had intervention activities based on their specific needs prepared for them to practice at each guided reading meeting. This level of preparedness indicates that a specific plan for each

group was made and a lot of preparation went into each group's lessons for the week. This is evidence that supports Fern's self-efficacy in teaching guided reading.

Fern shared that she had plans to update her centers for reading to make them easier for students to use. Fern used the term "meta-cognition" when referring to her lessons; she said she was always thinking about how to teach reading better. In fact, when Fern was asked if she could be granted anything to help her become more successful in teaching reading she answered that all she really needed was more time.

Fern was very prepared to teach the learners, whatever their learning needs, in her class. She provided a high level of scaffolding for learners who were struggling and challenged the students who were more fluent to succeed at their reading level. This level of preparation may have attributed to Fern's feelings of being efficacious.

**Sarah.** Sarah reported in the closing interview that she had no support from her peers, a mentor, or an administrator. She shared in the interview that she had a good relationship with her students and that motivated her to keep teaching guided reading diligently. Sarah additionally reported being well-trained by a reading specialist in her previous year of teaching. The researcher journal was used as a primary source for data and the observations of lessons as a supporting source for data in this section.

Sarah used a leveled reading book from Reading A-Z for all of the guided reading lessons that were observed. She printed a book for each student based on their reading level, and sent books home each day for practice. She called students to her table and sometimes had to print an extra copy of the book for her students. Sarah focused on specific reading strategies, based on the genre and type of book that she read with her students in each lesson.

As Sarah was very well prepared for each of her guided reading lessons with her students,

despite the variety of reading levels in her classroom, this may have attributed to her feelings of self-efficacy in teaching guided reading. This is in addition to support that her students provided to her in place of the support of a peer, mentor, or administrator.

### **Summary of Findings from Research Questions**

This study revealed findings which answered the three questions that guided the research:

1. What are novice teachers' senses of self-efficacy, when implementing guided reading in their classrooms?
2. Which strategies and materials do novice teachers rely on to deliver guided reading instruction?
3. To what extent is teacher self-efficacy in guided reading instruction determined by teacher preparation?

First, all three teachers had varying senses of self-efficacy and all teachers utilized various resources from Bandura's (1977) Self-efficacy Theory. Additionally, all three teachers drew from varying Social Learning Theories (Bandura, 1971) which influenced their teaching. Finally, Rotter's (1966, 1990) Locus of Control was used to explain teacher's senses of self-efficacy.

Second, all three teachers used a number of different strategies and materials to teach guided reading. Katy, the kindergarten teacher, used a variety of early reading strategies including early concepts of print and sight word recognition to teach reading. Fern, the first-grade teacher used intervention methods, which included letter recognition and letter sound, in addition to sight word practice and fluency practice. Sarah, the second-grade teacher, used a number of comprehension strategies, along with text features, vocabulary, and fluency and accuracy to teach guided reading. The materials that the teachers used varied as well. Katy



mostly used Scholastic readers and office supplies to teach reading. Fern used Reading A-Z books, Scholastic readers, intervention binders, and sight word cards to teach reading. Sarah used Reading A-Z student readers, benchmark tests, and worksheets in addition to the flashcards, Accelerated Reader books, and reading logs that were placed in student reading packs.

Third, the degree to which teacher preparation affects teacher efficacy in guided reading is explained. This study observed three teachers in varying grades, with varying support and training, teachers prepared for their lessons in different ways. The teachers who felt self-efficacy had clear plans for their reading groups and offered scaffolding appropriate the students' needs through provided leveled readers and activities to promote fluency and comprehension. The teacher who struggled with self-efficacy did not have a clear instructional plan or provide books that were leveled to meet students' needs. This would indicate that teachers who have lessons plans and reading groups with leveled texts, specific to their learners needs, are more efficacious.

### **Chapter Summary**

This chapter has explained the results of the research, framed with the research questions. Framing the results of the study with the research questions allows for the reader to make connections between what was explored and described in the study to the purpose for the study.

## CHAPTER FIVE: DISCUSSION

The goal of this study was to identify novice teachers' sense of self-efficacy and preparedness in delivering guided reading lessons. In order to fully understand this event, supporting questions about materials and preparation were developed and used to form a more complete view. Grounded theory methodology, as well as case-study methodology, was applied to this study, which resulted in an analysis which focused on the emerging theory of "*Teachers Need Support and Training*." The emerging theory section also addresses teacher self-efficacy. The supporting categories for the emerging theory include "*Mentors*," "*Modeling*," and "*Professional Development*." Subcategories under "*Professional Development*," are "*Missing Component in Professional Development*" and "*Materials and Supplies*." The subcategories address the need for specific training in reflective teaching and, the knowledge and utilization of the materials and supplies available to teachers. All categories provide support for the emerging theory of "*Teachers Need Support and Training*."

This chapter of the study begins with a discussion of the findings shared in the previous chapter and how the emergent theory and categories supporting the theory, relate to research in self-efficacy (teacher efficacy). The three research questions which guided the study were:

1. What are novice teachers' senses of self-efficacy, when implementing guided reading instruction in their classrooms?
2. On which strategies and materials do novice teachers rely to deliver guided reading instruction?
3. To what extent is teacher self-efficacy in guided reading instruction determined by teacher preparation?

The chapter concludes with an implications and limitations section, as well as provisions for

further research section.

### **Emerging Theory: Teacher Support and Training**

This section addresses and discusses the research which supports building teacher self-efficacy. Research questions one and three are addressed in this section as support and training affect teachers' senses of self-efficacy and their ability to prepare for guided reading instruction. The need for ongoing support and training for novice teachers is addressed through the emerging theory, "*Teacher Support and Training*." This theory is supported by three constructs, "*Modeling*," "*Mentors*," and "*Professional Development*." Subcategories under "*Professional Development*" are "*Missing Component of Professional Development*" and "*Materials and Supplies*." The categories work together to create a network of types of support and types of training that novice teachers need in order to experience self-efficacy and feel efficacious when teaching guided reading. The support systems for novice teachers is represented visually, in Figure 6.1.

The first question that guided this study explored how novice teacher felt when teaching guided reading. The participants provided information through a closing interview and information was gathered through participant observation as well. This information provided insight on how effective novice teachers felt when teaching guided reading.

The participants all experienced varying degrees of effectiveness when teaching guided reading. Two of the three participants did feel effective, while one participant questioned her effectiveness. The analysis of the closing interview data revealed that both the participant who questioned her effectiveness and one of the participants who reported feeling effective still needed the support and training by mentors and/or experts in the field of literacy. Both Katy and

Sarah discussed desiring professional development by mentors and/or experts in literacy.

The two participants, who did experience self-efficacy, felt so for differing reasons. Fern, the first grade teacher, had the support of a teacher who acted as a mentor and felt she had the support of her administrators. Further, she was a reflective teacher who kept notes on her lessons which described what went well and what she should change in order to teach more effectively, which influenced her feelings of self-efficacy. Sarah, the second grade teacher, had previously been trained in guided reading by a reading specialist and felt she was effectively utilizing her training. Sarah also had the support of her students. Unfortunately, Katy questioned her self-efficacy as she did not have the support systems in place that the other two teachers did.



*Figure 6.1.* Support System for Novice Teachers. The above graphic is a representation of the support systems that support novice teachers.

### **Locus of Control**

Viewed from the lens of Rotter's (1966) Locus of Control, both Fern and Sarah experienced internal and external reinforcement. Fern engaged in internal reinforcement through

using a reflective journal, and Sarah reflected verbally on her teaching in comparison to the teachers around her. Fern had the support of a mentor/peer teacher and her administrator and Sarah had the support of her students. Katy did not have either of the reinforcements in place that Fern and Sarah did. Therefore, one can conclude that, according to Rotter's (1966, 1990) Locus of Control Theory, an individual must encounter both internal and external loci of control in order to feel effective. It is possible, hypothetically, that individuals may feel effective with either internal or external loci in place. Based on the findings of this study, both internal and external reinforcement must be in place in order for an individual to feel effective.

