

UNDERSTANDING THE ROLE CURRICULUM AND SUPPORTS FOR ITS
IMPLEMENTATION PLAY IN HOW TEST-ONLY BEGINNING SPECIAL EDUCATION
TEACHERS LEARN ABOUT AND ENACT READING INSTRUCTION

By

MARGARET LANE KAMMAN

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To my father, Dr. Paul A. Lane, who valued his doctorate more than anyone I know
I know you were with me in spirit

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Abstract of Dissertation Presented to the Graduate School
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By

Margaret Lane Kamman

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Working under an activity theory framework, the present study was designed to determine how the activity settings, individual and contextual, contributed to the instructional practices and understandings of test-only beginning special education teachers. Specifically, the focus of this study was to examine how teachers with no formal teacher education preparation use and appropriate curriculum to develop, implement, and learn about reading instruction.

To understand the influence of the activity systems in general and more specifically, curriculum, on special education teacher appropriation of conceptual and practical tools grounded theory methods were used. Three special education teachers entering the classroom through the test-only route, who taught reading to struggling readers and students with disabilities, participated in the study. The data sources consisted of participant interviews, observations, the Reading in Special Education (RISE) observation instrument, the Pathwise observation instrument, pre-concept maps, and additional instructional artifacts. Grounded within the data on test-only teacher appropriation of conceptual and practical tools, a theory emerged from three analysis phases (i.e., open, axial, and selective coding). In summary, three test-only beginners were all affected by the level of access to curricular supports. These curricular

supports worked as both a catalyst and mediator for activity system influences ultimately impacting instructional practice, teacher understandings, and interaction with other activity systems factors. Beginners with no previous preparation in reading instruction, with the aid of curricular supports (i.e., structured curriculum, mentoring around the curriculum, modeling instruction using curriculum) were able to enact and develop an understanding of both general instructional practices and fundamental reading components.

CHAPTER 1 INTRODUCTION

Traditional teacher preparation programs found in university or college settings are state-approved and combine specific subject-matter knowledge, such as math and science, with knowledge about the process of teaching and learning. Historically, campus-based traditional teacher education programs were the primary avenue for entry into the teaching field and today, albeit less, remain a major source of beginning teachers (Wirt et al., 2001). Today, however, more teachers are being prepared through alternative routes that may or may not involve some type of campus-based preparation. According to Feistritzer, (2007) all 50 states reported implementing some type of alternative route to certification. In the year 2005-2006, 59,000 teachers nationwide were prepared through alternative routes, and 42% of those teachers specialized in the area of special education. This number is up from the year 2000, when only 12,283 teachers were certified through alternative routes. This dramatic increase has led researchers to wonder what has brought about the proliferation of alternative certification programs.

Growing shortages of some classifications of teachers in both general and special education have caused many states to create alternate routes to teacher certification that are more expedient and accessible than traditional campus programs (Boe, Cook, & Sunderland, 2007). Fidelar, Foster, and Schwartz (2000) reported 97.4% of the largest urban school districts indicated an immediate demand for science and special education teachers, and 95% reported an immediate demand for mathematics teachers. In special education, chronic shortages are prevalent and predicted to worsen, existing across geographic regions of the country (McLeskey, Tyler, & Flippin, 2004). Such shortages have always been present in special education; thus,

shortages of special education teachers are clearly not the only reason for the increase in alternative routes to certification.

Concerns about the adequacy of teacher education have also provided a context for the proliferation of alternate routes. The criticisms of teacher education have been harsh, drawing into question its very existence. Critics have questioned the ability of traditional programs to produce high quality teachers, and have called for massive deregulation of teacher education. Hess (2001) and Walsh (2001) are two widely regarded critics who argue for the deregulation of the teaching profession. Their stance has been supported by some policymakers, but contested by teacher education scholars (Darling-Hammond, 2000; Darling-Hammond & Youngs, 2002).

In 2004, the call for deregulation was reiterated by the U.S. Secretary of Education, Rod Paige, who bolstered the position of such critics when he emphasized that many talented people are blocked from teaching due to the numerous hurdles and extensive processes needed for certification by traditional methods. Paige championed rigorous alternate route programs to solve this problem, providing thousands of talented individuals a venue for entering the classroom (Paige, Rees, Petrilli, & Gore, 2004). The No Child Left Behind Act (NCLB section 2311) supported the position of Paige and others by encouraging the development and expansion of alternate routes to certification through its definition of highly qualified teachers. According to NCLB, a highly qualified teacher is one who has (1) fulfilled the state's certification and licensing requirements, (2) obtained at least a bachelor's degree, and (3) demonstrated subject matter expertise.

Through an alternative route, teachers can become certified by taking subject area licensure exams in the content area in which they teach, but they are not required to participate in any preparatory training to acquire pedagogical practices. Such a policy assumes teacher quality

is primarily defined by subject-matter knowledge, and therefore no additional preparation is necessary. How valid is this assumption? The following two sections review literature pertaining to the definition of teacher quality, and suggest that teacher quality in special education is not necessarily defined by subject matter expertise.

The NCLB Definition of Teacher Quality

NCLB asserts that subject-matter knowledge is the primary determinant of teacher quality. This assumption about teacher quality has some validity based on existing research. The American Educational Research Association's (AERA, 2005) panel on research and teacher education reviewed relevant studies of teachers' subject matter knowledge and the relationship of it to student learning. They found that studies of secondary-school mathematics showed a correlation between prospective teachers' degrees earned in mathematics and the mathematics learning of their high school pupils. However, the research did not demonstrate such consistent findings in other subject areas. More recently, in another comprehensive research synthesis, Goe (2007) reported similar findings, stating that a degree in mathematics is positively correlated with mathematics achievement in all grades, but particularly in secondary school. Goe (2007) emphasized that other subject areas have not been the focus of as much research, and that findings from available research are inconsistent, raising questions about how valid subject-matter knowledge is as an indicator of teacher quality. These findings suggest that, for subjects other than mathematics, subject-matter knowledge alone may not be enough to secure student achievement gains.

Given that subject-matter knowledge is not the sole ingredient for a high quality teacher, the question arises as to what, in addition, is needed. The NCLB definition encourages alternative routes to the classroom through abbreviated preparation. Research that has focused on the effectiveness of alternate routes yields inconsistent findings and is riddled with design

dilemmas (Zeichner & Conklin, 2005). Most studies involve comparisons of the two types of programs, traditional and alternative. Intra-program variations for traditional teacher education and alternative routes are substantial, making comparison difficult. The AERA's (2005) research synthesis on types of teacher education programs (traditional vs. alternative) did not establish clear evidence of the superiority of either program type; however, the panel did find that it was more fruitful to examine the role program components play in teacher education. Certain program components (e.g. a clear and consistent vision of teaching and learning) were related to teacher quality and student achievement (Zeichner & Conklin, 2005).

In summary, findings from the above studies lend some credence to the NCLB definition of teacher quality. In particular, high quality teachers are those with subject matter expertise; however, this narrow view of teacher quality is only substantiated in secondary mathematics. The research on alternative routes is unclear, and consequently, does little to clarify how well the NCLB definition of highly qualified teachers (i.e., those with subject matter knowledge) apply to subject areas other than mathematics.

Applicability to Special Education

In special education, the role of subject-matter knowledge in teacher quality is even less clear. Studying the subject-matter knowledge of a math teacher and how it relates to student achievement in mathematics is fairly straightforward, but this is not the case in special education. First, special education teachers provide instruction across a variety of subject areas and disability categories so identifying the relevant subject area knowledge is problematic (U.S. Department of Education, 2005). Second, the vast majority of students with disabilities, particularly those with high incidence disabilities, struggle with reading. Thus, special education teachers often provide direct instruction in reading. Unlike mathematics, there is no corresponding Bachelor's degree in reading as a subject area. While it seems plausible that a

person with a mathematics degree could step into a classroom and teach mathematics, the relationship between subject-matter knowledge and teaching reading is not as obvious (Carlisle, Phelps, Rowan, & Johnson, 2006). The knowledge needed to teach reading is quite different than the disciplinary knowledge needed to teach math. Carlisle et al. (2006) discuss this key difference. They describe that the knowledge required to teach mathematics includes understanding key concepts necessary for mathematical proficiency, and understanding how students might misconstrue those concept. In contrast, reading requires more knowledge about how to teach reading and how to respond to students' struggles than knowledge about key concepts.

Studies demonstrating a link between reading knowledge and classroom practice are necessary to further decipher teacher quality in this subject area. To date, only one such study exists in special education. Brownell et al. (2007) examined the knowledge and practice of 34 beginning special educators. Their findings revealed that, although special education beginners were knowledgeable about teaching reading, for the most part, they did not draw on this knowledge to effect student gains. The beginners who achieved stronger student gains were more skilled in providing explicit and engaging instruction and classroom management. These findings suggest special education beginners need both reading knowledge and pedagogical skills. If alternative certification programs do not expose students to teaching pedagogy and classroom management, their professional performance may suffer.

In Florida, teachers can enter the classroom simply by having a Bachelor's degree and passing the state certification exam in special education. According to the Florida Department of Education (2008), 80% of district alternative certification participants came from fields that were not related to education, such as business, health and technical fields. Thus, a person with a

business degree could take the state exam in special education, pass it, be deemed highly qualified, and be hired to teach any subject to students with disabilities. However, if knowledge and pedagogical skill in teaching are important, what does this mean for teachers who enter the classroom so expeditiously? What types of opportunities help these beginners to acquire the knowledge and skills they need?

Although many questions about effective practice remain unanswered, one qualitative study did contribute to understanding the classroom practice of beginning special educators. Kamman, Brownell, and Bishop (2007) interviewed and observed 10 teachers with three different types of preparation (i.e. traditional teacher education program, previous paraprofessional test-only, and test-only). These researchers found that teachers entering special education classrooms through test-only routes were particularly vulnerable if they had inappropriate supports and little prior experience with special education children. Additionally, the curriculum, as well as school context and prior experience, emerged as important influences on beginning special education teachers' classroom practice from test-only routes. When teachers had prior experience as paraprofessionals, access to well-structured curricula, and supportive school contexts, they employed evidence-based instructional strategies in special education (e.g., direct instruction, repeated practice). These teachers reported that a prescribed curriculum facilitated instruction in areas where teachers were less knowledgeable. Test-only teachers who did not have access or training in a prescribed curriculum benefited less from a prescribed curriculum. Even with this support they felt lost and ineffective in classroom instruction. Findings from this study suggest pedagogical tools, such as a specific curriculum, may have a large impact on the classroom practice of beginners, though the influence of curriculum may be strongly mediated by contextual factors and individual characteristics of the

teacher. Because of this, it is important to examine carefully the role that curricula plays in the instruction of alternative route teachers to understand how these beginners, who are learning on the job, use different tools to guide and implement their classroom practice.

Activity Theory

One framework for studying such teacher learning is activity theory. Activity theory is focused on illuminating how teachers progress in their learning as mediated by their settings and personal experiences. Activity theory was initiated at the turn of the century by a group of Russian psychologists interested in positing a different view than psychoanalysts and behaviorists. Originally, the focus was on the human agent and objects in the environment mediated by cultural factors, tools, and signs (Vygotsky, 1978). Since its inception, activity theory has been altered to expand on this idea. One significant addition was made by Engeström, (1999) who added to the theory by recognizing that a social component also mediates action. He formally coined the term “activity systems” as the context that mediates the development of consciousness (Nardi, 1996). Activity theory has been used extensively in the field of technology, specifically for understanding human-computer interactions.

Recently, activity theory has been applied to education. Scanlon and Isroff (2005) used activity theory to understand student and teacher experiences of technology-based teaching environments. Twisleton (2004) used activity theory to analyze how three student teachers interpreted literacy learning in their classrooms. In 1999, Grossman, Smagorinsky, and Valencia (1999) proposed using activity theory as a theoretical framework for studying teacher’s early career development. They emphasized activity theory’s potential for unifying diverse research findings because it incorporates settings in which concept development occurs. The researchers suggested activity theory can help account for changes in teacher thinking and practice, even when those changes differ from case to case. As such, this framework has particular relevance to

special education, where beginning teacher placements can be extremely diverse. This framework, as outlined by Grossman and her colleagues, will serve as the foundation for the conceptual framework for this dissertation by guiding the investigation of teacher learning. The conceptual framework that guided this work is presented in the next section.

Conceptual Framework

A conceptual framework (see Figure 1-1) was developed to guide this study. This framework was developed by adapting the elements of activity theory as outlined by Grossman et al. (1999) to test-only beginners. Test-only teachers enter the classroom equipped with individual characteristics. These characteristics include knowledge, beliefs, personal attributes, and previous employment. These characteristics interact with the activity setting (curriculum, administrative, and collegial support). For test-only beginners, the school acts as the primary activity system because they have no formal preparation to influence their instruction. In this study, particular activity settings are identified as the classroom, the special education department, the school, and the district. Additionally, these activity settings are nested and coexist with each other (Grossman et al., 1999). Each activity setting has its own motives, structural features, sets of relationships, and resources for learning to teach. From these activity settings, test-only teachers acquire conceptual and practical tools and knowledge.

Conceptual tools are principles, frameworks, and ideas about teaching and learning that teachers use to guide decisions about teaching and learning (e.g., direct instruction). Practical tools are classroom practices, strategies, and resources that have more local and immediate utility (e.g., curriculum materials). Test-only teachers might acquire conceptual and practical tools from a variety of places (e.g., workshops, previous beliefs, curricula). Test-only teachers then appropriate certain conceptual or practical tools to impact classroom practice. According to Grossman et al.:

Appropriation refers to the process through which a person adopts the pedagogical tools available for use in particular social environments and through this process internalizes ways of thinking endemic to specific cultural practices (e.g., using phonics to teach reading) (p. 15).

The extent of appropriation depends on both the individual characteristics of the teacher, as well as the interaction of factors in the activity settings. Grossman et al. (1999) describe five levels of appropriation as follows. The first level is lack of appropriation when learners do not use a tool. This might happen because the concept is too difficult to comprehend, or is too foreign to the learner's current framework. Lack of appropriation also occurs when the learner does understand the concepts, but rejects them. The second, and most shallow level of appropriation, is labeling. At this level the learner names the tool, but does not know any of the tool's features. In the third level, the learner appropriates surface features of a tool, but does not yet understand how these features contribute to the concept as a whole. Continuing to increase appropriation, during the fourth level the learner begins to grasp the conceptual underpinning of a tool. The teacher is likely to be able to use the tool in new contexts and for solving different problems. The fifth and highest level of appropriation is mastery, the skill to use the tool effectively. This level usually takes years to achieve. Test-only teachers may not have enough time in their first year to reach the mastery level.

In summary, the previous sections posit that alternative approaches to teacher certification may not provide new teachers with effective tools to implement their practice. In addition, effective use of conceptual tools in an activity-focused environment is complex and may leave alternatively certified teachers inadequately prepared to be effective, competent teachers.

Statement of the Problem

Using the elements of activity theory as a framework, it is apparent many factors influence the instruction of beginning educators. While understanding the interactions of individual characteristics and activity settings on classroom practice is important for all teachers, it is especially important for test-only beginners. These beginners may enter the classroom without the knowledge and skills necessary to enact effective classroom practice.

It is plausible to think that special education curricula could make a huge impact on test-only beginners, but there are no studies of this phenomenon. Years of research focused on special education teaching practices have yielded a group of accepted and agreed upon teaching practices that are effective in securing achievement gains for students with disabilities (e.g. direct instruction, strategy instruction) (Adams & Carnine, 2003; Bangert-Drowns & Bankert, 1990; Fielding-Barnsley, 1997; Chard & Gersten, 1999; Cunningham, 1990; Darch, Carnine, & Gersten, 1984; Foorman, Francis, Fletcher, Schatschneider & Mehta, 1998; Pearson & Dole, 1987; Simmons, Fuchs, Fuchs, Mathes & Hodge, 1995; White, 1998). As a result, special education curricula are often based on incorporating these evidence-based practices. This practice has proven to increase student learning (Torgesen et al., 2006).