### **Self-efficacy Theory**

This theory developed by Bandura (1977) describes four resources from which individuals draw a sense of self-efficacy. The four resources he explains are: performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal. Of all of the sources of self-efficacy, performance accomplishments, which include a mastery element, are the most impactful. Though all teachers in the study taught guided reading, only two of the teachers, Fern and Sarah, described senses of self-efficacy. This could be that although Katy was conducting guided reading lessons, she was not feeling successful in her teaching. This would remove the 'mastery' from her performance accomplishment. The next resource for self-efficacy was vicarious experience. Only Sarah had the opportunity to be trained by a reading coach and would have seen the reading coach teach lessons that she could learn from. Katy said that no one had ever seen her teach in her school and that she hadn't seen anyone else teach guided reading either. Fern did not report observing anyone else teach, but did share that she had really good instruction in her alternative certification program, which could account for her vicarious experiences. In the verbal persuasion resource for self-efficacy, Fern had the support of her

administrators and teacher friend and Sarah had the verbal support of her students. However, Katy did not experience verbal persuasion from anyone. The final resource for self-efficacy is emotional arousal. This is also referred to as physiological state. None of the teachers shared, during their closing interview, that they felt particularly stressed. However, Katy did seem very frustrated that she did not have the support from administrators or other teachers. Katy also shared that she would like more training and resources in the closing interview. Sarah also shared that she would like the support of a reading specialist and more training in the closing interview. When Fern was asked if she needed anything else to help her become more successful, she said only, "Time."

### **Social Learning Theory**

Bandura's (1971) Social Learning Theory proposes that individuals learn how to do a task through one of four main learning processes: learning by direct experience, learning through modeling, self-regulated learning and reinforcement control. Two of the three novice teachers in this study experienced some form of Social Learning Theory. The kindergarten teacher, Katy, utilized learning by direct experience. She did not utilize learning through modeling, self-regulated learning, or reinforcement control. The findings of the study did not explore why Katy did or did not experience these learning processes. Fern, who taught first grade, did experience both self-regulated learning and reinforcement control. Fern took an initiative in her teaching and researched how to help her struggling readers and even used her own funds to purchase intervention work for them. Further, Fern received positive feedback from her peer teacher and from her administration. The findings support that Fern felt self-efficacy in her teaching. She may have felt efficacious because of the learning processes, or the combination of learning

processes that she engaged in. Sarah, the second-grade teacher, learned how to instruct students in guided reading with the help and support of a reading coach at a different school, in a previous year of teaching. Sarah also had support from her students, but lacked the support of a peer, mentor, or administrator. Sarah also engaged in self-regulated learning as she was prepared for her reading lessons and provided students with strategy instruction based on the text they were reading.

The next section of this chapter provides a more explicit and descriptive explanation of the constructs that comprise the emergent theory. This section begins with an explanation of the first construct, “*Modeling*.” This construct explains the challenges that novice teachers faced without an expert to guide and model guided reading lessons. The construct, “*Mentors*,” describes the desire that novice teachers had to confer with a peer or team member about their teaching. The third construct, “*Professional Development*,” is also addressed. The last section addresses the desire that novice teachers had to learn more about how to teach guided reading. This construct additionally explains the development of reflective practices in teaching. The categories which support the main theory expound upon the research and findings of the study through discussion.

The subcategories under, “Professional Development,” are “Missing Components of Professional Development,” and “Materials and Supplies.” These subcategories explain how specific elements should be included in professional development and that teachers need to be provided materials with which they teach, and that teachers need to be trained in how to use the materials they are provided.

**Modeling.** The modeling section of this construct describes how the teachers in the study requested modeling to assist them in their teaching. An expert in literacy instruction could provide both coaching and feedback on lessons conducted by teachers.

Only one of the three participants in the study reported having access to a reading coach or expert. Sarah was trained by a reading coach in her second year of teaching. As a result, she was organized in her materials and consistent in her guided reading instruction. Fern reported receiving good instruction in her certification program. This may have attributed to her feelings of self-efficacy in individualizing instruction for her students in guided reading instruction.

Katy and Sarah discussed wanting to have an expert on hand with whom to consult and train. Having access to an expert who could model reading lessons would provide an extra resource for teachers. This resource could work as a mentor and a provider of professional development.

Sarah shared that she was able to learn how to instruct students in guided reading from an expert in reading. Both Sarah and Katy explained that they would like to have someone with whom they could confer with about their lessons. Katy said, during the closing interview, “I don’t think anyone has even seen me teach.” This is a telling statement, which reveals Katy’s feelings of questionable self-efficacy. Katy struggled to level students according to ability and to provide them with appropriately leveled reading books.

There are many types of modeling that can be beneficial to teachers, both novice and experienced. For example, modeling can be conducted by reading coaches, peer experts, video blog and literacy conference trainings. Reading coaches, as experts who are well-trained, are the preferred method of training teachers through modeling. However, should budgets or other restrictions limit the availability to reading coaches, other types of modeling should be made



available.

A reading coach could have offered Katy support by clarifying how to level students and how to select texts which she could use to scaffold her students' learning. In addition to assisting Katy with leveling her students and selecting appropriate texts, a reading coach could have identified other areas of need that Katy was experiencing. Informal activities, focusing on areas of need and co-planning lessons or analyzing student work and coaching, as Bean (2004) describes, would have been helpful to Katy. If Katy's school had a reading coach, then the coach could visit the classrooms and provide feedback to teachers as well (Bean, 2004).

Further, a reading coach would have provided modeling to support the high number of struggling readers in Fern's class. Fern shared that she spent a large majority of her time teaching intervention, rather than guided reading. A reading coach could have provided resources and supplies to support those interventions, rather than Fern buying the supplies and materials her students needed to succeed.

Finally, Sarah would have also benefitted from having access to a reading coach. Sarah had questions about extension activities for guided reading lessons and what other students should be doing when she was teaching guided reading. Gibson (2006) describes the interactions of an expert reading coach with a kindergarten teacher. In this study the reading coach was able to provide specific instructional feedback for the guided reading lessons that the kindergarten teacher was teaching. Sarah specifically requested to have access to an expert when she said that she would like to know, "If there is anything else that I'm supposed to be doing."

Barring the availability or access of reading coach, one of the other types of modeling should be provided for teachers to feel efficacious in their teaching. The first alternate method of modeling would be observing a peer expert. The peer expert should be very familiar with guided

reading and comfortable with being observed by another teacher. The peer expert should also provide reasoning and be available to answer questions that novice teachers may have about their procedures or instructional processes. Ideally, the administrators in the school would pair a novice teacher with a content area expert, peer expert, so that novice teachers can observe how the teaching process works in the culture of the school. This means, however, that the administrator who identifies the peer experts in the school, needs to be very familiar with the teaching practices of the peer expert. If the administrator recognizes a peer expert who is not an expert in the area of guided reading this could further damage a novice teachers feelings of self-efficacy as the novice teachers are potentially doing more work through observing and asking questions for little or no reward.

Video blogs, vlogs, for teaching are readily available with a YouTube search in the area of interest. There are many vlogs available to choose from that address numerous aspects of guided reading and instruction. However, the difficulty with vlogs is that novice teachers may not have the discretion that experience brings to identify which of the vlogs are practicing research supported practices and which are not. This concern can be alleviated, somewhat, by directing teachers to TeacherTube, which is a more selective vlog site. An administrator can also preview the vlogs that they believe are needed by novice teachers and recommend specific blogs that have met their approval.

Finally, teachers can join literacy organizations that train and develop teachers through their publications and conferences. There are several literacy-based organizations that teachers can join which hold conferences that share research and best practice information yearly. Several of the literacy organizations also offer webinars that provide online training.

## **Mentors**

In examining the novice teachers' sense of self-efficacy when implementing guided reading in their classrooms, Bandura's Social Learning Theory (1977) was referenced as a lens through which teacher efficacy was examined. Mentoring was found to be one of the most helpful learning theories, which provided teachers a sense of self-efficacy when teaching guided reading.

Bandura (1977) proposed in Social Learning Theory that individuals learn how to do a task through one of four main learning theories: learning by direct experience, learning through modeling, self-regulated learning, and reinforcement control. Each of the three teachers in the study shared how they taught guided reading and how they were taught to instruct students in guided reading. The information gathered was used to select one or more learning theories that each teacher identified with. Further, only two of the three teachers felt efficacious in their teaching. Therefore, teachers feel effective in their teaching if their learning experiences include more than learning by direct experience. Katy, who did not feel efficacious in her teaching, only experienced learning by direct experience. The results indicate that she would have benefited from learning through modeling, self-regulated learning, or reinforcement control. Fern, who identified with learning by direct experience also identified with self-regulated learning and reinforcement control. The combination of learning theories fostered a sense of self-efficacy in Fern.

Finally, Sarah, the second-grade teacher, felt efficacious in her guided reading instruction and identified with the learning through modeling theory. This theory fostered a sense of self-efficacy in Sarah, though she specifically discussed wanting an expert with whom she could consult for reinforcement control. Though Sarah experienced reinforcement control from her

students, as they provided her support and kept her on task, Sarah desired more support from an expert. Sarah also engaged in self-regulated learning, as she organized and prepared lessons which utilized complex learning strategies based on the text complexity that the book offered to her students.

In teachers who felt efficacious, Rotter's (1966, 1990) Locus of Control elements were utilized. Both internal and external reinforcement control were used by the teachers in this study who felt efficacious in their teaching. For instance, Fern received external reinforcement control from her peer and her administrator and Sarah received reinforcement control from her students. Katy did not receive any external reinforcement control. Both Sarah and Fern utilized internal reinforcement control. Fern kept a reflective journal and reflected upon her lessons, as well as using her own resources and time to purchase intervention material for her struggling readers. Sarah used what she had learned from the reading specialist, who taught her how to instruct students in guided reading, to plan and carry out her guided reading lessons, utilizing an internal reinforcement control. Katy struggled with supplying her students with appropriately leveled reading material and did not use an internal reinforcement control.

The results indicate that learning with the assistance of mentor who can model how guided reading is taught results in a teacher experiencing self-efficacy in guided reading instruction. Either a combination of Bandura's (1977) Social Learning Theories or learning through modeling alone foster a sense of self-efficacy in novice teachers. However, learning by direct experience did not seem to foster a sense of self-efficacy in a novice teacher. Further, the combination of both internal and external reinforcement control (Rotter, 1966, 1990) provided teachers with a sense of efficacy.

Fern was the only participant who could identify a peer/mentor who supported her in her

teaching. She said she was able to share ideas and ask questions about what she was teaching with her teacher friend. As her teacher friend liked her ideas and copied them for her classroom, Fern's confidence grew. This built up Fern's teacher efficacy in guided reading instruction.

If Katy and Sarah had had access to a mentor, then they may have experienced the practical advice and support for teaching that Edwards and Protheroe (2004) found in their study with pre-service teachers who had mentor support. The student teachers received help from the mentors as the mentors offered resources and activity ideas, ideas on how to support student learning, and suggestions on how to use their instructional time. These areas address the concerns that Sarah had for extending her guided reading lessons and the struggles that Katy faced when trying to support student learning.

Mentors, in a school setting could be a teacher who has more experience than the novice teacher. Researchers Geibelhaus and Bowman (2002) found that a mentor teacher group who received training compared to a group that did not felt statistically more efficacious. Through pairing teachers in a mentor/mentee relationship both parties felt they had benefitted. The mentees felt supported and the mentors felt renewed confidence in their teaching. This was in addition to the growing leadership skills that mentors experienced.

The research of Bey and Holmes (1992) described the complexities of mentoring. The process of pairing mentors with mentees is not complete without training mentors in how to offer support to their mentees. Mentors may be ill-equipped to provide the emotional and instructional support that novice teachers need unless they are trained specifically in methods that are helpful to novice teachers. This means that administrators would have to pair mentor with mentees and then provide training for each party. Training that focuses on areas of need provide specific feedback and support in the areas that novice teachers are struggling. Further, through

undergoing training which explains the mentoring process, mentors and mentees can set more realistic expectations for their mentor/mentee relationship.

Mentors need not only be other teachers in the school with more instructional experience. The mentors could be known to the novice teachers previous to their current school appointment. Cooperating teachers, in the clinical programs for training teachers at the university setting, could also provide support. Should novice teachers have an opportunity to work with cooperating teachers as they train, then they would have an experienced teacher they could communicate with about their instruction.

### **Professional development**

Professional development in reflective practices is an important factor in teachers feeling effective about their teaching. Teacher training in guided reading instruction is also important for a teacher to feel more effective.

One of the three teachers in this study, Fern, reported consciously reflecting on her teaching and the lessons she taught. She shared that she kept a reflective journal where she jotted down why each of the lessons worked, or why they did not work, and how she thought she could improve her teaching. Sarah, though she did not reveal reflecting on her teaching, did consider her teaching practices in relation to the teachers around her. Sarah felt that practicing guided reading instruction daily and with fidelity made a difference in her student achievement. She felt efficacious in her teaching. Katy did not report reflecting on her teaching either verbally or in written format. As Katy did not engage in reflective practices in her teaching, this may have affected her sense of efficacy in guided reading instruction.

Explicit training in reading was provided by the district for the three novice teachers in the study. Each of the three teachers participated in an on-campus training on the CAFÉ model

(Boushey & Moser, 2009). The three teachers in the study used elements of the training in each of their classrooms. Even though each of the teachers utilized elements of this specific training, they did not all feel efficacious in their teaching. This could be attributed to the method of training engaged by the district. The training in the CAFÉ model (Boushey & Moser, 2009) took place in one day and was not revisited. If teachers encountered implementation questions or concerns, they did not have access to a trainer to assist them.

Further, only two of the teachers reported receiving training which was helpful to them when instructing students in guided reading. Fern reported receiving, “pretty good training,” about guided reading instruction in her alternative certification program. Sarah was trained by a reading specialist to teach guided reading. Both teachers felt efficacious. However, Katy did not report receiving good training in her undergraduate program or in her first few years of teaching. This may have contributed to her struggles with leveling her students, organizing for instruction, and teaching guided reading, all of which left her questioning her efficacy as a guided reading teacher.

Though all of the teachers were trained in the CAFÉ model, only two of the three teachers reported using ongoing reading benchmarks to assess student growth. Also, only two of the three teachers leveled their reading groups and used individual readers on the students’ instructional reading level. Benchmark assessment, leveled reading groups, and instructional reading level books are basic components of guided reading instruction. Therefore, it is important that teachers receive training in utilizing the materials and supplies available to them in order to feel more effective in their teaching.

The teachers in this study felt they needed additional training that was specifically concentrated on guided reading. Katy, who questioned her efficacy, reported attending two

trainings, but she indicated that they were not useful to her guided reading instruction. Therefore, specific training related directly to guided reading should be addressed. This can be accomplished through the teachers taking an initiative and attending or vlogging specific trainings and in the principal planning of professional development days that address guided reading instruction.