Further, to ensure that interventions within a curriculum are implemented with fidelity, there is considerable attention given to outlining procedures and strategies within the curriculum to ensure the integrity of implementation. One example of an evidence-based curriculum that strongly emphasizes treatment fidelity is Corrective Reading, a program that has documented impact on reading achievement for students with disabilities (Institute for Educational Sciences, 2008). In addition to being evidence-based, the Corrective Reading Curriculum scripts what the teachers should say and when. Such a scripted curriculum has the potential to substantially impact the classroom practice of test-only beginners. If these teachers enter the classroom with

no knowledge or skills in teaching reading, a scripted curriculum might provide a tool to enact instruction. Little is known about the role of such a curriculum in the practice of beginning special education teachers. Focusing on one practical tool (reading curriculum) would allow the researcher to more fully understand the impact of this tool on implementing instruction for beginning test-only special educators; however, no such studies are extant.

Purpose of the Study

The present study is designed to determine how the activity settings, individual and contextual, contribute to the instructional practices of test-only beginners. Specifically, the focus of this study is to examine how teachers with no formal teacher education preparation use and appropriate curriculum to develop and implement reading instruction. Personal attributes, preparation, and school environment all seem to be powerful influences on the classroom instruction of beginners (Bishop, Brownell, Klingner, Leko, & Galman, 2009; Kamman et al., 2007). Missing from this literature is information pertaining to the interaction of these factors and the activity systems and how these interactions enable teachers to enact classroom practices. The secondary purpose of this study is to explore these interactions. Figure 1.1 on the following page illustrates the conceptual framework for this study.

To address the gap in the knowledge cited previously in this chapter, the following section describes the research questions that guided the collection of data. The primary question driving the research design is, *How do teachers with no formal teacher education preparation use and appropriate curriculum to develop and implement reading instruction?* Specific questions used to direct data collection and analysis include: (1) What role does curriculum play in the classroom practice of beginning special education teachers who enter the classroom with no preparation? (2) What role does curriculum play in how teachers appropriate conceptual and

practical tools related to reading instruction? (3) What role do activity systems (individual and contextual) play in the classroom practice and appropriation of conceptual and practical tools?

Definition of Terms

Appropriation refers to “the process through which a person adopts pedagogical tools available for use in particular social environments and through this process internalizes ways of thinking endemic to specific cultural practices” (Grossman et.al, 1999, p.15).

Classroom practice is defined as the acts of planning and implementing instruction.

Conceptual Tools are principles, frameworks, and ideas about teaching and learning that teachers use to guide decisions about teaching and learning (e.g., direct instruction).

Practical Tools are classroom practices, strategies and resources that have local and immediate utility (e.g., curriculum materials).

Test-only refers to special education teachers who gain an initial teaching certificate in the state of Florida by holding a bachelor’s degree and passing the special education certification exam.

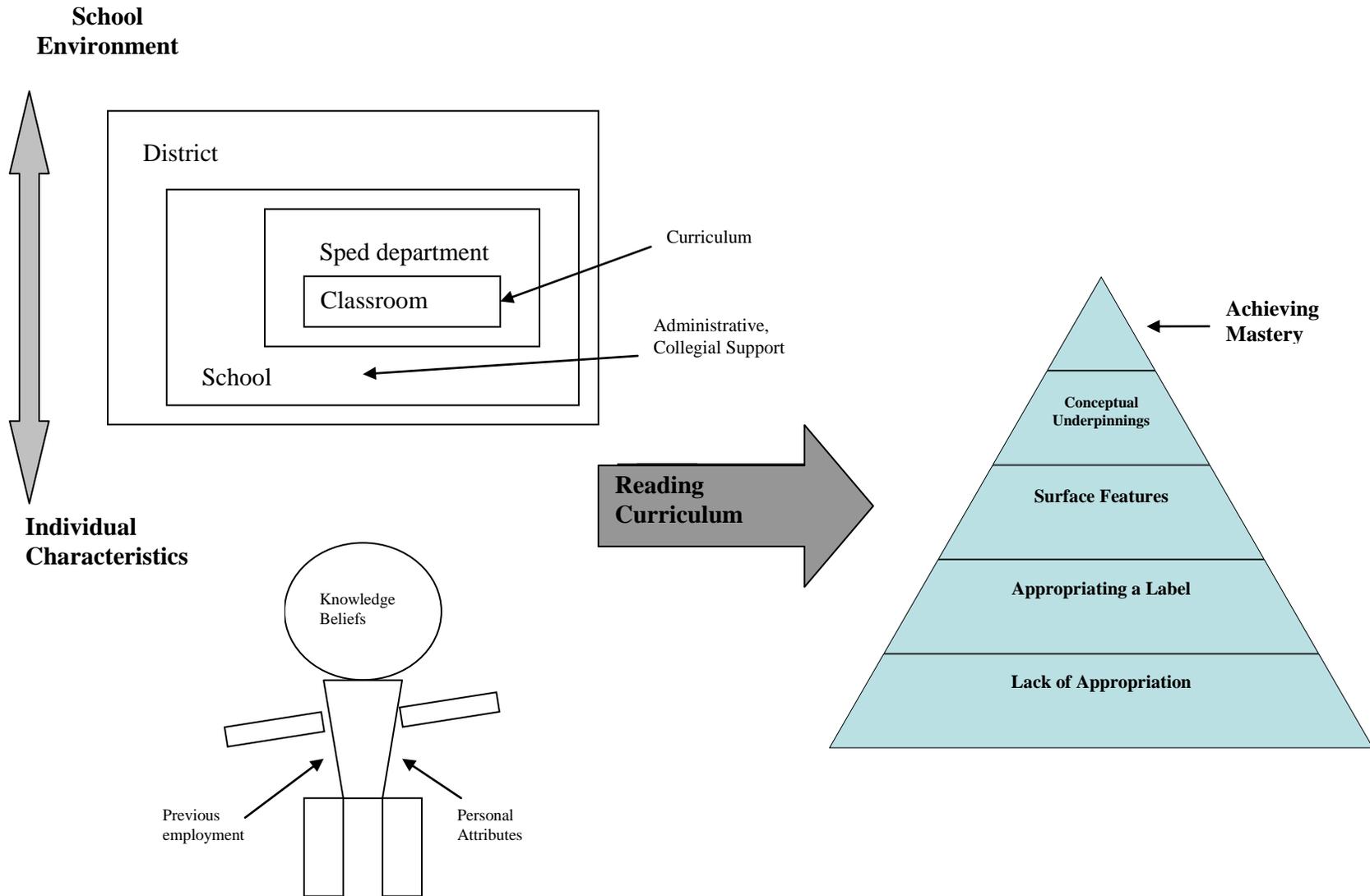


Figure 1-1 Conceptual framework

CHAPTER 2 LITERATURE REVIEW

Introduction

Alternatively licensed teachers enter the classroom from a multitude of disciplines with disparate experiences. These varied backgrounds and experiences combined with influences in their school environments constitute the activity system in which they operate and influence the degree to which they appropriate tools. Their experiences both as a student in school and the work place, as well as personal characteristics, undoubtedly influence what they know and believe about teaching, and consequently, should play a role in how they appropriate conceptual and practical tools in reading instruction. They also enter into school environments that can differ vastly in terms of culture and types of support available. Formal induction programs and informal induction processes, including collegial and administrative support, influence what novices learn and how they enact instruction. Moreover, curriculum materials work as a contextual influence on beginning teacher learning and impact their classroom practices. These school environment factors seem particularly important for test-only teachers who enter the classroom with little content knowledge and skill in teaching.

To enable test-only teachers to become effective in the special education classroom, these activity systems, both individual and contextual, must facilitate teachers' appropriation of conceptual and practical tools. Knowing specifically how these activity systems work to influence beginners is critical in understanding how test-only beginners can learn to enact classroom practice. An important question, therefore, is what would either facilitate or hinder the appropriation of conceptual and practical tools? What personal attributes, beliefs, and prior experiences would facilitate more advanced appropriation? How does formal and informal induction affect the appropriation of conceptual and practical tools? How does curriculum impact

a beginner's appropriation of conceptual and practical tools? This information can assist us in understanding how beginners reach the highest level of appropriation.

The purpose of this chapter is to describe the key components of activity theory and the literature supporting them. The first section of the chapter describes the different levels at which teachers can appropriate both conceptual and practical tools. Levels of appropriation are the outcomes of two key activity systems and their interactions (Grossman et al., 1999). This chapter was designed to summarize the literature in these two activity systems by highlighting research that answers the following questions: (a) what characteristics of individuals facilitate the appropriation of conceptual and practical tools; and (b) how do school contexts maximize the appropriation of conceptual and practical tools? In addition to this summary of literature pertaining to the two activity systems, an in-depth review of research related to beginning teachers and curriculum will be conducted. This body of research is particularly important since this dissertation study is focused on the role curriculum plays in what a beginner knows and does in classroom practice. The chapter concludes with a comprehensive summary that links the existing literature with the research questions this study addresses. Although the present study focuses on beginning test-only special education reading teachers, there is no existing research on how this group appropriates conceptual and practical tools. Even the research on special education teachers yields little information. Due to this limited research base, this literature review incorporates studies in general education relevant to the activity theory framework and test-only teachers. Wherever possible, relevant research in special education will be included and highlighted.

Appropriation

Appropriation is a key term used with the construct of activity theory to explain teachers' development of their conceptual and practical tools. Activity theory identifies tools as important

for studying the learning process. According to Kuuti (1995), the relationship between the learner and the setting is mediated by a tool. This tool can be both enabling and limiting in the transformation process of the learner. Grossman et al. (1999) identify two types of tools through which teachers construct and implement their teaching practices: conceptual tools and practical tools. Conceptual tools are principles or frameworks about teaching that help teachers guide instructional decisions. Practical tools are classroom practices, strategies, or resources that teachers use to enact their practice. These pedagogical tools are adopted at different levels of appropriation. Appropriation is the process of internalizing ways of thinking and can take place in varying degrees (see Figure 2-1)

Lack of Appropriation defines when learners do not appropriate a tool. There are an assortment of reasons why learners may fail to appropriate a tool. For instance, the concept may be too difficult to comprehend or is too foreign to the learner's current framework. Lack of appropriation also occurs when the learner does understand concepts, but rejects them. For example, a beginner might enter the classroom with the belief that direct instruction is boring and hinders higher order thinking. For this reason, she/he might reject using such techniques in reading instruction.

The most superficial level of appropriation is labeling. At this level the learner names the tool, but does not know any of the tool's features. For example, a teacher might use the term phonics to describe instruction in learning the sounds for individual letters, but fails to teach key sound-spelling relationships in any specific sequence. This teacher does not have a comprehensive understanding of phonics instruction and the strategies and activities that facilitate students' development of the alphabetic principle.

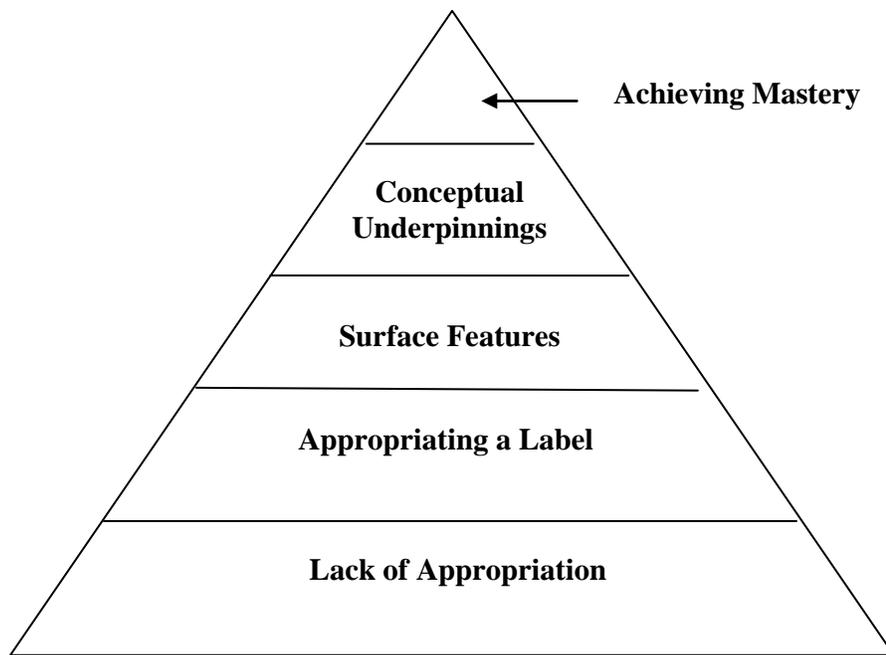


Figure 2-1. Levels of appropriation

At the next level the learner appropriates surface features of a tool, but does not yet understand how these features contribute to the concept as a whole. The teacher is making some effort to grasp the concept, but is only succeeding at the surface level. A teacher might demonstrate surface understanding of guided reading if the teacher uses small group instruction with increasingly leveled texts, but is not clear what students should gain from instruction.

At the fourth level of appropriation, the learner begins to grasp the conceptual underpinning of a tool. At this level, the teacher understands the theoretical basis that both informs and motivates using the tool. The teacher is likely to be able to use the tool in new contexts and for solving different problems. For instance, a teacher may have a deep understanding of the importance of assessing and individualizing student instruction to maximize gains in reading. The teacher structures planning, instruction, and activities based on the needs of individual students. The teacher could draw from this understanding and apply it in other content areas. It is also possible for a teacher to have a strong conceptual underpinning of a tool, but

lack the practical application. For example, a teacher might gain a conceptual understanding of the writing process, defining it, describing and explaining the importance of each step, and critiquing others' instruction. However, this teacher lacks practical tools for implementing the writing process in classroom instruction.

The final and highest level of appropriation is mastery, the skill to use the tool effectively. At this level the teacher knows how to use the tool to navigate through mediating factors. Processes that might have once been visible are now executed internally. For instance, a teacher at the mastery level of using direct instruction would understand the importance of explicit instruction for students with disabilities, know how to construct and implement a direct instruction lesson, and use direct instruction with different groups of students, across content areas and in different settings. Grossman et al. (1999) remarked that this level usually takes years to achieve. As such, it is unlikely that a first-year teacher would be able to reach this level.

Individual Characteristics of Learners

Within the framework of activity theory, individual characteristics and the work context of the learner mediate the process of appropriation. A substantial literature base focuses on a variety of individual characteristics including a teacher's experience, preparation program, certification, coursework, test-scores, personal attributes, and beliefs (Rice, 2003; Richardson, 1996; Zumwalt & Craig, 2005). Since the focus of this study is on beginning teachers entering the classroom through the test-only route, research pertaining to years of teaching experience, preparation programs, and certification have been excluded from this review. Coursework has also been eliminated due to its likely irrelevance to test-only reading teachers. While some research has supported that coursework can be influential to teachers' subject-matter knowledge, this has only been substantiated in mathematics (Zumwalt & Craig, 2005). Moreover, researchers have argued that exemplary reading teachers need more knowledge of effective pedagogy or approaches to

teaching reading than subject matter knowledge (Carlisle et al., 2006). The following section summarizes the literature on the remaining characteristics (i.e., academic ability, personal attributes, and beliefs) that influence the ways individual teachers develop and teach.

Academic Ability

The academic ability of teachers is a long-standing characteristic studied by researchers. The assumption is that teachers with higher academic ability are able to secure higher student achievement gains. Zumwalt and Craig (2005) conducted a comprehensive review of this topic in general education. They begin by discussing the early research, which suggests that measures of teachers' academic skills, such as SAT or ACT scores, tests of verbal ability, or the selectivity of colleges teachers attended, predict teacher effectiveness in the classroom (e.g., Bowles & Levin, 1968; Hanushek 1971, 1972; Strauss & Sawyer, 1986). However, results from early studies are criticized as having small and insignificant relationships (Darling-Hammond, 2000; Vegas, Murnane & Willett, 2001).

More recently, a meta-analysis conducted by Greenwald, Hedges and Laine (1996) found that teachers' academic skills were shown to have a positive relationship to student achievement in 50% of the studies they analyzed. Ehrenberg and Brewer (1994, 1995) also found that students scored higher on standardized exams if their teachers attended more selective undergraduate institutions and found a significant positive association between teachers' verbal ability and student outcomes. Finally, a study by Ferguson and Ladd (1996) found positive relationships between aggregate student performances on standardized tests and the teacher's ACT score. Zumwalt and Craig (2005) conclude there is some evidence that a teacher's academic ability matters. However, this review does not separate veterans from beginners.