**Missing component in professional development.** This subcategory under, “Professional Development,” explains the need for training teachers in reflective practices. This training supports teachers’ self-efficacy and can help them feel more effective in their teaching.

Reflective practices and goal setting are both described as contributing to teacher efficacy. Shulman and Quinlan (1996) and Ferraro (2000) describe effective teachers as able to reflect on their teaching. Researchers Wolters and Daughterty (2007) describe the process of teachers setting goals for their classrooms feeling more efficacious in their teaching abilities. Teachers make decisions on how to group their students, evaluate their work, and evaluate the activity structures they use for instruction. As teachers set goals for their students, and students achieve the goals their teacher has set, the teachers begin to experience self-efficacy. Wolters and Daughterty (2007) further explain that teachers’ senses of self-efficacy are directly tied to the instructional attitudes and decisions they make. In order to address goal setting in the classroom, which provides a sense of self-efficacy for novice teachers, Katy, Fern, and Sarah might have benefitted from training that addresses goal setting and reflective practices.

Two of the participants were prepared to teach guided reading with books leveled specifically for their readers. Fern, who taught first grade, differentiated her teaching to include intervention lessons for students who were struggling with guided reading instruction. On more than one occasion, Katy, the kindergarten teacher, selected books that were much too hard for her



students to decode. Also, all of her groups read the same books, regardless of the students' reading levels. Both Fern and Sarah had specific plans when teaching guided reading, however, no lesson plans were apparent with Katy's instruction. Additionally, Fern and Sarah concentrated on specific strategies when teaching rather than addressing a variety of strategies or lack of strategies with each book used.

Dembo and Gibson (1985) explain that teachers' self-efficacy can be developed through teacher education and other variables. The authors found that teachers with more training and experience self-efficacy and feel more effective in their teaching. As discussed in a previous section, teachers can become more knowledgeable about guided reading instruction through taking an initiative and learning more online or attending literacy conferences. Novice teachers can also ask to observe modeled lessons and request to be paired with mentors. These experiences may provide the additional training that novice teachers need to feel more efficacious.

An additional research study by Parker and Hurry (2007) discussed developing teachers' use of questioning and modeling comprehension skills through professional development. Despite the varying levels of teacher efficacy found in the study, both Fern and Sarah felt efficacious, both would have benefited from additional training in guided reading. Katy, who questioned her efficacy, might have also benefitted from training which addressed guided reading. Katy would have also benefitted from training derived from the research of Abbot, Dornbush, Giddings and Thomas (2012). The researchers found that instruction in planning and organization of guided reading lessons, conducting proper running records, grouping of students in reading groups, and improving the comprehension of students resulted in student growth in reading. Further, training which is ongoing would provide ideal support for novice and

experienced teachers alike. As teachers experience new situations and generate more questions about their teaching, they would have a platform for addressing their instructional issues through ongoing training.

The research described above outlines the specific types of missing components in professional development that teachers need in order experience self-efficacy. The research findings specifically include providing teachers with training in reflective practices and in specific instructional practices in order for them to improve their feelings of self-efficacy in teaching guided reading, which may lead to teachers becoming more efficacious in their teaching.

**Materials and supplies.** As a subcategory under professional development, this study found that teachers need access to materials and supplies used for guided reading instruction and need training on how to utilize those materials. The materials utilized for guided reading instruction in this study were extremely varied. Not only did the materials vary from teacher to teacher, the materials that each specific teacher uses from lesson to lesson can also vary. Furthermore, each teacher in this study used the materials they did have in different ways.

The variation in materials may be due to availability of supplies. All three teachers discussed how difficult it was to print multiple copies of books, referring to Reading A-Z reading program, because of paper shortages or the time it took to print and assemble the books. This meant that teachers used some Reading A-Z books, some Scholastic books, and additional guided reading books. Fern purchased some of the books she was using for guided reading because she did not find that the school had colorful and engaging reading material available for leveled reading. Fern also purchased intervention manuals to supplement reading instruction for lower level readers. Katy used a number of leveled readers that were available to her at the

school. Some variation in materials is expected as students on different reading levels have different needs.

Moreover, in the materials category, Sarah used the Reading A-Z benchmarks for running records; she used Reading A-Z books for guided reading exclusively. However, I did not see the other two teachers use running records in their classrooms.

The school site is known to this researcher, who also knows there is a guided reading supply room full of leveled readers available for teachers to use. None of teachers used the guided reading books from the supply room. It is not clear if any of the teachers in this study knew that those resources were available to them. A professional development given by the school could potentially explain the resources and materials available to the teachers and alleviate some of the struggle that two of the three teachers faced with supplies and materials.

## **Implications**

The results of this study have implications for researchers and instructors of guided reading, administrators, novice teachers, and established teachers. This study also has implications for clinical teacher preparation programs. The findings and discussion of this study share pertinent information about the training teachers undergo before teaching guided reading, teaching methods used during reading instruction, and the degree of efficacy teachers feel about their preparation and teaching practices. Additionally, this research shares information that can be used to further literacy instruction including, but not limited to, how teachers use the classroom resources available and the instructional procedures that novice teachers utilize. This study contributes information that can also be used to influence the training that teachers are given, the frequency with which it is offered, and the other support networks provided to teachers. The results of this research can benefit the leadership in place in schools, the teachers

who are responsible for student instruction and the students who are recipients of instruction.

The most telling findings from the study are that teachers experience self-efficacy and feel more efficacious in their instructional practices when they are supplied with training and support.

Two implications of this study for administrators include furnishing both a support system and training for the teachers on their campus. One of the support systems that administrators should put in place is a mentoring program for teachers. Novice teachers, or even established teachers who are new to the campus, should be paired with established teachers. This could enable the mentee or newer teachers to learn from the mentor teachers and gain a sense of self-efficacy, which could translate into feeling more effective in their teaching practices. This could further offer the mentor teacher with renewed confidence and leadership ability. Additionally, mentor teachers should be trained before they are paired with a novice teacher, or a teacher who is new to the campus. This will contribute a framework and knowledge base for mentor teachers, which they can use to support their mentees along with furnishing realistic expectations from the relationship.

The next implications for administrators are that professional development should be made available on an ongoing basis in order for teachers to build their instructional skills and practices. Offering ongoing trainings in guided reading instruction, and in the areas which support guided reading instruction, endow teachers with the strategies they need to be effective teachers. Further, teachers need to be trained on how to engage in reflective practices. Teachers need access to ongoing training in order to build their self-efficacy, which could lead to their feeling effective about their teaching.

The final implication for administrators is that literacy coaching would be beneficial to teachers. As teachers face issues with implementation, materials, and lesson organization, an

expert who could observe and contribute feedback to teachers could improve teachers' self-efficacy. An expert reading coach could recommend other materials, discuss lesson plan organization, and offer additional resources for teachers with struggling readers.

The additional implications for this study relate to novice teachers, established teachers and clinical preparation programs. If teachers find themselves in schools that do not offer mentoring programs, experts in literacy, or ongoing professional development, they will need to take steps independently to find support systems and training. Teachers, both novice and established, can "shop the school" to find a teacher whose teaching skills and practices they admire. The teachers can then agree to work together, as peers, to create a support network for each other. Further, teachers can self-train by reading research, taking additional university classes in their teaching area, and attend conferences focused on literacy.

### **Assumptions and Limitations**

With qualitative research some assumptions are made as research is conducted. For instance, it was assumed that all the participants answered the interview questions honestly and to the best of their ability. It was also assumed that all participants taught guided reading and were therefore familiar with teaching guided reading when observed by the researcher.

Limitations of this study were that only a small number of participants were identified as novice teachers and agreed to participate in this study. Further limitations include that the study took place on one campus. However, as the study was qualitative in nature, the smaller number of participants allowed for the researcher to conduct research via initial interview and observations over a semester's length of time from February to May, with no assistance from an outside source.

### **Suggestions for Further Research**

The investigator recommends research that focuses on a reading coach's interaction with one novice teacher. This interaction would also measure student growth in reading. This type of study would provide information on how to offer specific support to novice teachers in the area of guided reading instruction.

A reading coach's interaction with a number of novice teachers, in order to find common areas of need is also recommended. This type of study would identify several areas of support that novice teachers may benefit from. Reading coaches who work with novice teachers implementing guided reading would be able to document the highest areas of competency and the highest areas of need for novice teachers. This would provide administrators and mentors with specific areas of training for novice teachers. Further commonalities of need found in novice teachers would provide universities and alternative certification programs with areas to focus on and improve upon.

The investigator recommends that a quantitative comparison study be conducted on novice teachers of guided reading instruction. The experimental group of teachers would have access to a reading coach who could act as a model and mentor. Further, the reading coach would train the novice teachers in guided reading instruction. The study could measure the reading growth of students in each teacher's classrooms. Should the study find significant reading growth in the classroom of the novice teachers who are supported by a reading coach, then perhaps more funding could be allocated to schools to provide more reading coaches or additional reading instructional support.

The investigator also recommends a mixed methods comparison study which trains teachers, both novice and established, in reflective practices. Ideally, the study would take place on two sites, one with ongoing training in reflective practices and a control group. The teachers

in the study could utilize the self-efficacy continuum developed and used in Cooter, Mathews, Thompson and Cooter's (2004) study. The results of the study would be useful in identifying how, and whether, reflective practices and habits impact teacher efficacy. This could prompt administrators to include professional development in reflective practices for their teachers.

The recommended areas of further research indicated and explained above would, provide teachers with more support and training in order for them to become experts in guided reading instruction. The result of providing teachers with more training and support is twofold: teachers feel more efficacious and students become better readers. All of the studies recommended focus on teacher training and development. It is important to recognize that the expected result of training teachers to become experts in guided reading instruction is student growth in reading.

## **Conclusion**

Why is guided reading so important? Guided reading provides a student with time to practice reading in a supported environment. The students' teacher offers prompts and scaffolding in order for a student to become a more fluent reader. Eventually, the process of guided reading results in students who can read and comprehend what they are reading independently.

The purpose of this study was to explore, describe, and generate a theory explaining the efficacy of novice teachers as they instructed their students in guided reading. This study found that novice teachers were using different and more or less complex reading strategies in their guided reading instruction on any given day. The study also found that efficacious teachers engage in internal and external loci of control (Rotter, 1966, 1990). Efficacious teachers also engage in a variety of social learning theories (Bandura, 1977): learning through modeling,

learning through direct experience, self-regulated learning, and reinforcement control. However, the research also found that learning by direct experience alone did not support feelings of self-efficacy.

The emerging theory of the study is that novice teachers need support and training. Further, the study found that novice teachers need access to modeling, mentors, and professional development in order to feel efficacious.

A classroom environment is an ever-changing, dynamic environment. The abilities and skills of the students and teachers in each classroom vary from year to year. This requires teachers who are constantly learning additional teaching practices to meet the needs of their students and support their learning.



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## APPENDIX A

### IRB Application and Approval Letter

FOR COMPLIANCE OFFICE USE ONLY:	
IRB#	
Date Received:	
<input type="checkbox"/> Revision	

## Application for Review of Research Involving Human Subjects Institutional Review Board (IRB)



**Texas A&M University-Corpus Christi**

#### INSTRUCTIONS

##### 1. Complete CITI Training

*CITI training is required for all researchers and faculty advisors listed on the protocol. Completion reports DO NOT need to be sent with protocol application if CITI was completed through TAMUCC.*

##### 2. Complete Form

*All sections of the form are required. The protocol review will not begin if any section is incomplete.*

**3. Submit Application & Completed Supplemental Documents: IRB protocol application forms are ONLY accepted in electronic format. Please utilize digital signatures and email form with the IRB Protocol Application Form to IRB@tamucc.edu. Review of application will not begin until all required documentation is received.**

*Please contact Kassandra Brown at (361)825-2892 or kassandra.brown@tamucc.edu or Erin Sherman at (361)825-2497 or erin.sherman@tamucc.edu for questions or assistance completing this application.*

#### INVESTIGATOR INFORMATION

	Name	Email (USE TAMUCC EMAIL ADDRESS)	College	Category	Category (Other)
PI	Rosalynn Rowan Christensen	rosalynn.christensen@tamucc.edu	Education	Graduate Student	
Co-PI (1)	Corinne Valadez, Ph.D.	corinne.valadez@tamucc.edu	Education	Faculty Adviser	
Co-PI (2)					
Co-PI (3)					
Co-PI (4)					
Co-PI (5)					

#### PROJECT INFORMATION

A. Research Classification: Doctoral Dissertation Other:

*Please review the Human Subject Research Categories at the end of the protocol form before completing B.*

B. Review Classification: Exempt (1)

*Submit copies of external funding proposal with IRB protocol application, if applicable.*

C. Is the project externally funded? No Funding Start Date:  Funding Agency:

D. Project Title: Guided Reading: A study on the efficacy and preparedness of novice teachers

E: The starting date CANNOT be a date before IRB approval is received. If you will start as soon as approval is received, enter "Upon IRB Approval" for the starting date.  
 F: The completion date is an estimated date of completion. A Completion Report is REQUIRED at the conclusion of the project noting the actual completion date.

E. Starting Date: Upon IRB Approval

F. Estimated Completion Date: 12/31/2015

## PROJECT PURPOSE & OBJECTIVES

### A. Describe Project Purpose. *Be specific and thorough.*

The purpose of this study is to observe and document how novice teachers (three or fewer years of teaching experience) prepare for and teach guided reading in order to discover how prepared and effective they feel about their teaching guided reading.

### B. Describe Project Objectives and/or Research Questions. *Be specific and thorough.*

The research questions for this study are:

- 1) What is a novice teachers' sense of efficacy when implementing guided reading in his/her classroom?
- 2) Which strategies and materials does a novice teacher rely on to teach guided reading?

## RESEARCH SUBJECTS & RECRUITMENT (Description, Source and Recruitment of Research Subjects)

A. Indicate whether the following populations will be specifically targeted for inclusion in the project. Inclusion and exclusion criteria needs to be described in detail in Section B. **Select Y or N for each participant category.**

Adults over the age of 18 (ABLE to legally consent)	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	Prisoners (adults or juveniles)	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
Adults over the age of 18 (UNABLE to legally consent)	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Participants whose first language is NOT English	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
Individuals under the age of 18 (minors)	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Students enrolled in a researcher's course(s)	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
Pregnant Women, fetuses, and/or neonates <small>Note: Projects including this vulnerable population are generally health care/medical studies specifically targeting research of pregnant women, fetuses, and/or neonates. Pregnant women can be included in projects if all inclusion criteria is met and a specific exclusion is not part of the project design. Select "No" unless the project specifically involves the inclusion of pregnant women, fetuses, and/or neonates.</small>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Employees under the direct supervision of a researcher	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

B. Describe the inclusion and exclusion criteria that will be used to define who is included or excluded in the final participant population (ex. minimum age, grade range, physical characteristics, learning characteristics, professional criteria, etc.)

Participants are novice teachers (three or fewer years of teaching experience) who teach guided reading to K-2 students at one school site, Site A. An alternate site has been selected in the event that Site A does not have three novice teachers on staff who are willing to participate in the study. Only novice teachers, with three or fewer years of teaching experience, who teach guided reading in grades K-2, will be recruited to participate in this research.