Research focused on Teach for America (TFA) beginners, a program that recruits and selects graduates from some of the most selective colleges and universities across the nation to

teach, lends support to the assumption that academic ability makes a difference in student achievement. Two separate studies (Decker, Mayer & Glazerman, 2004; Kane, Rockoff, & Staiger, 2006) compared the student achievement outcomes of elementary and middle school students taught by TFA teachers to other teachers in the same schools. Both sets of authors found that TFA teachers outperformed the control teachers in student math achievement, but there was no difference in reading achievement. Boyd et al. (2006) reported similar findings. TFA teachers in their study outperformed traditional teachers in middle school math, but were somewhat worse than traditional teachers in English/Language Arts. In the only study focusing on TFA teacher effects in high school, Xu, Hannaway, and Taylor (2007) reported TFA teachers are more effective, as measured by student exam performance, than traditional teachers across subject areas, with particularly strong effects in the areas of math and science.

These studies suggest that academic ability can make a difference in student achievement, but the results should be considered cautiously. Methodological issues are problematic. For example, the study conducted by Ferguson and Ladd (1996) was done at the school or school district level. This makes it unclear whether higher-scoring teachers actually led to higher-scoring students, or whether affluent districts, which tend to have higher achieving students, also tend to hire teachers with higher scores. In another example, Xu et al.'s (2007) analysis may be influenced by differences in student ability in specific subjects. If students were placed in a course taught by a TFA teacher because of their ability in that subject, this could change the magnitude of teacher effects. In addition to methodological problems, available research does not indicate how academic ability specifically impacts teacher practice or which practices yield increased student achievement. Finally, Goldhaber (2002) found that measurable teacher quality

indicators including years of experience, education level, and performance on tests only account for 3% of the differences in student achievement that are attributable to a teachers' influence.

While much still remains unknown about the impact academic ability has on classroom practice, it is possible that academic ability might impact a teacher's appropriation of conceptual and practical tools. Beginning teachers with higher academic ability could conceivably achieve higher levels of appropriation at a faster pace than beginners with lower academic ability, differentiating their classroom practices, and facilitating student learning. For instance, these teachers may be able to learn more pedagogical (or practical) tools from their experiences or repeated exposure to curriculum. More research pertaining to the plausibility of such situations is needed to understand how academic ability could facilitate or hinder the process of appropriation.

Personal Attributes

Personal attributes are personality traits (e.g. caring, resourcefulness, self-efficacy) specific to the individual. Research in both general and special education suggests personal attributes play an important role in a teacher's classroom practice (Adler, 1991; Bishop et al., 2009; Hamachek, 1999; Lessen & Frankiewicz, 1992).

The general education literature identifies a variety of personal attributes. Several studies found that warmth, friendliness and understanding are the teacher characteristics most strongly related to positive student attitudes (Murray, 1983; Soar & Soar, 1979; Sparks & Lipka, 1992; Witty, 1967). Other research shows that a teacher's enthusiasm can make a positive difference in student engagement (Gillett & Gall, 1982). In a recent review of the literature, Hamachek (1999) argued that certain personality traits (i.e., self-reflection, self-evaluation, self-awareness, mood management, self-maturation, empathetic skills, and relationship skills) can support a teacher's interactions with students and his or her classroom practice because they set a tone for

relationships with other teachers and students. During these interactions, teachers communicate what they know, and in this way, the interactions teachers have with students are critical to classroom practice. Numerous other studies report the importance of characteristics such as flexibility, imagination, caring, curiosity, compassion, dependability, and worthiness (Collinson, 1996; Combs, 1974; Demmon-Berger, 1986; Good & Brophy, 1994).

While the general education research pertaining to teacher attributes is plentiful, it is difficult to draw firm conclusions from the above studies due to inconsistencies in characteristics studied, as well as methodologies used. For example, characteristics identified by Combs (1974) define effective teachers as those who see themselves as efficiently educating students. However, in his review of 15 studies, teacher effectiveness was measured in a variety of ways including subjective views of pupils, peers, and administrators as well as teachers who won honors, and student outcomes. Although Combs (1974) purports effective teachers are dependable and worthy, there is not a common definition of these terms. The types of problems in the Combs (1974) study plague this research base and make it difficult to discern which attributes contribute to effective classroom practice.

Despite these methodological difficulties, a general consensus exists among education scholars that two personal attributes, self-efficacy and reflection, are important teacher qualities (Bengtsson, 1995; Gibbs, 2002; Hatton & Smith, 1995; Henson, 2001; Pajares & Urdan, 2006). Teachers displaying self-efficacy, the judgment of personal capability to affect student learning, tend to take more risks, use new teaching approaches, have more motivated students and get better gains in student achievement (Gibbs, 2002). Teachers displaying reflection, the process of thinking about practice to improve, aim to find solutions to classroom problems through altering classroom practice (Adler, 1991; Calderhead, 1989; Cutler, Cook & Young, 1989). Research

related to self-efficacy and reflection is substantial and suggests that possessing these attributes can affect classroom practice.

Lessen and Frankiewicz (1992) were the first to look at the role individual teacher attributes play in how beginning special educators deal with the demands of their first year. In their literature review, the researchers examined which attributes contributed to teacher practice. These authors reported more effective special education teachers displayed self-control, humor, enthusiasm, fairness, empathy, and flexibility. These teachers also had good relationships with individuals and groups of students. The researchers note that teacher effectiveness was defined in different ways throughout the literature, and therefore, their conclusions should be interpreted cautiously. Carlson, Lee, and Schroll (2004) added to this knowledge base when they developed and validated a framework for understanding teacher quality using factor analysis of survey data by 1,475 special education teachers in a nationally representative sample. Researchers identified one personal attribute, self-efficacy, along with four other characteristics, as important components of an aggregate teacher quality measure. This model of special education teacher quality was later modified and linked to student achievement; however self-efficacy was not included in this analysis (Blackorby, Lee, & Carlson, 2004). As such, more information about the self-efficacy of special education teachers and how it impacts student learning is needed.

Bishop et al. (2009) conducted an in-depth, qualitative study of beginning special education teachers where several attributes emerged as important in enacting effective classroom practice in reading. These researchers found three attributes separated the most accomplished reading teachers from the least accomplished reading teachers: resourcefulness, relentlessness, and reflectiveness. Resourceful beginners were more successful in seeking out information, material, and resources than the less accomplished group. Additionally, these beginners could

describe how they drew from multiple resources and discuss the benefits they accrued from doing so. Relentless teachers approached instruction with a “never giving up” attitude. Teachers with this attribute held high expectations for improving their instruction to meet the needs of their students and did not provide excuses for problematic situations. Reflective beginners were more able than their counterparts to consider carefully their students’ needs and the learning environment. Teachers with this attribute could talk about their students in great detail and how they addressed their instruction. The most accomplished beginners in this study displayed all three personal attributes. This study provides a rich description of how each teacher demonstrated each attribute and links these attributes to the most accomplished teachers. However, there is no direct link between the specific attributes and the teachers’ classroom practices. It would also be interesting to know whether the beginners acquired these attributes through preparation or developed them while teaching.

Although research on personal attributes in both general and special education did not explicitly discuss how attributes influence the appropriation of conceptual and practical tools, it seems plausible that some personal attributes might help beginners increase appropriation. For example, teachers in the Bishop et al. (2009) study displayed resourcefulness by searching for many practical tools to implement aspects of reading instruction they understood to be important (e.g., a teacher locating Reading Mastery to implement direct instruction). Their ability to secure resources to craft reading instruction suggests the teachers have a strong conceptual understanding of the important components of reading instruction. Although more in-depth information would be needed to confirm this level of appropriation, it is feasible to think that attributes could support or hinder appropriation of conceptual and practical tools.

Beliefs

Beginning teachers bring unique experiences to their classrooms that influence their classroom practice. These experiences inform teacher beliefs, which describe propositions that are accepted as true by the individual (Richardson, 1996). The literature in general education on teacher beliefs focuses almost entirely on pre-service teachers. While this group of teachers has formal preparation for teaching, the research focusing on pre-service teachers can give insights into how beliefs impact classroom practice. Several literature reviews (i.e., Fang, 1996; Pajares, 1992; Richardson, 1996) conclude that beliefs are critical in learning to teach and can be difficult to change. Beliefs generally come from personal experiences, experiences with schooling, and experiences with formal knowledge (i.e., content and pedagogy). Since test-only teachers come to the classroom without formal preparation for teaching, their prior experiences, including school and employment, are likely to impact their beliefs about teaching and learning and how they enact classroom practice. The next section highlights research pertaining to this topic.

A person plays different roles in his/her life (e.g., student, mother, nurse) and each role contributes to his/her sense of self. Not surprisingly, this sense of self manifests in the classroom setting in how teachers interact with students and the content emphasized in instruction. One role that everyone has experienced is that of a student. Research reviews in general education establish that one's prior experience as a student in the K-12 setting has a powerful influence on classroom practice (Levin & He, 2008; Lortie, 1975; Richardson, 1996). Based on their personal history, each teacher holds personal theories about how classroom practice should be enacted (Holt-Reynolds, 1992). These personal beliefs play a strong mediating role in the development of beginners (Richardson, 1996). Little is known about how personal beliefs shape the practice of beginning special educators who are likely to have few if any personal experiences with special education (Pugach, 2005).

The roles teachers have played previously and the resulting self- images they developed also impact how they come to see themselves as teachers and how they enact classroom practice (Kagan, 1992; Richardson, 1996). In two separate studies, Bullough and Knowles (1990, 1991) studied teachers' beliefs as they related to their self-image as a teacher. Both studies involved examining the background of the teachers and how their previous roles influenced their images of teaching. In one study, the teacher was a mother of five children and saw herself as a nurturer. When she entered the classroom, she assumed this image as a teacher. Her relationship with her students was based on a motherly attitude. She felt comfortable taking on the role of directing, empathizing, and supporting students as her main focus. In the other study, the focus was on a teacher who was a midcareer switcher, leaving his job as a policeman to become a teacher. This teacher brought a passion for the subject matter, but did not have a clear image of himself as a teacher. As he experienced problems in his first year he assumed the role of "policeman," primarily being a stern and powerful leader, to define his teaching image. While these studies focused on a small sample, and cannot be generalized, their findings suggest prior roles can influence the classroom practice of beginners.

One study in special education demonstrates how prior employment impacts the beliefs of beginners. Kamman et al. (2007) conducted a qualitative study of ten beginning special educators. They found that prior employment made a substantial difference in the beliefs and consequently the classroom practice of beginners who did not attend a teacher preparation program. For instance, one teacher, formerly a social worker, placed a high value on the social well being of her students. In both interviews and classroom observations, the social and emotional welfare of her students took primacy over instruction in academic subject areas. Other beginners drew from their previous classroom experiences to enact classroom practice. Both

previous paraprofessionals in the study were able to transfer their knowledge of managing difficult students to their own classrooms. As a consequence, both teachers felt prepared and comfortable dealing with classroom management issues.

Within an activity theory framework, previous experiences, both educational and employment-based, have the potential to either positively or negatively influence the appropriation of conceptual and practical tools. For example, a beginner who learned to read easily might not be able to grasp the importance of systematic instruction for students with disabilities and might reject using direct instruction. By contrast, previous experiences could work to an individual's advantage. For instance, a beginning teacher, who worked as a city athletic director may value the personal attributes of enthusiasm and humor when working with children. Use of humor might aide a beginner in engaging students during instruction. This teacher could have such a strong motivation to enact successful instruction that he/she might spend a great deal of time learning which practical tools work to meet student needs.

According to the conceptual framework guiding this study, individual characteristics of learners are just one source of influence on beginning teacher learning. The other prospective source of influence is the context of the teacher learning. The following section of this literature review will present research on the context of beginning teacher learning and the features of these contexts that either support or hinder appropriation of conceptual and practical tools.

Context

In activity theory, the context for teacher learning plays a substantial role in classroom practice. The context or environment mediates how teachers appropriate conceptual and practical tools. It is therefore important to examine research about how the school environment facilitates teachers' acquisition of both pedagogical practices and their understandings of those practices. Existing research focuses on both formal and informal induction. Formal induction programs

help beginners navigate the school context and influence their classroom practice. Informal induction is a part of the school culture, such as the collegial and administrative supports teachers receive, as well as the curriculum available to them, and these informal supports can also influence teachers' enactment of classroom practice.

Formal Induction Programs

The mechanism for inducting teachers into the field can be an important support for beginning teachers (Billingsley, Carlson, & Klein, 2004; Cochran-Smith & Lytle, 1999; Feiman-Nemser, 2001; Wang & Odell, 2002; Wang, Odell, & Schwille, 2008). Formal induction programs typically consist of practices used to help new teachers acculturate themselves into the workplace and become competent and effective professionals in the classroom. Most of the research on formal induction programs focuses on the effects induction programs have on the retention of beginning teachers (e.g., Guarino, Santibanez, & Daley, 2006; National Commission on Teaching and America's Future, 1996; Smith & Ingersoll, 2004; Strong & St. John, 2001). A much smaller research base describes the impact of formal induction on the knowledge and skills of beginning teachers. It is this research that will be the focus of this summary as it has the potential to inform us about how effective induction programs teach novices how to learn about students and school context, and how to blend this knowledge with understandings of pedagogy and content to improve classroom practice (Hanson & Moir, 2006; Johnson, 2004).

Recent research aims to link induction programs to classroom practice. In an analysis of the Schools and Staffing Surveys for 1999-00 and 2003-04, Boe, Cook, and Sunderland (2008) reported induction programs are associated with a beginner being well-prepared in content knowledge, teaching pedagogy, and classroom management. Humphrey, Wechsler, & Bosetti (2007) described Toledo's induction plan, which defines and promotes standards of practice. This induction program provides clear standards for teaching and supports beginners in meeting

those standards, improving beginning teachers' instructional practices. Recently, research demonstrated a direct link between induction programs and student achievement scores. It is plausible to think that increases in student achievement indicate improved classroom practice. In one study, researchers used hierarchical linear modeling analysis to show that mentor-based induction programs had a positive effect on student achievement scores (Fletcher, Strong, & Villar, 2008). In another study of California beginning teachers, results indicated that students taught by new teachers participating in an induction program had gains comparable to students taught by experienced teachers. The findings regarding student achievement suggest that beginning teachers participating in these induction programs adapt to the challenges of the classroom and adopt effective classroom practices (Fletcher & Barrett, 2003).

There is some agreement in general education about what constitutes a good induction program. In their 2003 research synthesis, Griffin, Winn, Otis-Wilburn, and Kilgore identified eight factors associated with effective induction programs: (1) supportive school culture/collective responsibility; (2) opportunities for interactions between new/experienced teachers; (3) degrees of professional growth and responsibilities; (4) minimized evaluation; (5) explicit intentions; (6) diversified content; (7) mentoring; and (8) fiscal and political support.

While the literature base on induction continues to grow, researchers must deal with difficult problems. First, the effect of an induction program is difficult to discern since induction programs generally involve several components and can be strongly influenced by context (Wang et al., 2008). Moreover, the variance in induction program components makes it difficult to draw comparisons across studies.

Existing research in special education is also increasing, but yields no consensus on effective program components. The special education literature focuses primarily on beginning

teacher's satisfaction with their mentors, level of self-confidence, and development of collaboration skills (e.g., Boyer, 1999; Kueker & Haensly, 1991; Lane & Canosa, 1995; Tucker, 2000). The only research that exists on the nature of effective versus ineffective induction programs for special education teachers is focused on retention outcomes (Cooley, 1995; Whitaker, 2000). No studies report on how formal induction programs impact the classroom practice of beginning special educators. It is possible that teachers with formal induction support learn to understand and use pedagogical tools at a higher level than those teachers without such supports. For instance, a mentor teacher might explain to a beginner why direct instruction is important for teaching students with disabilities and then model how to use this practical tool in reading instruction. More precise research focused on beginning teachers' formal induction supports and how these supports assist in enacting classroom practice is needed to confirm this idea.