C. Target number of participants (Include minimum target if a specific target is not appropriate for project design.)

Three novice teachers, three or fewer years of teaching experience, who teach guided reading in the k-2 grade levels, are the minimum target for this research project.

## D. THIS SECTION MUST BE COMPLETED WHEN CONDUCTING RESEARCH AT OR RECRUITING PARTICIPANTS FROM NON-TAMUCC FACILITIES

### NOTES:

1. Specifically name locations for research and/or recruitment of participants.
2. Written permission (email, letter, etc.) required for all non-TAMUCC locations. See IRB Forms website for specific permission requirements.
3. Written permission must be submitted with IRB protocol application.

☐ N/A - Not conducting research or recruiting participants from non-TAMUCC facilities

Specify location(s) of project and/or recruitment of participants.

See notes for off-campus locations above.

Mathis Elementary School, Mathis ISD

## E. RECRUITMENT

### NOTE:

Submit copies of all recruitment materials (emails, online postings, fliers, etc.) with IRB protocol application. Written scripts are needed for any verbal recruitment materials.



**E(1).** Describe the methods that will be used to identify pool of potential participants.

The participants are limited to early elementary teachers (K-2) who have three or fewer years of teaching experience, who implement small group guided reading at the school site.  
The researcher will meet in person with each potential participant after school at the school site and share with them the teacher participant recruitment script (attached).  
Each potential participant will be identified by the principal as novice teachers, three or fewer years of teaching experience, and as a teacher of K-2 grade level students.  
The researcher will then review the potential participants and invite three teachers with the fewest years of experience (three or fewer) to participate in the study.

**E(2).** Describe when, where and how potential participants will be recruited.

The researcher will meet in person with the potential participants after school at the school site and verbally share with them the teacher participant recruitment script (attached).  
The researcher will then invite three teachers with the fewest years of experience to participate in the study.

**E(3).** Describe materials that will be used to recruit participants.

**\*See note above regarding submission of recruitment materials.**

The researcher will use a recruitment script (attached) to recruit teachers.

**E(4).** Describe how materials to recruit participants will be distributed/how participants will be contacted (ex. online, via email, through faculty members, through a professional association, etc.). Include description of any assistance that will be needed to distribute recruitment materials (ex. listserv owners, faculty permission for classroom recruitment, etc.)

The researcher will contact potential participants in person at the school site. No other assistance will be needed to distribute recruitment materials.

**E(5).** Describe the amount, source and timing(s) of any payment(s)/incentive(s) to participants, if applicable.

No material incentives will be offered to participants involved in this study.

## **RESEARCH DESIGN, METHODS, & DATA COLLECTION/PROTECTION PROCEDURES**

### **METHODS NOTE:**

Submit copies of project materials with IRB protocol application (ex. survey, interview questions, data collection form, demographic questionnaire, etc.)

**A.** Select the appropriate description for data collection and project records below.

#### **DEFINITIONS:**

*Anonymous: the collection of data in a manner where no one, including the researcher(s), will be able to identify the participant providing responses/data*

*Confidential: the collection of data in a manner where data may be linked to individual participants through the use of codes, audio/video recordings, or other identifiers*

Confidential

**B.** Describe the study design including methods and procedures step-by-step in common terminology. Describe each procedure in detail, including frequency, duration and location of each procedure. The methods must be described completely and in detail (ex. type of data collected, how data will be collected, who will conduct interaction/data collection, etc.).

**\*For projects with multiple participant classifications (ex. students and teachers, athletes and coaches, etc.):** Describe the study design including methods and procedures step-by-step for each classification of participants.

#### **Data Collection**

This study consists of research conducted in an established or commonly accepted educational setting, involving normal education practices in a regular education instructional, setting, and looking at instructional techniques and preparedness.

The researcher will record three to five thirty-minute small group reading lessons at the school site per each of the three participating teachers over a period of five months. These small group reading lessons are normal daily instructional routines for each teacher. Every child in the classroom receives small group reading instruction several times during the week. The researcher can audio-tape any groups' lessons for this study. The lessons which are audio-taped are dependent upon the schedules of the researcher and the participants.

The researcher will transcribe each recorded lesson, leaving off teachers' names. There is no possibility of voice recognition of the

students being taught.

Data Analysis

The researcher will analyze and code each lesson transcription.

C. Describe any equipment (including audio and video equipment) utilized during the project. Note whether the equipment is owned by the researcher(s), university, or other source. Include description of how and where equipment is stored throughout the study (including any security such as password protection on equipment).

The researchers' personal laptop computer will be used to audio-tape daily guided reading lessons. The laptop will be kept with the researcher and is password protected.

D. Describe data protection methods including a minimum of the following: location of data storage, methods for data protection, names of individuals who will have access to data, etc.

\*For projects utilizing video and/or audio recordings: Describe, at a minimum, the methods for storage or recordings, transcription of recordings, whether recordings will be erased following transcription, etc.

Lesson recordings will be stored on a passcode-protected external hard drive, which will be kept in a secure location, either with the researcher or in the researcher's locked, personal file cabinet. Only the researcher will have access to this location. The lesson recordings will be erased after the completion of the study.

E. Describe retention methods, including at a minimum how long project materials (including consent documents, project data, etc.) will be retained, format of storage (digital, paper, etc.), etc.

\*Note: All project materials must be retained for a minimum of three years beyond the completion of the project. Completion of the project is defined as no longer collecting, using, studying or analyzing data.

**\*Note: Completion report must be submitted at the completion of the project. Please submit to IRB@tamucc.edu.**

Lesson recordings and transcriptions will be stored on a passcode-protected external hard drive, which will be kept in a secure location, either with the researcher or in the researcher's locked, personal file cabinet, for three years after the study is completed.

## RISKS & PROTECTION MEANS

A. Select all levels of risk that apply to the project. Select Y or N for each risk category.

<b>No risk</b>	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
<b>Minimal risk</b> Definition: the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
<b>Greater than minimal risk</b>	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>

B. Describe each potential risk and the steps taken to protect human subject participants from the risk (ex. breach of confidentiality, possibly injury, psychological distress, pressure to conform, pressure to participate/coercion, etc.). Consider physical, psychological, social, legal and economic risk.

	Risk	Protection Mechanism
1.	Breach of confidentiality	A pseudonym will be used for each participant during data collection, data analysis, and reporting of results.
2.	Data protection	The recording device is a personally owned laptop computer. The laptop computer is passcode-protected, and only the researcher has the passcode. After each small group reading lesson is recorded and transcribed, the transcriptions will be downloaded onto a password-protected external hard drive. The transcriptions will be encrypted also. Lesson recordings will be erased from the recording device (laptop computer) at the completion of the study. It will also be ensured that the recordings are not backed up to Cloud storage. The external hard drive will be kept in a secure location, with the researcher or in a personally owned, locked file cabinet, for three years after the research has been completed. Only the researcher will have access to this location.

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	Risk	Protection Mechanism
3.	Pressure to participate	Teachers' participation in this study will in no way be tied to their performance evaluations at the school or any past or future relations with TAMUCC.
4.	Audio-recording	There is no possibility of voice recognition of students during the audio-recording of lessons. Teacher's names will not be tied to lesson recordings.
5.		
6.		
7.		
8.		
9.		
10.		

C. Describe the protection means specifically and how participants will be provided information regarding and gain access to any necessary outside assistance (ex. medical care, counseling, etc.) if available.

Participants will be given information on whom to contact regarding questions about the study during informed consent procedures.

## BENEFITS

A. Describe the potential benefits individual participants may experience from taking part in the research, or note no potential benefits to individual participants. *Benefits DO NOT include payments/incentives for participation. See research subjects section for payments/incentives.*

Teachers who participate in this research study will receive reading strategy articles and tips to use during guided reading lessons and preparation for such, after completion of the study, as this pertains directly to the study.