Informal Induction

Induction is also seen informally as a system of supports, not simply a program (Johnson, Kardos, Kauffman, Liu, & Donaldson, 2004). These supports have the potential to influence new teacher instructional growth. Little (1982) argued, "By the nature of the talk they hear, the advice they are given, the meetings they witness, and the appraisals they receive, teachers learn a stance toward classroom practice" (p. 339). Little explains that this "stance toward classroom practice" will contribute to the teacher's ability to create either positive or negative links between teaching and learning. The informal supports discussed in the research include collegial and administrative support, as well as curriculum.

Collegial Support

Collegiality is often confused with congeniality between teachers. Congeniality refers to friendly, cordial associations teachers have with one another in the work place, such as

discussions about plans for the weekend. In contrast, collegiality involves teachers (a) talking about classroom practice; (b) observing each other engaged in practice and administration; (c) planning, designing, researching, and evaluating curriculum together; and (d) teaching each other what they know about teaching, learning, and leading (Barth, 1990). Collegial support can facilitate beginning teachers' transition into the classroom and the development of their instructional practice. Qualitative studies in general education demonstrated that beginning teachers feel collegial support is important in learning to teach (Appleton & Kindt, 1999; Chester & Beaudin, 1996; Johnson et al., 2004). Such support enabled beginning teachers to incorporate new ideas into classroom practice, reflect on instruction, and define their self-image about teaching. Collegial relationships can also help beginning teachers get direct support with their classroom instruction (Kardos, 2004). Additionally, when beginning teachers were supported by their colleagues, they felt less anxious and perceived their school as a stimulating learning environment. Studies by Chubbuck et al. (2001), Fuller (1969), Meyer (1999), and Reiman, Bostick, Lassiter, and Cooper (1995) support these findings. These studies demonstrated that collegiality reduced teacher stress as well as encouraged novice teachers to be less egocentric, and consequently, more able to focus on teaching tasks and student learning.

Fewer studies exist in special education, and they primarily focus on a formal collegial relationship, mentoring. One researcher reported that positive collegial relationships with mentors contributed to beginners' confidence in themselves and their teaching (Boyer, 1999). Boyer used data from interviews to describe how mentor teachers helped novice special education teachers meet personal expectations. Further, collegial relationships with their mentor contributed to their sense of competence, value, and self-confidence. Lane and Canosa (1995) conducted an evaluation of a mentorship program designed to meet the needs of beginning

special educators. These researchers found that special education beginners attributed development of their collaborative skills to their collegial relationships.

While the research in general and special education supports the importance of collegial relationships for beginners, there is much left unknown. This research base is qualitative and often uses teachers' self-report of their perceptions of collegial support and its impact on classroom practice. As such, details about the intricacies and types of supports needed to facilitate beginning teacher learning is not known. Thus, little is known about how such collegial opportunities influence teachers' ability to understand pedagogical practices and implement them. While research linking classroom practice to collegial support is slim, it may suggest an impact on the appropriation of conceptual and practical tools. For instance, if collegial support helps beginners incorporate new ideas into their instruction, this implies that a beginner is appropriating new practical tools. The level of appropriation and the precise nature of the supports are still unknown. Focused special education research linking collegial support to beginner classroom practice is needed.

Administrative Support

Scholars in general and special education agree that strong administrative leadership is a key component for beginning teacher success (Alliance for Excellent Education, 2004; Bartell, 2004; Billingsley, 2005; Darling-Hammond, 1997). Much of the existing literature in this area reports that beginners cite lack of administrative support as a major reason for leaving the classroom (Natale, 1993; Otto & Arnold, 2005; Robertson, 2006). A smaller body of research suggests principals can influence a beginner's classroom practice.

Administrative support is a vague term, defined differently across studies. Supportive administrators have been described as having open communication with beginners, providing frequent systematic feedback, and creating an inclusive school culture (Boe et al., 2008; Johnson

et al., 2004; Wood, 2005). Understanding how administrative support affects beginners is important in determining its implications for beginners' classroom practice. Boe et al. (2008) conducted a bivariate analysis of national data from the School and Staffing Survey. They reported regular supportive communication with administrators is related to being well-prepared (a) in subject matter, (b) in pedagogy, and (c) in classroom management. In addition to communication, principals also establish a school culture that supports beginners. Johnson and her colleagues (2004), in a qualitative study of 50 beginners, studied the differences in teachers at high-income and low-income schools. Interviews revealed principals in successful schools created a supportive culture by establishing a school mission that beginners and the remainder of the staff understood. School administrators created an overall atmosphere of collegiality by encouraging experienced teachers to interact with beginners, thus, beginners felt supported by the entire school. Wood (2005) asserts that principals must be instructional leaders, giving regular, systematic feedback to novice teachers on their pedagogical approaches, content knowledge, and classroom management strategies. Wood's (2005) study of secondary principals and novices found that such interaction was vital for beginners in understanding their principals' expectations for classroom practice. Principals in this study both arranged professional development for their teachers and advocated for growth in classroom practice by arranging and providing time for beginners to meet collaboratively with their mentors and discuss student work. Beginners in this study also found the day- to-day interaction with administrators helped to strengthen these beginner-administrator relationships and helped to clarify beginner's roles, duties, and instructional expectations.

Two studies focused specifically on special education beginners and the impact of administrator-beginner interaction on classroom practice. Bishop and her colleagues (2009) used

interviews and observations to show that administrative support focused on instruction, rather than generalized support, enhanced the classroom practice of the most accomplished beginners in their study. Teachers in this study who scored higher on a classroom observation of reading instruction reported that their administrators provided both constructive classroom practice feedback and ideas for instructional implementation. Similarly, Lasky, Karge, Robb, and McCabe (1995) interviewed three beginning secondary special education teachers who received administrative support in identifying key instructional problems and establishing an action plan for improvement. Beginners experimented with teaching techniques that they felt helped to improve their classroom practice. They attributed their willingness to experiment with pedagogical practices to safe environments their administrators created.

Together, the previous studies in general and special education beginners found that administrators can influence beginning teachers' practices. As such, it is possible administrators can facilitate the process of appropriation. For instance, principals in the Wood (2005) study provided systematic feedback on content, pedagogical, and classroom management strategies. This type of focused instructional support might help beginners understand their use of conceptual and practical tools in enacting classroom practice.

There is much left unknown about administrative support. First, there is no common definition of administrative support making it difficult to compare this construct and its impact across studies. Moreover, studies generally rely solely on teacher self-report. Observations of classroom practice, as well as information from administrators could assist in providing a better understanding of the impact the administrator-beginner relationship has on classroom practice.

Curriculum

One key component of the school context is curriculum. Curriculum is a part of every classroom, and whether the materials are created by the teacher or provided in a package,

curricula can make a difference for veteran teachers as well as beginners. Consequently, curriculum has been written about and researched extensively. Research reviews of curriculum in general education focus on the evaluation of specific subjects or topics within the curriculum, principles of curriculum development, and how teachers use curriculum (Jackson, 1992; Kelly, 2004; McNeil, 2006). These reviews offer few conclusions about curriculum in schools. In fact, the research base is described as “confusing, elusive, and in disrepair” (Jackson, 1992, p. 5). This makes it difficult to draw conclusions from this plentiful research base. Moreover, research reviews only report on teachers in general, giving no indication of the differences beginners might experience with curriculum.

In thinking about how teachers acquire knowledge and practice, it is important to examine what the research says about how curriculum can hinder or support the appropriation of conceptual and practical tools for beginners. In particular, how and why do beginning teachers use curricular resources to plan and implement instruction? A comprehensive review of the literature was conducted in general and special education beginners to secure those studies most relevant to the current dissertation study.

Studies of General Education Beginners

A search was conducted to uncover research focused on curriculum and beginning general education teachers since 1992. This year was chosen because scholars suggest early research on curriculum not only has problematic designs due to definitional issues, the results are often influenced by researchers’ varied conceptions of curriculum (Kelly, 2004; McNeil, 2006). The three most recent reviews of general education curriculum were hand searched. Moreover, an electronic search of Eric, EBSCO HOST, Gale Group, and Google Scholar was conducted using combinations of the following terms: curriculum, curricula, beginning, novice, first-year, new, classroom practice, instruction, and teacher. After eliminating opinion papers and studies of pre-

service teachers, the search yielded seven studies specifically focused on general education beginners and their use of curriculum.

This research shows that curriculum can play an important role in the classroom practice of beginners. Curriculum can support beginners in a positive way by providing daily practical tools to assist in classroom instruction. The degree to which curriculum assists beginners is contingent upon several factors including the beginner's individual understandings and the supports provided for curriculum implementation. Even though curriculum can support beginner teacher practice, it also has some limitations. Curriculum can negatively impact a beginner's classroom practice by providing a rigid structure that inhibits a beginner's already developed use of conceptual and practical tools.

Two studies exemplify the positive instructional support beginning teachers can receive from curriculum. Kauffman, Johnson, Kardos, Liu, and Peske (2002), in a qualitative study of 50 first year teachers, reported the majority of teachers in their study had no curriculum at all or a curriculum that included only lists of topics and skills. These new teachers were overwhelmed by the responsibility and demands of designing curriculum and planning daily lessons and craved additional support. By contrast, a small group of teachers reported having a scripted curriculum, which provided detailed lessons for the teachers to follow. These teachers were appreciative of the guidance the curriculum provided for their daily planning and implementation of instruction. Chubbuck, Clift, Allard, and Quinlan (2001) found similar responses through their extensive interviews of 77 beginning teachers. Responses to open ended questions revealed that beginning teachers were nearly unanimous in their desire for practical contextualized subject specific activities they could use in their classroom. Beginners additionally reported that reflection time

with colleagues focused on curriculum and non-threatening, non-evaluative support in implementing curriculum assisted with their instruction.

Curriculum influenced the classroom practice of beginning teachers in three studies conducted by Grossman and her colleagues (2000, 2004, 2006). Using interviews and observations, three separate studies were conducted of 10 beginning teachers through their first 3 years in the classroom. In the first study, Grossman et al., (2000) provided insight into how beginning teachers' understandings interact with the curriculum to inform classroom practice. In their first year, participants latched on to curriculum even when accompanying strategies and materials were at odds with their views of good writing instruction. Overtime, however, teachers were able to adapt and integrate curricula to fit their understanding of the writing process. For example, one teacher entered the classroom with a strong understanding of writing instruction, but relatively few strategies for implementing instruction. The materials solved a pressing problem as he struggled to teach. While his vision for instruction included a more student-centered approach, the curriculum was teacher-centered. Despite the teacher's critique of the curriculum, he was observed following the curricular materials closely in his instruction. In the following year, he approached writing instruction using a variety of curricular materials that he adapted to fit his understanding of the writing process. The authors conclude that, ultimately, the use of curricular materials helped this beginner develop a stronger conceptual understanding of the writing process.

In the second study, Grossman and Thompson (2004) provided more in-depth information about three of the ten beginning teachers. These researchers realized the potential of using activity theory as a framework for understanding teacher learning. Thus, the authors aimed to understand how three beginners appropriated conceptual and practical tools for writing

instruction. Interviews and observations revealed that, while all teachers welcomed curriculum and used it in their classroom, the curriculum influenced classroom practice differentially. The supports available for implementing the curriculum made a difference in how the beginners both used and understood conceptual and practical tools for writing instruction. For one teacher, the professional development opportunities were linked to her success in incorporating the curriculum into her classroom practice. Additionally, she had a mentor who discussed and shared practical tools and a department chair that encouraged exchange of materials. Together these supports helped this novice understand and implement the curriculum, reaching a higher level of appropriation of conceptual and practical tools. While the other two teachers in this study participated in professional development, it was more general and did not focus on curriculum implementation. Moreover, their mentors were not language arts teachers and therefore could not give the curricular guidance they sought. As such, these teachers seemed to focus their instruction more on the tasks involved in teaching and not how the materials fit with their understanding of English instruction.

In the third study, researchers focused on four elementary teachers and their teaching of reading during the first 3 years on the job. Specifically, Valencia, Place, Martin, and Grossman (2006) examined how teachers developed conceptual understandings and practices for teaching reading as beginners engaged with a variety of curriculum tools within their schools. The results indicated that the level of support a teacher receives can either facilitate or hinder teacher learning. For two teachers, a prescribed curriculum provided assurance that they were providing high-quality instruction and covering important content. These teachers took a more procedural rather than conceptual approach to using the materials. When problems arose, the teachers made changes to the procedures in implementing the curriculum rather than in altering the content or

instructional strategies. The other two teachers were described by the authors as master constructors of their own reading programs. They both were able to draw on a variety of curricula to create a cohesive reading program. School based support (i.e., specific collegial and administrative feedback) about curriculum implementation helped these beginners adapt instruction to meet the needs of their students.

In the remaining two studies, curriculum had a negative influence on beginning teacher practice. Smagorinsky, Lakly, and Johnson (2002) aimed to explore why one beginning teacher found curriculum hindered her classroom practice. Data from interviews and observations conducted during the first 2 years of teaching reported the beginner entered the classroom with a strong understanding of the content and a vision of how instruction would unfold. This vision was disrupted when the district mandated a scripted curriculum for her use. In interviews, she discussed her continual frustration with the curriculum. For her, it was a daily struggle to provide instruction that violated what she believed students needed. Similarly, an analysis of 200 beginners interviewed by Crocco and Costigan (2007) revealed most were frustrated by their inability to use expertise acquired through their professional preparation. Moreover, the beginners felt the mandated and scripted curriculum stifled their creativity and autonomy and did not allow for any personal or professional growth.

The findings from these seven studies support the idea that curriculum can facilitate or hinder the appropriation of conceptual and practical tools, as outlined in activity theory. All seven studies were qualitative in design including multiple interviews and observations. Four of the seven studies were longitudinal following beginners through their first 2 to 3 years. As such, detailed information about how beginners use curriculum in their classroom practice was reported. However, the samples of teachers in these studies were all prepared in traditional

teacher education programs. Since these teachers enter the classroom with already established understandings of instruction, it is plausible to think traditionally prepared teachers might use curriculum in different ways than teachers without any formal teacher preparation.

Studies of Special Education Beginners

Researchers focusing on the needs and concerns of special education beginners often suggest curriculum might serve as a solution to the frustrations beginners express, (Billingsley, 2003; Kilgore & Griffin, 1998; Warren, 2001; Whitaker, 2000) but studies confirming this idea are harder to find. In an exhaustive search of the special education literature, only two studies were found that describe the impact of curriculum on the practice of beginning special education teachers. In both studies, a prescribed curriculum provided support for implementing evidence-based classroom practice.

Bishop et al. (2009) found that access to a predetermined curriculum supported the practice of beginners in their study. These teachers expressed how such curriculum, combined with professional development, enhanced their instruction. In one instance, structured curriculum was a life boat for one of the least accomplished teachers. She struggled to keep students engaged during the majority of her instruction except when using a prescribed curriculum. The Reading Mastery curriculum enabled her to deliver more well-structured instruction and better engage students. When using a prescribed direct instruction curriculum her instruction was more engaging and well structured. She was able to focus on specific children for error correction and inattentiveness. Observers reported a striking difference in student behavior during this more explicit and systematic lesson; however, her inability to employ these strategies from the prescribed curriculum across all areas of instruction suggests she lacked conceptual understandings about explicit instruction.

Kamman et al. (2007) reported that curriculum influenced the classroom practice of all teachers in their study, especially those without formal teacher preparation. This group of beginners entered the special education classroom with only a Bachelor's degree and no formal preparation to teach. The availability of structured curriculum and the support to implement it made a significant difference for beginners. These teachers were observed using evidence-based classroom practices for students with disabilities. Unfortunately, not all beginners had access to structured curriculum or support for its implementation, and consequently, these teachers struggled to enact classroom practice. These teachers reported feeling lost about how to proceed instructionally and continuously struggled to plan and implement daily lessons.

These studies highlight the important role curricula can play in a beginning teachers' classroom practice, demonstrating how curriculum is a key component of the activity theory framework. However, information from two qualitative studies is not enough information to draw conclusions. Moreover, curricular use was not the focus of these studies and as such, rich details about how the curriculum facilitated teacher learning are not available.

Conclusion

As this summary and review of literature has shown, a beginning teacher's classroom practice is influenced by a variety of factors. What the individual teacher brings to the classroom, as well as what they encounter in the district, school, and classroom when they arrive, modify how a teacher appropriates conceptual and practical tools. Results from the in-depth review suggest one contextual factor, curriculum, holds a strong potential for influencing how teachers appropriate conceptual and practical tools.

Factors unique to individual teachers, such as academic ability, personal attributes, and beliefs, influence the instruction of beginning teachers. Specifically, some personal attributes (e.g., resourcefulness or self-efficacy) and beliefs (e.g., personal schooling, previous formal or

informal teaching experience, and previous employment) impact classroom practice. These are particularly important findings for beginning special education teachers who enter the classroom with no formal preparation. These teachers are likely to have diverse personal attributes and prior experiences that impact beliefs. As such, it is important we understand the ways in which both personal attributes and prior experiences interact to impact classroom practices.

Findings from the literature review also highlight the important influence of context on beginning teacher practice. Induction programs with strong collegial and administrative supports can assist beginners in improving classroom practice. Most of these studies, however, have examined teachers with prior teacher preparation. It is probable that beginning special educators with no preparation will need more intensive supports to develop a higher level of appropriation of conceptual and practical tools.

Finally, existing research demonstrates that curriculum is a powerful contextual factor that impacts classroom practice. Often, how teachers use curriculum to enact classroom practice depends strongly on their existing conceptual understandings of the content and their need for practical strategies to employ during instruction. This seems particularly important for test-only teachers who may enter the classroom with little conceptual understanding of reading instruction or practical tools for classroom practice.

The majority of research conducted in this area is based in general education, with few studies focusing on beginning special educators. This scant research base in special education leaves many unanswered questions. Specifically, researchers need to answer: What role does curriculum play in the classroom practice of beginning special education teachers who enter the classroom with no preparation? What role does curriculum play in the classroom practice of beginning special education teachers who enter the classroom with no preparation? What level of

appropriation of conceptual and practical tools do teachers reach with curriculum use? What other conceptual and practical tools guide the development and implementation of instruction? What individual characteristics and contextual factors mediate teachers' use of conceptual and practical tools? How does curriculum work with other factors to facilitate a higher appropriation of conceptual and practical tools? Answers to these questions will illuminate the ways in which beginning special educators enact classroom practice.

CHAPTER 3 RESEARCH METHOD

Introduction

This qualitative study examined whether and how beginning special education teachers use curriculum to develop and refine conceptual and practical tools for teaching. Empirical data collected from special education teachers is used to develop a grounded theory. Such grounded theory provides insight into how beginning special educators use curriculum to enact classroom practice and the factors that affect that use.

Theoretical Framework

To gain an understanding of how beginning middle school special education reading teachers use curriculum as a tool in learning to teach, activity theory is utilized. Activity theory emphasizes the importance of settings in learning to teach, and focuses on the cultural factors that mediate development of conceptual and practical tools in particular contexts. Activity theory has the potential to show how a teacher's progression through context can be mediated by their beliefs and classroom practices. Through this process, activity theory can help researchers understand changes that might take place in teachers' thinking and classroom practice. Activity theory does not seek to provide a uniform explanation, but is instead more concerned with the context and its effects. Activity theory provides a means to understand under what circumstances particular changes take place.

Activity theory is especially useful for understanding the process of learning to teach, particularly illuminating how teachers choose instructional tools and enact their instruction (Grossman et al., 1999). Curriculum presents one such instructional tool, which holds a prominent place in many special education classrooms. Activity theory focuses on understanding how a tool, such as curriculum, can help a teacher develop to meet a goal. The

ultimate goal of beginning teachers is to develop sufficient mastery of conceptual and practical tools to support the achievement of each learner. To accomplish this, each teacher has individual goals specific to his/her setting. Teachers also present with different backgrounds and hold different beliefs that shape how they enact instruction. Grossman et al. (1999) adapted Wertsch (1985) and Vygotsky's (1978) theoretical frameworks to fit teacher education. They identify three themes key to activity theory: (1) activity settings, (2) identity, and (3) tools.

First, activity theory aims to examine relationships within and across activity settings where teachers teach. Aspects of activity settings including motive, individual constructions, history, and boundaries; all of these play a role. Motive is the implicit outcome of the setting. This provides a sense of purpose that implies certain actions. The motive often encourages or discourages particular ways of thinking. For example, teachers today may feel pressure for students to make Academic Yearly Progress (AYP). This pressure to meet AYP may encourage the teacher to look more closely at individual student progress and may also encourage teachers to narrow the curriculum to skills and concepts explicitly covered on standardized tests. Individuals also construct their own understandings of the activity setting. Two teachers in one school may have starkly different understandings of the school setting based on their own goals, relationships, histories, and activities within the school. Individual history must also be considered, helping to focus attention on the entering beliefs of beginners that may impact instruction. Finally, activity theory recognizes that boundaries are not clear and activity settings often co-exist and overlap. Curriculum can create a boundary within a classroom, classrooms within schools, and schools within districts, and so on. The setting is not entirely discrete.

The second theme in activity theory is identity. This is the way in which individuals adopt ways of thinking. One way individual identity is created is when teachers define the

problems they face and engage in solving those problems using the resources around them. Grossman et al. (1999) discuss some problems that learning to teach present. One example is developing a concept of the subject matter and the process of teaching it. Learning to manage student behavior serves as another example. In special education, a likely problem would be a student with a disability having difficulty grasping or retaining a concept. Although teachers will grapple with all of these areas, how they deal with the issues will depend on their identities as teachers.

Finally, activity theory includes tools as important for studying the learning process. According to Kuuti (1995), the tool mediates the relationship between the learner and the setting. This tool can be both enabling and limiting in the transformation process of the subject. Grossman et al. (1999) identify two types of tools through which teachers construct and implement their teaching practices: conceptual tools and practical tools. These tools are adopted at different levels of appropriation (see Chapter 2 for details).

In this study, activity theory is used to develop an understanding of the role of one particular tool, reading curriculum, and the practical and conceptual tools within the reading curriculum. Activity theory provides a framework for understanding the role of this tool while also examining the setting and identity of the teacher.

Research Design

To address the research questions of this study, a qualitative research methodology was employed. The purpose of qualitative research is to gain in-depth information that leads to a greater understanding of social phenomena, rather than to substantiate predetermined assumptions (Creswell, 1998). When little or no empirical information about a specific social phenomenon exists, qualitative research methods are useful in constructing a knowledge base. Qualitative inquiry involves the close examination of a studied phenomenon in its natural setting

and produces detailed descriptions of the phenomenon (Merriam, 1998). Such an in-depth look at phenomenon allows researchers to achieve insights about the studied phenomenon and develop a guide for action. Therefore, qualitative research methodology is appropriate for studying the role curriculum plays in a teacher's reading instruction.

Participants

Sample Selection

Teachers were recruited using purposeful criterion sampling method as this method is appropriate for recruiting teachers who demonstrate similar backgrounds. The following criteria were used to select these teachers: (a) The special education teacher must teach middle school reading; (b) The teacher must be in his/her first year of teaching; (c) The teacher must have entered through the test-only route; and (d) The teacher must have access and support to use curriculum. Sampling from this specific group of beginners allows for insight into the role and influence of curriculum on instruction as this is a primary tool test-only teachers can draw upon. All special education teachers who met the sampling criteria in the three school districts in North Central Florida were invited to participate. At the time of original recruitment, this call for participation yielded only three teachers from two counties. The teachers were recruited with the aid of the school board with permission of the University of Florida Institutional Review Board (UFIRB). Participation was strictly voluntary.

Teacher, Class, and School Information

Three teachers agreed to participate in this study. Two teachers were male, one was female. Two were white and one black. Each teacher had a Bachelor's degree in an area other than education. All teachers took the special education state certification test, passed, and subsequently held a certificate to teach K-12 special education with varying exceptionalities. Classroom size varied from two students to 17. The schools in which they worked were located

across two counties and were categorized as Title I schools. The following section provides information about each teacher as well as his/her school information (See Tables 3-1, 3-2, and 3-3). The teachers' names were changed to protect their anonymity.

Taurean

Taurean completed his degree in sports management at a university in North Carolina. Immediately following graduation, Taurean accepted a position with a Sports and Entertainment Corporation. After three months, he left to become a Unit Director with a County Boys and Girls Club where he remained for three years. In the summer of 2007, he was asked to coach basketball at a private school in Gainesville. Not wanting to teach at the private school, he accepted a position at his current middle school. He was hired just two weeks before school started. Taurean took and passed the special education state certification test due to a request from his administrators.

Taurean's school day consisted of co-teaching reading, social studies and science. Each of his classes included students receiving special education services as well as regular education students. For the reading class, Taurean shared planning and instructional responsibilities with Mrs. M. Mrs. M has taught for 23 years, but was also new to the school. Although she was endorsed to teach reading, this was the first year she used the Read 180 curriculum. Mrs. M. and Taurean shared a planning period.

Students were specifically placed in Taurean and Mrs. M's class by scoring a 1 or 2 on their fifth grade FCAT. Their class enrollment was capped at 17 students, seven of whom were identified with disabilities. Solely using the READ 180 format, their class consisted of a whole group instructional period followed by a 20 minute rotation of three groups (see Appendix A for a sample of the READ 180 curriculum). During the rotation, Mrs. M. took one group, Taurean took another group and the final group worked at the computer.

Taurean had several opportunities for training in curriculum use. Together Mrs. M. and Taurean attended a 2-day professional development on implementing the READ 180 curriculum before school started. Additionally, during the first few weeks of school, Taurean observed a special education READ 180 classroom in another middle school. Finally, the reading coach spent one week in Taurean and Mrs. M's classroom modeling curricular planning and use.

Lilla

In the spring of 2007, Lilla graduated with a degree in Family Youth and Community Sciences. She knew she wanted to be a teacher while completing her degree but could not change her major without prolonging her graduation. She stated that someone in the school system explained that if she took the special education certification test, she could get a job. Lilla passed the certification test in the summer and was hired in the same school as Taurean. Unfortunately, she was released from this position after the first month school due to low enrollment. Lilla remained at the school by frequently serving as a substitute teacher. In January of 2008, Lilla accepted a position to teach 7th grade Read 180 after a special education teacher resigned unexpectedly.

Lilla's day included three block periods of Read 180. Each class was capped at 17 students. The first and last blocks consisted of students without identified disabilities. The second block consisted of students receiving special education services. During this second block, Lilla's room was set up to use the Read 180 curriculum. However, her 100 minutes of instructional time was split. Her students came to her for 15 minutes and then left for lunch. After lunch they returned for the remaining 85 minutes.

Since Lilla was hired mid-year she was not assigned a mentor and did not attend any formal READ 180 training. She was sent to another middle school to observe a READ 180

special education classroom and like Taurean, the reading coach at her school spent a week in her classroom modeling curricular planning and use.

Henri

Henri completed a degree in international studies and worked as a language translator for several years following graduation. He then took a job working to coordinate student exchange programs. Unhappy with this position as well, Henri thought teaching might be his calling. The state where he grew up and lived required Henri to return to school for two years to earn a teaching license. Henri spent time researching teaching licenses and found that he could obtain a license in Florida by simply taking the test. This motivated him to take the special education certification exam, move to Florida, and take a position at a middle school.

Henri worked in a large middle school with a high school also on campus. He worked with ten other teachers of special education as the school has a large special education population. Although he taught in a self-contained classroom, his administrators required his instructional periods to mirror the whole school (e.g. 100-minute reading block, 50 minutes for all other subjects). Throughout the majority of the day, Henri had one group of 12 students with mild mental retardation. However, during reading, 10 of the 12 students moved to other special education classrooms in order to receive higher reading level instruction. Henri taught the lowest readers in the entire middle school. Henri used the mandated, prescribed curriculum for reading, Corrective Reading, but also supplemented with other materials (see Appendix A for a sample of Corrective Reading and examples of Henri's other curricula). Although he only instructed two students during this instructional time, he also had an aide to provide assistance throughout the day. Henri went to a one-day professional development on the Corrective Reading curriculum. He did not receive any training or modeling of any other reading curriculum.

Reading Curriculum

The three teachers participating in this study were mandated to use a structured curriculum for all or part of their reading instruction. Taurean and Lilla used the READ 180 curriculum while Henri used Corrective Reading. For all participants, the reading program was implemented school-wide for students with and without disabilities. Table 3-4 provides an overview of each curriculum as it relates to instructional elements and an example of each teacher's guide can be viewed in Appendix A. The following is an in-depth description of each curriculum.

READ 180

READ 180 is a reading intervention curriculum designed for struggling readers in grades four through 12. Each ninety minute session begins and ends with whole-group teacher-directed instruction. During the 60 minutes between the whole-group meetings, students break into three small groups that rotate among three stations. The teacher provides direct instruction with one group, the second group interacts with computer software, and the third group engages in independent reading.

Scholastic (2008) describes their curriculum as addressing the five essential elements of an effective reading program: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Phonemic awareness is only addressed on an individual level with the computer software. The software provides training in segmentation and blending with instruction in letter-sound relationships. Phonics is also primarily addressed through the computer software, although supplemental materials are available for teachers to use in their small group direct instruction, if they so choose. Fluency is developed through direct instruction, modeling by the teacher, and continuous scaffolded practice on leveled texts. Lessons include direct instruction and guided practice of vocabulary and word study skills of content-relevant vocabulary. Finally,

Table 3-1. Teacher information

Name	Age	Bachelor's Major	Caseload	Reading Curriculum	Instructional Time	Aide
Taurean	27	Sports Management	17- 6 th	Read 180	100 min	co - teacher
Lilla	23	Family Youth and Community Sciences	17- 7 th	Read 180	100 min split 15/85	none
Henri	27	International Studies	1-6 th 1-8 th	Corrective Reading various Supplemental	100 minutes	1

Table 3-2. School information

Teacher	Total Number of Students	Student Ethnicity	Free/Reduced Lunch Rate
Taurean/Lilla	891	Asian- 2% Hispanic-3% Black-59% White-35%	56%
Henri	1196	American Indian-1% Asian-2% Hispanic-18% Black-23% White-55%	55%

Table 3-3. Student information

Teacher	Number of Students	Student ethnicity	Student disability	Lunch Status
Taurean	17	Black-17	SLD-8	FRL-14
Lilla	17	Black-17	SLD-10 EH-4 Other-3	FRL-12
Henri	2	White-1 Hispanic-1	EMH-2	FRL-2

reading units include motivating videos, direct instruction, graphic organizers, and modeling comprehension strategies to promote text comprehension.

According to the Florida Center for Reading Research (FCRR, 2008), the teacher and student materials are user-friendly. The teacher's edition is highly detailed and contains an explicit lesson planning guide that indicates the sequence, pacing, and objectives of instructional activities. FCRR concludes, "Read 180 is consistent with research suggesting that older struggling readers may benefit from intensive and extended practice in word study, fluency, vocabulary, and comprehension" (p.4).

Corrective Reading

Corrective Reading was designed to address deficiencies in decoding and comprehension for struggling readers aged 7 through 14. Each strand has four levels, A, B1, B2, and C. The instructional sequence is clearly delineated. Each lesson includes explicit instruction with precise directions and skills are practiced until mastered. A typical lesson takes 40 to 50 minutes to implement.

The lessons in the Decoding strand include several activities. The first includes instruction in word-attack skills beginning with identifying sounds of letters and progressing to reading multi-syllabic words. Lessons include reading and spelling word parts and words, as well as learning the meaning of the word. The second activity consists of workbook exercises providing oral, writing, and reading practice applying practice to apply the skills taught in the lesson. The third and final activity uses Individual Reading Checkouts to assess fluency. During this activity, student pairs read two passages, one from the daily story and one from the previous day's story. A specified rate and accuracy is set in order to determine if the student is successfully applying the skills taught in the lesson.

The lessons in the Comprehension strand include several parts with numerous exercises.