B. Describe the potential benefits to society, others and/or generalizable knowledge.

The results from this study will provide classroom teachers, reading specialists, principals, literacy coaches, and university teacher educators with new understandings regarding how teacher efficacy and preparedness effects guided reading instruction.

## INFORMED CONSENT PROCESS

### CONSENT METHODS NOTE

Submit copies of all consent forms with IRB protocol application (ex. information sheet, online consent, signed consent, assent, parental consent, translated consents, etc.view questions, data collection form, demographic questionnaire, etc.)

<b>A(1).</b> Is a waiver of signed informed consent requested (ex. information sheet, online consent, etc.)? <b>Select Y or N for waiver of signed consent.</b>	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>	<b>A(2).</b> If yes, select the appropriate criteria from description at end of IRB protocol form.	<input type="text"/>

**B. Describe methods for obtaining informed consent from human subject participants.**

Be specific and thorough. At minimum, describe how researcher(s) will gain access to participants, how participants will be provided the consent documentation, in what format the consent will be provided, any discussion that will take place with participants, and methods of communication utilized to keep participants aware of their rights throughout the study, if applicable.

***\*Note:***

*(1) Participants must be given time to review the consent/informational documents and ask questions.*

*(2) Projects involving minors must include parental consent and a separate assent written at a level appropriate to the age group of participants. Parental consent must be available in English and Spanish when the possibility exists that English may not be the first language of parents/guardians.*

*(3) Information sheets should be utilized for exempt studies in which the only record of participants would be signed consent forms.*

*(4) The online consent template should be utilized as a guide for online survey consent.*

Informed consent of novice teachers (attached):

The teachers who demonstrate interest in involvement in the study will be provided with a consent form. The researcher will provide the consent forms in person and ask participants to complete the form before the study begins. They will have sufficient time to review the form and ask questions. If a participant decides to opt out of the study, he or she is free to do so at any time.

**INVESTIGATOR(S) QUALIFICATIONS**

**A. Describe qualifications or attach CVs/resumes of ALL researchers and faculty advisers to conduct human subjects research.**

Rosalynn Rowan Christensen has participated in CITI training and her CV is attached.

Corinne Valadez, Ph.D, had participated in CITI training and her CV is attached.

**SIGNATURES: INVESTIGATOR(S) RESPONSIBILITIES & CONFLICT OF INTEREST CERTIFICATION**

**RESPONSIBILITIES:**

By complying with the policies established by the Institutional Review Board of Texas A&M University-Corpus Christi, the principal investigator(s) subscribe(s) to the principles stated in "The Belmont Report" and standards of professional ethics in all research, development, and related activities involving human subjects under the auspices of Texas A&M University-Corpus Christi. The principal investigator(s) further agree(s) that:

- A. An amendment will be filed for review and approval will be received from the Institutional Review Board before making ANY changes are made in this research project.
- B. Any adverse event will be immediately reported to the Institutional Review Board.
- C. A continuation will be approved for expedited and full review studies BEFORE the protocol approval expiration date. The study will CEASE once approval expires unless a continuation is approved.
- D. Signed informed consent documents and all project records will be kept for the duration of the project and for at least three years after the completion of the project at a location approved by the Institutional Review Board and as described in the protocol.

**CONFLICT OF INTEREST:**

All Principal Investigators and Co-Investigators must certify the Conflict of Interest Statement below and comply with the conditions or restrictions imposed by the University to manage, reduce, or eliminate actual or potential conflicts of interest or forfeit IRB approval and possible funding. This disclosure must also be updated annually (for expedited and full board reviews) when the protocol is renewed.

Carefully read the following conflict of interest statements and check the appropriate box after considering whether you or any member of your immediate family\* have any conflicts of interest.

\*Immediate family is considered to be a close relative by birth or marriage including spouse, siblings, parents, children, in-laws and any other financial dependents.

Financial conflicts of interest include:

- a) A financial interest in the research with value that cannot be readily determined;
- b) A financial interest in the research with value that exceeds \$5,000.00;
- c) Have received or will receive compensation with value that may be affected by the outcome of the study;
- d) A proprietary interest in the research, such as a patent, trademark, copyright, or licensing agreement;
- e) Have received or will receive payments from the sponsor that exceed \$5,000.00 in a specific period of time;
- f) Being an executive director of the agency or company sponsoring the research;
- g) A financial interests that requires disclosure to the sponsor or funding source; or
- h) Have any other financial interests that I believe may interfere with my ability to protect participants.



<b>PROVIDE DETAILS AS ATTACHMENT FOR ANY NON-FINANCIAL CONFLICT OR FINANCIAL CONFLICT OF INTEREST RELATED TO THIS PROJECT.</b>			
<b>ALL INVESTIGATOR(S) AND ADVISOR(S) MUST SIGN THE PROTOCOL AND IDENTIFY WHETHER A FINANCIAL CONFLICT OF INTEREST EXISTS.</b> The Principal Investigator should save a copy of the IRB Protocol Form after emailing the form to the Office of Research Compliance for review. Type the name of each individual in the appropriate signature line. Add additional signature pages if needed for all Co-Principal Investigators, collaborating and student investigators, and faculty advisor(s).			
	Typed Name	Conflict of Interest (SELECT ONE)	Date
PI	Rosalynn Rowan Christensen	No conflict of interest with this project	October 9, 2015
PI Signature: Rosalynn Rowan Christensen		<small>Digitally signed by Rosalynn Rowan Christensen DN: cn=Rosalynn Rowan Christensen, o=TEAMUC, ou, email=rosalynn.christensen@teamuc.edu, c=US Date: 2015.10.09 11:28:04 -05'00'</small>	
Co-PI (1)	Corinne Valadez, Ph. D.	No conflict of interest with this project	
Co-PI (1) Signature: Corinne Valadez		<small>Digitally signed by Corinne Valadez Date: 2015.11.11 15:21:32 -06'00'</small>	
Co-PI (2)			
Co-PI (2) Signature:			
Co-PI (3)			
Co-PI (3) Signature:			
Co-PI (4)			
Co-PI (4) Signature:			
Co-PI (5)			
Co-PI (5) Signature:			

### Human Subject Research Categories

#### Please Note

The following types of studies do not qualify for exempt reviews and are subject to expedited or full reviews:

- 1) Studies involving a faculty member's current students
- 2) Studies involving the following and similar sensitive subject matters which can potentially cause discomfort and stress to the participant: Abortion, AIDS/HIV, Alcohol, Body Composition, Criminal Activity, Psychological Well-being, Financial Matters, Sexual Activity, Suicide, Learning Disability, Drugs, Depression

Studies involving audio taping and/or videotaping **DO NOT** qualify for exempt review.

#### Exempt Review Categories

- 1) Research conducted in established or commonly accepted educational settings, involving normal education practices, such as (i.) research on regular and special education instructional strategies, or (ii.) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- 2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless (i.) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii.) any disclosure of human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

- 3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under the previous paragraph, if (i.) the human subjects are elected or appointed public officials or candidates for public office; or (ii.) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- 4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- 5) Research and demonstration projects that are conducted by or subject to the approval of federal department or agency heads, and that are designed to study, evaluate, or otherwise examine (i.) public benefit or service programs (ii.) procedures for obtaining benefits or services under these programs (iii.) possible changes in or alternatives to those programs or procedures; or (iv.) possible changes in methods or levels of payment for benefits or services under those programs
- 6) Taste and food quality evaluation and consumer acceptance studies (i.) if wholesome foods without additives are consumed or (ii.) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture

### ***Expedited Review Categories***

- (1) Clinical studies of drugs and medical devices only when condition (a) or (b) is met.
  - a. Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)
  - b. Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.
- (2) Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:
  - a. from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or
  - b. from other adults and children considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.
- (3) Prospective collection of biological specimens for research purposes by noninvasive means.  
 Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization.
- (4) Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)  
  
 Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.
- (5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis). (NOTE: Some research in this category may be exempt from the



HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.)