Table 3-4. Curriculum coverage of fundamental reading elements

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	General Instruction
Read 180	Computer software	Primarily computer software, supplemental direct instruction available for use at teachers' discretion	Direct instruction, modeling, continuous scaffolded practice Whole and small group	Direct instruction, content-relevant, guided practice, link with student and text Whole and small group	Motivational videos, link to background knowledge and text, direct instruction, use of graphic organizers, modeling Whole and small group	explicit scripted lesson plans includes lesson objectives, review and preview, direct instruction, modeling, guided practice, sharing, and reinforcement
Corrective Reading	Direct instruction, modeling, continuous repetition	Direct instruction, modeling, continuous practice, from letter sounds to reading multisyllabic words	Some modeling, primarily partner reading for rate and accuracy improvement	Direct instruction, definitions, repetition	Direct instruction, modeling, independent practice, focus on answering literal and inferential comprehension questions	Explicit scripted lessons, direct instruction, guided practice, independent practice, review

Each lesson aims to use basic reasoning skills, increase vocabulary knowledge, construct meaning from all subject areas, and analytical skills which will aid in successfully answering inferential and literal comprehension questions. Like Decoding, these skills are explicitly taught and then practiced using workbook exercises.

FCRR (2008) describes Corrective Reading as using a “well-integrated design of instructional delivery that is effective for struggling readers” (p.2). The teacher materials are highly organized and include scripted lessons. FCRR concludes there is an initial level of research on the use of Corrective Reading Decoding to support decoding and oral reading fluency for struggling readers, and for the use of Comprehension to develop a specific set of comprehension skills with students who are more severely impaired.

Procedure

The purpose of this study was to examine how teachers with no formal teacher education preparation use and appropriate curriculum to develop and implement reading instruction. This study primarily focused on understanding how the activity settings, individual and contextual, contributed to the instructional practices of the beginners. Data collection and analysis procedures addressed such a purpose.

Data Collection

Data collection consisted of observations, interviews, and artifacts. Data were collected in December 2007 and January, February, March, and April of 2008. Table 4 provides a detailed timeline of data collection.

Observations

The purpose of the observations was to investigate how teachers use curriculum to enact reading instruction. I asked permission to observe during typical reading instruction. Scheduled ahead of time, each teacher was observed four times on at least three different days of the week.

The length of an individual observation varied depending on the length of the teachers' allocated reading instructional period.

During the observations, I took detailed field notes about teacher behaviors, student behaviors, and descriptions of the classroom environment. After each observation, field notes were expanded based on informal conversation with the participant regarding their lesson. Field notes also included researcher reflection, including questions.

Table 3-5. Data collection timeline

Week of School Year	Data Collection
November (Week 1 & 2)	Overview of project provided Informed consent obtained In-depth interview and first observation scheduled
December (Week 1)	Taurean's in-depth interview and concept map Taurean's first observation
January (Weeks 3 & 4)	Lilla's in-depth interview and concept map Lilla's first observation Henri's in-depth interview and concept map Taurean's second observation
February (Weeks 1 & 2)	Henri's first observation Lilla's second observation
February (Weeks 3 & 4)	Taurean's third observation Henri's second observation
March (Weeks 3 & 4)	Lilla's and Henri's third observation Taurean's fourth observation
April (Weeks 1 & 3)	Lilla's and Henri's fourth observation

Each scheduled observation also involved the Pathwise observation tool. Pathwise identifies 19 essential teaching criteria. These criteria are based on formal analyses of important tasks required of beginning teachers, reviews of research, analyses of state regulations for teacher licensing, and extensive fieldwork that included pilot testing the criteria and assessment

process (Dwyer, 1994; Dwyer & Villegas, 1993; Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992). The 19 criteria were validated by Charlotte Danielson (1996) who worked with the Educational Testing Service (ETS). The criteria are organized into four domains of teacher competence. These domains, with the corresponding criteria defined by ETS (Dwyer & Villegas, 1993), are displayed in Table 3-6. I was trained in Pathwise and have conducted over a hundred Pathwise observations of pre-service teachers.

Data gathered through Pathwise provides information about pre-service and beginning teachers to highlight areas of strengths and deficits. I used my extensive field notes to complete the observation tool and summary statements. Typically, summary statements are shared with novice teachers in order to promote growth. Pathwise was chosen in this study to provide information about the use of instructional practices of beginners and their appropriation of such practices. Thus, summaries were completed but not shared with beginners. Pathwise also includes a pre and post interview. Often, teachers were unable to meet immediately prior to or immediately following their observation and the pre- and post-interviews were conducted over the phone. The questions for each were adapted to further gain information and understandings of decisions about classroom practice. A list of the adapted questions is in Appendix B.

The Reading in Special Education Observation Instrument (RISE), an adapted version of the English Language Learners Classroom Observation Instrument was also utilized. While the Pathwise is designed to cut across grade level and contents, the RISE is focused on special education reading instruction. It consists of 27 items that address the following areas; Instructional Practices, General Instructional Environment, Phonological Awareness, Word Study, Fluency, Vocabulary, Comprehension, and Classroom Management. Following each

Table 3-6. Pathwise domains

Domain	Benchmarks
Domain A Organizing content knowledge for student learning	<ol style="list-style-type: none"> 1. Becoming familiar with students' backgrounds 2. Articulating learning goals 3. Understanding connections among past, current, and future content 4. Selecting appropriate methods, activities, and materials 5. Selecting appropriate evaluation strategies
Domain B Creating an environment for student learning	<ol style="list-style-type: none"> 1. Creating a climate that promotes fairness 2. Establishing rapport 3. Communicating challenging expectations 4. Establishing consistent standards of behavior 5. Making the physical environment safe and conducive to learning
Domain C Teaching for student learning	<ol style="list-style-type: none"> 1. Making goals and procedures clear 2. Making content comprehensible 3. Encouraging extension of thinking 4. Monitoring student learning and providing feedback 5. Using class time effectively
Domain D Teacher professionalism	<ol style="list-style-type: none"> 1. Reflecting on student learning 2. Demonstrating sense of efficacy 3. Building professional relationships 4. Communicating with parents

observation, the extensive field notes were used to rate items on a 1-4 Likert scale, although mid-point ratings such as 1.5 or 2.5 were also used. A score of 1 represented “Low Quality” for an item and a 4 represented “High Quality.” I could also check a box marked “Not Observed” if there was no occurrence of the item during the observation. In addition to rating each item, final ratings were conducted of the overall effectiveness of all the classroom practice items in each of eight areas and an overall classroom practice score or global teacher rating. In a previous study of beginning special education teachers, the estimated reliability of the scores generated by the instrument was relatively high, with an overall coefficient alpha of .96 and alpha coefficients on individual scales that ranged from .88 to .94 (Brownell et.al, in press). I was trained in the RISE and previously conducted over 30 RISE observations. During that time period, my inter-rater reliability was 95% or higher. The RISE was chosen in this study to give information pertaining

to the content of reading instruction and the special education strategies used in classroom practice.

Interviews

Each teacher was asked to participate in one in-depth interview. I developed and administered an in-depth, semi-structured interview that was conducted with each participating teacher in order to better understand their background, knowledge, beliefs, and context, as well as their use and understandings of reading curriculum. I used a semi-structured interview to allow for probing based on each participant's unique experiences and context (Appendix B). Additionally, during the interview, each teacher was given a blank piece of paper and asked to draw a concept map indicating what he/she felt is important in teaching reading. Each in-depth interview was conducted in 1 day, at a time convenient to the participant. Interviews ranged in length from 45 minutes to 90 minutes. Each interview was tape recorded for later transcription.

Artifacts

Participants were asked to provide a lesson plan for each observation, if they prepared one, and/or copies of a published curriculum lesson plan if it was used. Teachers often also provided copies of handouts or other student materials. These artifacts were collected and examined to provide additional information to enrich descriptions and assist in interpretation.

Data Analysis

Grounded theory methods were used to systematically analyze and interpret the data in stages (Strauss & Corbin, 1998). The grounded theory approach consists of a set of steps that guide the researcher to carefully analyze the data leading to the construction of theory (Moustakas, 1994). These methods include both descriptive and analytical components. Descriptive data analysis allows researchers to study a phenomenon within its context, while analytical data analysis allows researchers to deconstruct and reconstruct phenomena (Creswell,

1998). However, Strauss (1987) explained that there are no sequential steps that guide all grounded theory because each project is unique and researchers must conduct their research as it best fits the data. In this investigation, grounded theory methods were used to both generate and elaborate on theory. This researcher collected empirical data and generated a theory explaining the influences on test-only teachers' appropriation of conceptual and practical tools, but the researcher used activity theory as a guiding framework and modified it to reflect the unique complexities of the special education context.

Grounded theory methods require gathering rich and in-depth information. Grounded theory is especially important to this study because little is known about how special education teachers use curriculum and appropriate conceptual and practical tools. Theories grounded within data tend to enhance understanding, offer insights, and provide a meaningful guide to action (Strauss & Corbin, 1998). By focusing on the data from these beginning teachers, grounded theory enables researchers to develop an empirical explanation about how beginners utilize reading curriculum to develop pedagogical knowledge and skill.

Grounded theory methods are conducted in cycles where data is analyzed throughout the research where theories, summaries, and connections are recorded. Ultimately, saturation is reached and data can be analyzed and a theory is developed to explain the phenomenon. Grounded theory consists of three key phases in its analysis process: open coding, axial coding, and selective coding (Glaser & Strauss, 1967; Strauss & Corbin, 1998). Open coding is the process of developing preliminary concepts from initial data collection and as data collection proceeds, forming these concepts into categories. According to Charmaz, (2006) “We *construct* our codes because we are actively naming data...we choose the words that constitute our codes” (p.47). Open coding in this study involved reading through observations and interviews line by

line and defining and labeling information in the margins. After each interview and observation was coded, questions, reflections, summations, and emerging themes were recorded for use in later data collection and analysis. When all data were collected, codes were compiled in a list and refined to eliminate repetition.

The second stage of analysis, axial coding, involved making connections between concepts generated during open coding to form more complete explanations. Axial coding is designed to reconnect the concepts and categories generated from open coding to form a more complete and precise explanation. When coding axially, researchers look for answers to questions such as where, when, how, and with what. Examining these data allows the researcher to form hypotheses. Constant comparison must be utilized to ensure that all possible incidents or cases are accounted for (Charmaz, 2000). This may result in either contradictions or in variations that expand differences occurring in the data. For example, the open codes *patience*, *flexibility*, *humor*, *silly*, *open-mindedness* were collapsed into the axial code *personal qualities*.

The final step, selective coding, is the process of integrating and refining categories to encapsulate the data. A central category, which is consistent across the data, is chosen to represent the theme of the research. Hierarchical structures and cognitive mapping strategies help to demonstrate the relationship between the main category and other categories. For selective coding in this study, I looked for core concepts both within and across cases in order to encapsulate the data. A complete list of all codes at each level is provided in Appendix C.

Throughout the process, I took notes and wrote memos. Charmaz (1988) believes memos are a pivotal step because memos prompt the researcher to analyze the data early in the process. Memo writing helps to spark the researcher's thinking and encourages examination of the data; it

helps to further define the data as the researcher elaborates processes, assumptions, and actions (Charmaz, 2000).

Trustworthiness

Quality criteria for qualitative research are concerned with how accurately and meaningfully qualitative inquiry reveals a reality. Several techniques were employed to enhance the trustworthiness of the findings. These are discussed below using criteria for evaluating qualitative research found in Crotty (1998), Glesne (1999), Guba and Lincoln (1994), and Patton (2002).

Credibility

Qualitative researchers admit that there are potential biases in this type of research and describe the processes used to ensure credibility in their studies. In this study, I used multiple data sources and triangulation of data to enhance credibility. While conducting this study, I invested significant time building trust with the participants and worked to detect and minimize any distortions that may have influenced the data. I visited their classrooms on multiple occasions, asking informal questions upon arrival to help ease the pressure that can be present during an observation. By the second and third time in their classrooms, teachers were noticeably more comfortable with my presence. Interviews were conducted. Artifacts were collected and used to triangulate the data from the observation instruments and interviews. To reduce biases and distortions, it is important that the data be examined from another perspective. For this study, another doctoral student and a researcher with extensive experience in both the RISE and Pathwise, discussed emerging themes. The discussions along with all the other data sources served as additional triangulation.

Dependability

Lincoln and Guba (1985) discuss the need for dependability in qualitative research as a source of reliability. Dependability is established by careful documentation of the procedures for collecting and interpreting data. This documentation ensures the reliability of this study by providing evidence that the data collection is scientifically sound and methodologically rigorous. In this study, a paper trail was recorded in a journal. All decisions about data collection and analysis were recorded in the journal (see Appendix D for journal excerpt). Another strategy to ensure dependability was using member checks. Member checks were conducted after each observation and interview. I emailed transcriptions of interviews and detailed field notes to the participants and asked their opinions on the “truth” of the experiences. In each case each member agreed that the data represented their interview or the classroom experience.

Transferability

Although qualitative researchers are not as concerned with replication as quantitative researchers, they are concerned with transferability, which means that other researchers can decide how to apply the findings in their own situation. By giving detailed descriptions of the participating teachers as well as their contexts, I provided an in-depth explanation of the research process and how conclusions were developed. This allows readers to make decisions about whether the findings can be transferred to other contexts due to shared characteristics.

Researcher Subjectivity

In qualitative research, the researcher is a crucial instrument in collecting and analyzing the data (Patton, 2002). Interpretation is not only inevitable, it is necessary. Researchers’ predispositions and biases may contribute to misrepresentation of data or misguided understandings of the data. Thus, for my interpretations to be believable, it is necessary to reveal

my own ideas about beginning teachers, special education instructional practices, and the role of curriculum. This provides the readers background to critically review the study results.

I entered this inquiry with certain ideas about beginning teachers, reading instruction, and the use of curriculum. My beliefs in these areas come primarily from two places, my pre-service preparation program and my own teaching/administrative experience. I attended a four-year state university teacher education program in special education that I feel prepared me well for teaching. The coursework did not focus on a set curriculum, but instead helped me gain comfort in using various programs while emphasizing the importance of direct instruction and repetition for students with disabilities. Additionally, my program of study had a particularly strong emphasis on reading instruction. Students were required to actively participate in the remedial reading lab while earning their degree. This provided a context for practical application of the strategies I was learning in my coursework. Upon graduation, I felt confident I could teach in various special education settings.

I accepted my first teaching position on a Friday afternoon in the middle of the school year. The principal opened the library for me explaining I could use any of the resources set aside for teachers but that I needed to be ready to teach my classes on Monday morning. He went on to explain that there was no set curriculum for my students. In fact, he expected me to create lessons based on their individual needs. Although I was well educated in various curricula and teaching strategies, walking into a classroom without knowledge of the students and without any curriculum programs as resources was extremely challenging my first year. I spent hours creating lessons by using other teachers' supplies, finding lessons on the internet, and creating whole units of my own. Teaching became my whole life and curriculum had a huge impact.

My second and third year of teaching I was allocated money to choose a curriculum program. This afforded me the flexibility to choose what I wanted for my students, but gave me a foundation for my lessons. It eased the amount of preparation for a day's lesson. I could choose what I wanted from the curriculum and supplement to meet my students individual needs. In my fourth year of teaching I moved to a middle and high school. Again, there was no prescribed curriculum program. I was told by the department chair I could use anything from the resource closet. I pieced together any number of items from different textbooks or workbooks. Again, in my second year I connected with the county special education advisor and she supplied me with a curriculum program and I advocated for a supplemental program that my assistant principal agreed to fund. Again, I felt the program afforded an ease of planning which allowed me to focus on adapting instruction to meet my students' individual needs.

In my final years in the public school system, I worked a county level position monitoring several schools for both paperwork compliance and providing assistance to support teachers. It was during this time I felt I made the most impact. I found that the special educators I was supporting were experiencing the same struggles I had experienced. When no curriculum program existed, teachers often spend exorbitant amounts of time putting together lessons, which became their curriculum. This often became a tiresome task and undermined teacher motivation. Moreover, teachers with limited preparation and experience with students with disabilities struggled to plan. My observations and experiences led me to become part of a team to adopt a curriculum program for middle and high school special education teachers. The decisions of the committee provided teachers with a curriculum program in each area they taught. By the time the curriculum programs were adopted, I left the school system and started my PhD.

During my time pursuing a doctorate I conducted a study focused on beginning middle school teachers. About half of beginners in one county were teachers who did not attend a college of education and instead took the special education certification test. Data analysis revealed that the structure and nature of the provided curriculum program played a role in each of these teachers' reading instruction.

The combination of my personal experiences and observing the experiences of other beginners led to my belief that a strong curriculum program can make a difference in a teacher's instruction. I believe teachers need access, training, and support to implement and adjust curriculum to meet the varying needs of their students. Additionally, for the increasing number of teachers in Florida without any formal education in teaching, a structured curriculum can be an essential support for instruction.

These assumptions are not fatal flaws in a qualitative study, but instead must be explicitly confronted. Throughout data collection, I kept a journal to articulate my thoughts in an attempt to confront and bracket my own biases (see Appendix D). Additionally, I debriefed with several fellow doctoral student and a faculty member. Including examples of raw data, data analysis procedures, category, and theme development also helps to enhance confirmation. By including this information, readers could see for themselves how conclusions were generated.

Study Limitations

Conducting qualitative research limits this study's generalizability. The data were collected with a small sample of five beginning special education teachers. Teachers were from three counties all in North Central Florida. It would be inappropriate to generalize these findings to all middle school special education reading teachers. However, the rich description of the teachers and context will provide insight that may be applicable to others in comparable contexts.

The potential for researcher and participant bias was also a limitation. Keeping a journal and reviewing entries was imperative for me to separate personal experiences from the data. Additionally, participant interviews and observations were also vulnerable to bias. Two of the beginning teachers were employed at a school where my husband is an administrator. Although he is not the leader for curriculum nor did he serve as the official observer, this dynamic created a challenging situation. I did not speak about the observations or interviews with my husband. I also encouraged each of the participants to be open and honest about their experiences and assured their confidentiality.

CHAPTER 4 INFLUENCES AND GROWTH IN CLASSROOM PRACTICE AND UNDERSTANDINGS OF READING INSTRUCTION

This chapter is designed to provide descriptions of three teachers' (a) initial understanding of reading instruction and classroom practices, (b) influences on classroom practice and understandings of reading instruction, and (c) professional growth of classroom practice and understandings of reading instruction. Instructional practices described in this chapter were based on data gathered from classroom observations. Data collected from conceptual maps (see Appendix E) the three participants created and interviews conducted with them were analyzed to delineate teachers' understandings of reading instruction. Teacher practice and understandings are described in great detail in the following sections. Table 4.1 provides a summary of information provided in this chapter.

Lilla

Initial Classroom Practice

Lilla's initial classroom practice included 80 minutes of classroom instruction using the READ 180 curriculum. During her first observation, which occurred after she had been teaching two weeks, she did not use any materials outside the READ 180 curriculum or deviate from the instructional plan provided in the teacher's guide. Implementing the curriculum enabled Lilla to demonstrate evidence, albeit sometimes weak, in all Pathwise domains. Her performance on the individual subsets areas of the RISE varied greatly; however, this reflected coverage of these areas in the curriculum.

Although her instruction aligned closely with the benchmarks on Pathwise and she could demonstrate evidence in all four domains, she left room for improvement in each area. For example, indicator C.1 stated, "Makes learning goals and instructional procedures clear to

students.” At the beginning of Lilla’s lesson she oriented students by having an agenda on the board outlining tasks for the day. She said:

We are going to start today with our whole group instruction where we will revisit our vocabulary and how it links to both the story and our lives. Then we will go to groups and continue on our Disasters stories. Also, I will do some fluency testing today.

While Lilla begins the lesson by providing a list of activities her students will participate in, she does not articulate the purpose either prior to or during her instruction. In another example, Lilla assessed student fluency using a running record and assessing comprehension by asking questions, benchmarks for the C.4 indicator. She provided only general class or group feedback (e.g., “good job” and “way to go”) and did not adjust her instruction when students were visibly confused. For instance, typically when Lilla asked comprehension questions of her small groups, at least one student in the group responded correctly. However, in one instance, no student in the group could provide the correct answer. Lilla redirected her group by saying, “Let’s just keep reading, and you should get it soon.” Unfortunately, Lilla never returned to the original question.

Lilla’s scores on the RISE also revealed that though she demonstrated competence in some areas of instruction, she also exhibited weakness. On the RISE, Lilla achieved an overall score of 2.5, but her ratings varied across subcategories. Word study proved to be Lilla’s weakest area of instruction, with a rating of only 1.5. The READ 180 lesson plan did not include any explicit word study instruction. Instead, the small group instruction primarily involved students taking turns reading while Lilla periodically interjected with discussion and questions. In each instance where a student had difficulty decoding, Lilla pronounced the word. On several occasions, she reminded students of a sound. This reminder was not a part of the scripted lesson.

In contrast, her sub score for vocabulary was a 3.0. During this portion of the lesson, Lilla focused on four key words giving examples and non-examples of words and linking the definition to students' prior experiences. She provided an opportunity for students to generate their own examples for words, and connect the words to the text they were reading. Lilla followed the READ 180 lesson carefully, which outlined these activities.

Initial Understandings of Reading Instruction

Lilla's initial interview took place at the end of her second week of teaching. At this time, she recalled her first thoughts after accepting the teaching position: she had absolutely no knowledge of how to teach reading. She candidly spoke about her lack of knowledge with school administrators and indicated her surprise at receiving this position.

Lilla spent the weekend before her first day studying the curriculum. She admitted, "I really didn't understand all the terminology. I was just trying to figure out what to do on Monday." She described her first week of teaching as a disaster, "I was reading the script from the teacher's guide, but I didn't have a clue about reading. Funny, isn't it?" From the time she accepted the position to the first interview, Lilla improved her knowledge of reading instruction. During her second week, the reading coach gave Lilla a "crash course" in reading instruction and how to implement the READ 180 curriculum. Lilla attributed her understanding of reading instruction to assistance from the reading coach. Lilla's concept map demonstrates her ability to identify the five reading components (see Appendix E). However, when asked to explain this portion of her concept map, Lilla could not elaborate. She simply stated, "Mrs. K. really emphasized the five parts of reading, so at least I know the names...when I started I didn't even know that."

Lilla's discussion of the READ 180 curriculum and comprehension further substantiated her limited knowledge. Lilla spoke critically about the comprehension portion of the READ 180

curriculum. When asked, what are the important aspects of comprehension, Lilla answered, “I think comprehension has to focus solely on higher order thinking skills. If you ask simple fact questions you don’t really get at the important material.” Lilla was unable to discuss any other strategies or components of comprehension instruction.

Lilla also struggled to discuss why she implemented certain practices in her instruction. When asked about her vocabulary instruction, Lilla was unable to articulate why her instructional practices might be helpful. Instead, she stated, “I was just following what the teacher’s guide told me to do”. She also seemed unable to articulate a rationale for engaging in certain fluency practices. During her first observation, Lilla conducted fluency testing with students. When asked about this practice in her post-observation interview, Lilla said, “The reading coach recommended I do fluency testing so I would have an idea where the kids are...I am not totally sure what the fluency testing will tell me except how quickly they read.” Further probing into the uses of the testing in her instruction led Lilla to say, “I think Mrs. K. (the reading coach) just wants me to know the kids better. I am not really sure yet how I will be able to use it to help me teach them to read.” Lilla demonstrated difficulty with the concept of fluency and monitoring student progress. She could only define fluency as reading pace, and could not elaborate on how fluency rate might affect instructional practices.

Lilla also demonstrated a limited ability to reflect on the extent to which learning goals were met, the D.1 indicator on Pathwise. When asked, “Did the students learn what you wanted them to learn?” Lilla answered, “I think so...most of the students seemed to follow along.”

Individual Influences

Personal qualities. Throughout her four observations, Lilla referred to two personal qualities that assisted her classroom instruction, patience and flexibility. For instance, in a post-observation interview, Lilla was asked how she thought the lesson went. She replied, “It is a

good thing I am a really patient person. I have some kids who would never get involved unless I waited.” Lilla targeted an example from her lesson.

Ya know, when I was asking questions in that one small group, at first Zack wouldn’t answer. All the other kids were raising their hands and making noises. I really wanted everyone to participate so I waited and asked Zack again and the last time he answered....I think a lot of teachers will just go with the students who always know the answers, but I think if you are patient enough, you can get everyone to respond.”

Lilla also referred to her flexibility on several occasions. She felt that her ability to, “go with the flow,” assisted her instructional practice. During small group instruction, Lilla asked a student to stop talking to another student. After the student ignored her, and the disagreement escalated, Lilla asked her small group to continue reading while she pulled the two students and spoke quietly with them. One student returned to the computer and the other went to the opposite corner of the room and began an audio book. When asked about this interruption, Lilla said:

I am really flexible. I know that sometimes you have to just stop what you are doing and do something else. If I didn’t do that I think the kids would have ended up fighting.

Lilla felt her flexibility allowed her to address classroom issues whether they were behavioral or academic.

Prior experiences. Lilla’s choice of major, Family, Youth, and Community Sciences, directly impacted her decision to become a teacher. While taking coursework in this major, Lilla was often prompted by her professors to choose a preference in the three areas of her major. Lilla always chose youth and as she completed projects and papers, she became more interested in the situations youth face. As she reflected on her learning, Lilla said:

It seemed like with each class I took, I learned more about children and their lives. I learned about their families, their education, and even abuse. At some point I just thought, teaching is how I could really make a difference.

Lilla indicated that these experiences in her undergraduate coursework led her to the classroom.

Since Lilla had no preparation for teaching, she possessed limited formal knowledge to reference in her new career. Nonetheless, Lilla acquired some informal knowledge and strong beliefs about comprehension as a result of her experience as a student. She recalled the strong influence of her middle school English teacher who focused instruction on improving comprehension and only asked higher-order questions. This format assisted Lilla in reaching a deeper level of understanding and helped her analyze reading in a different way. In her first interview, Lilla criticized the READ 180 curriculum because it included both lower and higher-order comprehension questions. She believed the mandated curriculum prevented her from asking only higher-level questions. She said, “I want to figure out how to really focus on the higher-order questions, but I have to follow the curriculum.” While Lilla wasn’t willing to leave the structure of the curriculum in her second week of teaching, she did discuss a desire to adapt the curriculum in the future.

Contextual Influences

Collegial support. In interviews, Lilla reported collegial support as an influential factor in both her instruction and her personal well-being. Her network of colleagues included the reading coach, her special education team leader, other first year teachers, her neighboring teachers, and the lunch group. Lilla discussed how each of the previous listed colleagues assisted her in some crucial way. In most cases, Lilla’s relationships began with cordial discussions leading Lilla to connect with her peers and building a trusting relationship where discussions about instruction

would often unfold. In other instances, individuals provided immediate instructional assistance, with less emotional support.

For instance, Lilla ate lunch with a group of READ 180 teachers. When Lilla first joined the group, the conversation was primarily friendly and focused on personal and school happenings. Occasionally, the group would discuss instructional issues, but Lilla only listened and did not participate. However, after a few weeks, Lilla felt more comfortable participating in instructional conversations and often brought up her own questions. She referenced the groups' assistance in her instruction. Lilla was observed stopping students after sections of reading and asking them to summarize, an activity not a part of the READ 180 lesson. When asked about the use of this comprehension strategy in the post observation interview, Lilla said:

I actually got that idea from my lunch group. I have a few kids who have a hard time recalling information when we read longer passages. So, my lunch group, this group of READ 180 teachers, they suggested I try out summarizing after some passages. I love the lunch group, we talk about all sorts of things, and they are really supportive. I can talk to them about my boyfriend, or about problems in class. It is funny because one day we are talking about men and another day we are talking about comprehension.

The group provided suggestions and support for Lilla, both personally and instructionally. Lilla reported this helped her feel a part of the school and she often used ideas from her lunch group in her reading instruction.

Lilla's neighboring teachers provided similar support, both personally and instructionally. Between classes, Lilla spoke with the two teachers about various topics including school activities, personal stories, student behavior, and READ 180 lessons. Lilla indicated these two teachers were her mother figures because they were always checking up on her. She felt

comfortable asking questions about implementing the curriculum and managing student behavior because both teachers provided similar instruction. Lilla explained:

The two teachers on either side of me have been incredible. First, they watch out for me, always wanting to know how things are going. Then, they teach the same thing, so I know they can help me when I am confused about the lesson.

Lilla often discussed her two most influential colleagues, the reading coach and her team leader. She referenced these two colleagues most frequently in her post-observation interviews. Unlike her lunch group or neighboring teachers, these colleagues provided primarily instructional support to Lilla. For instance, Lilla felt Mrs. K. offered rich support in reading instruction, specifically related to READ 180. Lilla often spoke with Mrs. K. about her difficulties in implementing the curriculum. In one interview, Lilla described the following interaction:

I was having a really tough time with the independent reading time. During that part of the rotation the kids often fell asleep or their eyes wandered. I knew they weren't reading. I went to Mrs. K. (the reading coach) and told her about my problems. She suggested a few things. I could try supplementing the books from READ 180 with some magazines that they might enjoy. I could set up an audio station or I could incorporate a writing activity to help them be more accountable for that time.

Lilla reported trying two of the three strategies in her classroom, setting up an audio center where students could listen to their books and asking students to write a few sentences about what they read that day. She found this kept students engaged and accountable for independent reading. On another occasion, Mrs. K. assisted Lilla in improving her vocabulary instruction. The READ 180 lesson requires the teacher to model an example for each vocabulary word;

however, Mrs. K. wanted Lilla to elaborate more when teaching the vocabulary. On one occasion, she even provided Lilla with a specific example. Lilla reported:

After one of my lessons Mrs. K. talked to me about my examples of vocabulary words. I was just giving my own sentences like ‘my name makes me unique.’ Mrs. K. said I needed to elaborate more on my examples to really help the kids understand.

When asked to give an example of how she changed her modeling Lilla explained,

She told me to tell mini-stories like ‘My mother always says I am unique because there is no one else with my name. If there were ten people in our class named Lilla I wouldn’t have a unique name. Even if there was there was one other person I wouldn’t be unique. Unique is what makes me special.’ Then I can ask the students what makes them unique.

Lilla often discussed Mr. H. when asked about instructional practices she implemented.

Mr. H. assisted Lilla with focusing her instruction beyond the curriculum and on individual student needs. Lilla explained, “Mr. H. is really my go to guy for the special education part of teaching. He is constantly making me think about specific students and how I can improve what I am doing to help them.” In one observation Lilla worked individually with a student on the lesson’s vocabulary. She and the student created a vocabulary web together, identifying synonyms, antonyms, a definition, a sentence and a picture. When asked about her use of this graphic organizer that was not a part of the READ 180 lesson, Lilla said:

Mr. H. gave me the idea to use the vocabulary web. John often has trouble with understanding vocabulary and Mr. H. suggested some additional instruction and use of the web would help John and it really does.

The support Lilla received from Mrs. K. and Mr. H. helped her to increase her understanding of the classroom practices she implemented, implement new classroom practices and solve daily instructional dilemmas.

School climate. Overall, Lilla discussed feeling comfortable and supported at her school. As detailed above, she saw her interactions with her colleagues as beneficial. Additionally, Lilla's frequent contact and instructional guidance from her administrators, as well as opportunities to be a part of the larger school community, contributed to her positive sense of school climate and ultimately, impacted Lilla's classroom practice and understandings of reading instruction.

Lilla spoke with her administrators almost every day and felt they were concerned first and foremost with her success in implementing instruction. Every week, at least one administrator observed her instruction and would offer positive feedback and suggestions for improvement. Lilla described how this feedback helped in managing instruction:

After Mrs. B. watched my class last week, she and I talked about how I thought things were going. When I told her that I was having a hard time finishing the small group in the allocated 20 minutes, she discussed some observations she saw. She noticed that I was asking each student in small group to participate every time which is probably why I never finished what I needed to. I went back the next day and tried to only have one or two students respond each time, and this really helped.

Not only did Ms. B. help Lilla figure out ways to manage instruction, she also helped her to find techniques to improve the quality of her reading instruction. For instance, Lilla demonstrated a deeper understanding of how to evaluate students' comprehension of text when she said:

I was just asking the questions because the teacher's manual said to. After talking to Mrs. B., I knew my goal should be that they [the students] are understanding the material, not necessarily answering every question. I could know they are understanding by many things: their participation, their writings, their questions.