- (6) Collection of data from voice, video, digital, or image recordings made for research purposes.
- (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)
- (8) Continuing review of research previously approved by the convened IRB as follows:
  - a. where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or
  - b. where no subjects have been enrolled and no additional risks have been identified; or
  - c. where the remaining research activities are limited to data analysis.
- (9) Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

### ***Criteria for Waiver of SIGNED Consent***

- (c) An IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent provided the IRB finds and documents that:
  - (1) The research or demonstration project is to be conducted by or subject to the approval of state or local government officials and is designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs; **and**
  - (2) The research could not practicably be carried out without the waiver or alteration.
- (d) An IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth in this section, or waive the requirements to obtain informed consent provided the IRB finds and documents that:
  - (1) The research involves no more than minimal risk to the subjects;
  - (2) The waiver or alteration will not adversely affect the rights and welfare of the subjects;
  - (3) The research could not practicably be carried out without the waiver or alteration; and
  - (4) Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

## APPENDIX B

### Consent Form

November 9, 2015

Title of Study: Guided Reading: A Study in Teacher Efficacy and Preparedness  
Principal Investigator: Rosalynn Rowan Christensen

As a representative of the [redacted] School District, I confirm that the school district grants permission for the proposed research to be conducted once IRB approval has been obtained. The research will take place in [redacted] I further understand that this study focuses on teachers and not on students, which affects the rights and acts below.

#### Family Educational Rights and Privacy Act (FERPA)

This letter confirms that the school district has policies and procedures in place as required by the PPRA and the proposed study complies with these policies.

If applicable, check one of the following:

- ☐ Written consent to disclose student information is required.
- ☒ Written consent to disclose student information is not required. The school district has entered into use-restriction and data security promises with the investigator in accordance with PPRA.

#### Protection of Pupil Rights Amendment (PPRA)

Check one of the following:

- ☐ The research falls under PPRA regulations and the IRB cannot waive written parental permission and the research proposal includes plans to adhere to PPRA regulations.
- ☒ The research does not fall under PPRA regulations.

Denny P. Hernandez  
Printed Name of District Representative

[Signature]  
Signature of District Representative

Superintendent  
Title of School District Official

11/28/15  
Date



November 8, 2015

Title of Study: Guided Reading: A Study in Teacher Efficacy and Preparedness  
Principal Investigator: Rosalynn Rowan Christensen

As the principal of Mathis Elementary School in Mathis ISD, I am aware of the research procedures for the study. I give permission for the study to take place at [redacted] and for the researcher to have contact with teachers at this site (as described in the research protocol). My permission is contingent upon [redacted] School District permission and IRB approval.

Jesse Davis  
Printed Name of School Principal

[Signature]  
Signature of School Principal

11/8/15  
Date

## APPENDIX C

### Information Sheet

#### INFORMATION SHEET

Guided Reading: A study in teacher efficacy and preparedness

##### Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. By allowing observations of you teaching guided reading, providing a week's guided reading lesson plans and curriculum and participating in an interview you are consenting to participate in the study. By participating in this study, you are also certifying that you are 18 years of age or older. Please do not allow observations, provided lesson plans or curriculum or participate in the interview if you do not consent to participate in the study.

*You have been asked to participate in a research project studying novice teachers (three or fewer years teaching experience) who teach guided reading. The purpose of this study is to gain more information on the preparedness and efficacy of novice teachers who teach guided reading. You were selected to be a possible participant because your principal has identified you as having three or fewer years teaching and you teach grades K-2.*

##### What will I be asked to do?

*If you agree to participate in this study, you will be asked to allow five, 30 minute guided reading observations in your classroom throughout the semester, provide a week's guided reading lessons and curriculum and participate in an hour-long interview. This study will take a semester to complete.*

##### What are the risks involved in this study?

The risks associated in this study are minimal, and are not greater than risks ordinarily encountered in daily life.

##### What are the possible benefits of this study?

The possible benefits of participation are an opportunity to be provided with research which pertains to guided reading and addresses an area of concern you may have with guided reading.

##### Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University-Corpus Christi being affected.

##### Who will know about my participation in this research study?

This study is confidential and any recordings and data will be password protected, encrypted and kept with the researcher or in a secure location.

No identifiers linking you to this study will be included in any sort of report that might be published. Pseudonyms will be used in place of actual names. Research records will be stored securely and only the researcher will have access to the records.

##### Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Rosalynn Rowan Christensen, 361.442.9239, [rosalynn.christensen@tamucc.edu](mailto:rosalynn.christensen@tamucc.edu).

##### Whom do I contact about my rights as a research participant?

This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Caroline Lutz, Research Compliance Officer, at (361) 825-2497 or [caroline.lutz@tamucc.edu](mailto:caroline.lutz@tamucc.edu).



## APPENDIX D

### Recruitment Letter

Dear Teacher,

My name is Rosalynn Rowan Christensen and I am a doctoral student from the Curriculum and Instruction Program at the Texas A&M University-Corpus Christi. I am writing to invite you to participate in my research study about novice teacher's sense of preparedness and efficacy in guided reading. You're eligible to be in this study because you have three years or less of teaching experience and teach guided reading. I obtained your contact information from your school principal.

If you decide to participate in this study, you will be interviewed about your experience in teaching guided reading. This will take an hour or less. Further, I would like to audio record six of your guided reading lessons, approximately 30 minutes each. Then I'll use the information to review teaching processes and the preparedness that goes into guided reading. You will have an opportunity to review the transcribed lessons and interviews with me for accuracy.

Remember, this is completely voluntary. You can choose to be in the study or not. You have the option to refuse to answer questions and to withdraw from the study at any time. Your information and participation will be kept confidential and you will not be identified by name in the study. If you'd like to participate or have any questions about the study, please email or contact me at: [rosalynn.christensen@tamucc.edu](mailto:rosalynn.christensen@tamucc.edu) and 361.442.9239.

Should you encounter any difficulty or feel you need to speak to an additional resource, Caroline Lutz, is the Research Compliance Officer for Texas A&M University-Corpus Christi. You can contact Ms. Lutz at 825-2497 and [caroline.lutz@tamucc.edu](mailto:caroline.lutz@tamucc.edu) to share your concerns.

Thank you very much.

Sincerely,

Rosalynn Rowan Christensen

Doctoral Candidate

## APPENDIX E

### Interview Questions

#### *Background knowledge and training*

- Tell me about what strategies you use to teach guided reading and reading comprehension.
- Describe what you learned about guided reading as a new teacher.
- Describe what you learned about teaching guided reading in the student teaching experience.

#### *Resources and lessons used*

- Tell me more about which strategies and procedures you use to teach guided reading to your students.
- What does a guided reading lesson look like from day to day?
- What supplies/and or curriculum do you use to teach guided reading and reading comprehension to your students?

#### *Leveling and assessing for groups*

- What assessment materials do you use to find students' guided reading levels?
- Tell me how you know a child should move up in guided reading groups.
- What challenges do you face when assessing and leveling your students?

#### *Teachers' feelings of efficacy*

- What role does the reflective process have in your teaching guided reading?
- How are you adjusting your teaching to become more efficacious?
- What feedback are you receiving that influences your teaching and from whom are you receiving the feedback?

#### *Closing*

- If you could be granted something that would help you become more successful in teaching guided reading, what would it be?