In her last observation Lilla demonstrated use of Mrs. B's suggestions. Lilla asked the students in small group to write a short summary of the unit's story. When asked about this practice, Lilla explained, "I really wanted to know if each of the students understood what they were reading. I have too many kids and not enough time to ask everyone." Lilla's explanation demonstrated the development of her conceptual understanding of how to assess comprehension instruction as a direct result of her interactions with the administrator.

Lilla also discussed the sense of community at her school and how it contributed to her likeliness to seek help. In interviews, Lilla explained that while she was one of six special education teachers, she felt included in the larger school community. She attributed this to seemingly fair treatment of teachers and the organization of hybrid groups of teachers for meetings. When asked about fitting in with the school, Lilla said:

Even though I am a special education teacher I don't think that really matters here. There are also academy teachers and major program teachers, but we are all teachers, and there are a lot of opportunities for us to work together. I think this helps to make us a school instead of schools inside a school.

Lilla went on to discuss her ability to access information from a variety of sources. She particularly liked the organized READ 180 meeting because it brought together all the teachers in the school who were using this curriculum, across all grade levels, and both teachers of general education students and students with disabilities. Not only did this forum give her an

opportunity to get to know the general education teachers, it also provided a place for her to ask questions and hear others problems and potential solutions. Listening to others' problems helped Lilla feel better about her own struggles with instruction. She said, "I know it sounds bad, but I actually like to hear about other people having problems. It makes me feel like I am normal, and not the worst teacher ever." Hearing discussions of other teachers also directly impacted Lilla's instruction. Lilla applied what she learned from other teachers to her own dilemmas. She told a story about one such situation:

One day in class we were working on theme. One of my students, Franco, could not seem to understand theme or identify it in a story. When I was thinking about it after school that day I remembered at one of our meetings (READ 180) a teacher talking about addressing theme with her students. Someone gave an idea about playing a story telling game. You would start by giving an example that kids would know like Cinderella where you might say 'the moral is- if you are a good person, your dreams will come true.' You would pick a few popular stories to find the moral or message and then tie it into the story you are reading. People are always talking about ideas in that meeting. A lot of times I don't think about it until I end up with problems.

Growth in Classroom Practice

During three months of observation, Lilla's classroom instruction looked similar. However, careful scrutiny revealed small changes in her both her general classroom practices and her reading instruction. Observations showed that Lilla made minor adaptations to the READ 180 curriculum. These adaptations primarily centered on meeting the needs of individual students.

Lilla showed growth on Pathwise observations in A.4, B.4, C.2, C.4, C.5, D.1, and D.2. For instance, by her fourth observation, Lilla showed a remarkable difference on the C.4

indicator. In her first observation she assessed fluency with a checklist, and comprehension with oral questions. In her fourth observation, Lilla used a student portfolio to assess student progress. There were three sections to the portfolio: vocabulary, comprehension, and fluency. One group had an additional section called word study. After each instructional time period, Lilla asked students to put their work or mark their checklists in their portfolio. She individually marked progress on word study during this small group instruction. Moreover, Lilla provided specific feedback frequently during her small group sessions, something that was not seen during the first observation. For example, Lilla praised one student saying, “I really like how you looked back in the text for that answer Antoine.”

Lilla also showed growth on the RISE. In her final observation, she earned an overall rating of 3.0. Lilla made noticeable improvement in the area of Word Study. She reorganized her small groups so that those students identified as her lowest readers could all be placed in the same group. During this small group session, Lilla devoted additional time to word study and focused her instruction on chunking and syllable patterns. Students practiced on a small white board and Lilla noted similar words in the text. This practice raised Lilla’s word study rating from a 1.5 in the first observation to a 3.0 in the final observation. Interestingly, this word study lesson also came from READ 180, but it was a supplemental, optional program for teachers.

Growth in Understanding of Reading Instruction

Lilla made substantial changes in her understandings of reading instruction. She began her teaching practice by following the curriculum closely and displayed a cursory knowledge of the practices she implemented; however, she developed a deeper understanding of her own reading instruction throughout her first three months as indicated by her pre and post observation interviews.

In the beginning of the study, Lilla demonstrated weak understandings of the important role that the five fundamental components of reading played in her instruction, even though she identified all five components on her concept map and implemented four components during her lesson. However, by the final observation, Lilla began to demonstrate some understanding of why fluency, comprehension, vocabulary, and phonics are crucial to reading instruction.

While Lilla could not explain fluency or why she engaged in fluency testing in her first interview, her final post-observation interview demonstrates her growth. Lilla explained her use of fluency instruction:

We do many activities to increase fluency. Basically, when they [students] get practice with fluency, they are able to read better and more cohesively. It gives them a better understanding of the content. They practice fluency on the computer daily and also in small group with me. We reread sections and they also get modeling of fluency.

In another example, Lilla explained how she assessed her students' understanding of the reading passage. Lilla had this to say:

One of the strategies I am working on is summarizing. The kids are summarizing when we hit the end of a page. This helps me to know if they are understanding and helps them to identify the most important parts of the story.

Originally, Lilla only discussed higher-order questioning as the sole goal of comprehension instruction, but by her fourth observation she articulated additional practices for improving and assessing comprehension. Her ability to demonstrate knowledge beyond simply naming one aspect of instruction indicates she is developing a more conceptual understanding of comprehension.

While no observation showed Lilla making learning goals clear to students, she did become more reflective on the extent to which learning goals were met. In her final post-observation interview Lilla said:

I think they definitely achieved the goals of the lesson. First of all, they were able to really work with the vocabulary words. Each one of the students could identify with the words and articulate the meaning. Didn't you see where Davin understood the word imposter after Laquisha gave her example? He was able to come up with his own example then.

She also identified her problem areas, "I think there were a few kids who didn't really understand the reading today, like Marquis. Even when we went back to the story to look for details he was still struggling." This quote suggests Lilla engaged in more in-depth reflection about her lessons than when she began to teach initially. Now she linked her teaching practices to the students' understanding and identified her successes and areas of weakness, whereas before she could not even identify if her learning goals were met.

Taurean

Taurean accepted a special education teaching position close to the start of the school year, giving him only two short weeks to prepare for his co-teaching assignment in three different content areas (reading, social studies, and science). His prior experience working with children gave him some confidence, but he had no formal preparation in teaching. For his reading class, he partnered with an experienced teacher who was also new to the school and reading curriculum. Through the first semester of the school year, Taurean's classroom instruction included only the mandated curricular assignments and small group lessons created by his co-teacher. He also had a limited understanding of the practices he implemented. Over the

four-month period of observation, Taurean's individual characteristics and school-based supports influenced changes in his classroom practice and understandings of reading instruction.

Initial Classroom Practice

At the time of his first observation in December, Taurean was in his fourth month of teaching. His and the co-teacher's initial classroom practice included 80 minutes of classroom instruction using the READ 180 curriculum, which they followed closely. The only noticeable modification occurred during the small group rotation where, instead of an independent reading group, one teacher provided small group instruction, planned by the co-teacher. During READ 180 curriculum instruction Taurean demonstrated evidence in all Pathwise domains.

Additionally, his performance on individual subsets of the RISE reflected coverage three key curriculum areas in reading.

Though Taurean's READ 180 instruction aligned closely with the benchmarks on Pathwise and he demonstrated evidence in all four domains, observations showed room for improvement in many areas. For example, indicator C.5 stated, "Uses instructional time effectively." Taurean organized all his materials in advance. Further, by following the READ 180 curriculum, he allocated an appropriate amount of time for instructional activities. Taurean struggled, however, to maintain the intensity of his instruction and when students became restless or misbehaved Taurean was easily diverted from the content resulting in an inability to complete tasks. For instance, in one small group, Taurean began by having students read from the text, but when he stopped to ask comprehension questions, one student sidetracked the group by telling a personal story. It took Taurean nearly ten minutes to refocus the group, and by this time only five minutes of instructional time remained with more than half of the story left to read.

In another example, Taurean encouraged students to think independently and creatively about the content being taught, a benchmark for the C.3 indicator. Taurean required students to independently respond to vocabulary questions in a way that related the words to their lives, as outlined by the READ 180 lesson plan. However, when students provided examples that were inconsistent with the definition of the word, Taurean was unable to adjust his instruction, and instead he proceeded to the next student's response showing a weakness in the C. 2 indicator, making content comprehensible to students. The following is the interaction between Taurean and his student is an example:

Taurean: In what ways do you try to deceive your parents? Anthony?

Anthony: I help my parents with all sorts of chores. If I don't then my dad will whip me.

Taurean: Okay, how about you Tanisha?

When asked about his non-responsiveness, Taurean said, "I thought having another student give a correct response would be more helpful than just telling Anthony he was wrong." While Taurean was aware Anthony gave an incorrect response, he did not directly address the student's difficulty comprehending the word.

Taurean's scores on the RISE also revealed that though he demonstrated competence in some areas of instruction, he also exhibited weakness. On the RISE, Taurean achieved an overall score of 2.0, however, he was not observed providing phonemic awareness or word study instruction. The READ 180 lesson plan did not include either area. His sub scores for fluency, vocabulary and comprehension were a 2.0, 2.5, and 2.5 respectively. Fluency was not explicitly taught, but Taurean did model fluent reading in small group instruction. He also directed students to peer read. His vocabulary instruction displayed more consistency. During this part of

instruction, Taurean focused on five words. His systematic instruction followed five steps: (1) pronouncing the words; (2) explaining the meaning; (3) providing examples; (4) deepening understanding; and (5) reviewing. In each of the steps, except number two, Taurean followed the READ 180 lesson carefully, which outlined the instructional process in a semi-scripted manner. Taurean moved quickly through the lesson, sampling a handful of student responses where the curriculum called for participation. Taurean only deviated from the curriculum during the second step, where he provided extensive personal stories for each one of the vocabulary words. For instance, when teaching the word *recognize* he explained:

Okay, so I know you think I am old, so you will really like this next story. I went to school a really long time ago and you know that I am from North Carolina. I was out one day eating with the basketball team and I saw my favorite elementary school teacher, Mrs. Keehner. I went up to her and told her who I was and she didn't recognize me at all. She said I looked so different now, all grown up. When you all are old like me, I probably won't recognize you either!

Taurean's comprehension instruction was often inconsistent from one small group to another. In one group, he followed the curriculum closely providing direct instruction in locating the setting, characters, plot, and theme in a story. Individual lessons in the curriculum prompted him to provide explicit comprehension instruction using modeling, think alouds, and engaging students in discussions of the story elements. He also utilized a graphic organizer. During the think aloud, he read directly from the script in the lesson plan. Students answered questions and easily completed their graphic organizer. In another small group, Taurean's instruction looked different, although he followed the same plan. The modeling, think aloud and discussion for identifying setting and characters went according to plan, with students answering appropriately.

However, the instruction for identifying plot and theme proved more difficult. Students were unable to discuss the plot or theme, and Taurean was challenged to respond to their difficulties. The READ 180 curriculum provided little assistance in how to proceed. When the twenty minutes of small group instruction ended, none of the five students had completed the graphic organizer identifying the plot and theme.

On both the RISE and Pathwise Taurean showed strength in his ability to manage the classroom. On the RISE, Taurean achieved a 3.0 for classroom management. He addressed behavior proactively and often whispered to students to redirect their attention or divert a problem with another student. He also frequently distracted one student by asking him to do various chores. For instance, Mrs. M. warned E.G. to stop talking to the student next to him during small group instruction. When Taurean noticed E.G. chatting just two minutes later, he said, “E.G., can you sharpen this pencil for me?” Taurean asked E.G. to do six chores for him during the 80 minute class period. In addition to this antiseptic bouncing, Taurean also provided positive behavior feedback, and encouraged peer support.

Initial Understandings of Reading Instruction

Taurean’s initial interview took place during his fourth month of teaching. At that time, he recalled his entrance into the classroom and his initial fear of teaching reading. He was thankful for a position with an experienced co-teacher. Taurean admitted that initially Mrs. M. did all of the planning. Before class, they reviewed the READ 180 lesson plan and discussed who would cover specific portions of the lesson. Taurean described his first few months of teaching as “survival mode.”

Taurean and Mrs. M. went to a two-day READ 180 training prior to the start of the school year. Taurean also met with the reading coach during pre-planning, for a brief overview of the reading process. During his first interview with the researcher, Taurean was asked to

produce a concept map on the essential ingredients of reading instruction and he focused on comprehension as the key element (see Appendix E). During an interview about his map, he was unable to articulate how other reading processes (such as phonics or vocabulary knowledge) could play an important role in learning to read. Instead, he described activities in the READ 180 lesson plans. For instance, when asked about how knowledge of vocabulary assists in reading, Taurean answered, “We do activities like having students come up with sentences and give examples.” On one occasion, Taurean described an activity to assist with comprehension suggested by his mentor teacher, but he was unable to incorporate the activity in his instruction. He said:

I talked with Mr. H. (mentor) about a group that was struggling to answer some comprehension questions. He suggested I use stop more frequently than the lesson says to and ask questions so I will know if the students are understanding. He said that having discussions throughout the reading could help my students... I haven't really done any of my own planning yet. I am not really confident in my ability yet. I am getting there.

While Taurean was aware of his students' struggles with comprehension and could describe an activity suggested by his mentor, Taurean was not yet comfortable enough to veer away from the consistency and structure the READ 180 lessons provided.

Taurean's discussion about his small-group comprehension and vocabulary instruction further substantiated his limited knowledge. He thought about teaching more as content coverage rather than a process that involved carefully orchestrating instruction to be responsive to the needs of students. When asked about his instruction in both groups, Taurean answered, “I didn't get everything done I wanted to...I got stuck in the plot and theme section.” When asked what he thought caused the problem Taurean said, “That group of students is difficult. They don't seem

to get it like my other group.” When asked what other activities might assist students, Taurean said, “I don’t really know what to do with them sometimes. I talk to my mentor sometimes afterward, and I might get some good ideas, but then it is often too late to do. I know it is something I need to work on.”

Taurean also struggled to discuss reasons for implementing certain practices in his instruction. When asked about his vocabulary instruction, Taurean was unable to articulate why his instructional practices might be helpful. Instead, he stated, “I like that the teacher’s guide gives a step by step plan about how to teach the vocabulary.” He did refer to providing examples as important in vocabulary instruction because, “they (the students) can see what the word means in a real story.” During his first observation, Taurean modeled fluency during small group instruction. When asked about this practice in his post-observation interview, Taurean said, “The teacher’s guide recommends that I do some of the reading. It helps to keep the lesson moving since I read a lot faster than most of my students.” When asked what other purpose modeling fluent reading might have, Taurean stated, “the students see what it like to read quickly and efficiently. Most of their peers are not modeling that.” Taurean was unable to discuss additional instructional practices to increase student fluency indicating his difficulty with the concept of fluency. Also, he could not elaborate on how reading fluency might be affected by other instructional practices.

Individual Influences

Personal qualities. During pre and post observations, Taurean referred to his sense of humor, easygoing nature, and positive attitude as influences on his teaching practice. For example, in a pre-observation interview, Taurean discussed his plans for the day’s lesson. He said:

I am going to do something different with one small group. We are going to use a graphic organizer to diagram the story. Mrs. M. gets nervous doing things outside the box, but I am pretty easygoing, change doesn't phase me. I think it helps me to be a better teacher.

During the lesson, Taurean began his small group instruction by showing the students the graphic organizer and explaining the boxes. He worked with the students to fill in the remaining boxes soliciting student assistance; however, he was unable to complete the activity during the 20 minute rotation period. When asked about how he thought it went, Taurean said: "I really liked it. I didn't get it all finished, but that's okay, no big deal. The students really seemed to learn from it. I will just finish it tomorrow." Taurean also identified his easy going nature as a possible concern. In one interview, Taurean discussed how his easy going nature could sometimes mean he didn't look carefully at problems he encountered during instruction.

Taurean claimed that his sense of humor helped him strengthen relationships with students and maintain classroom management; something he freely admitted his co-teacher could not do. In a post-observation interview, Taurean discussed a behavioral altercation with a student:

I am often stepping in when Mrs. M. has problems with the students. She doesn't really have a sense of humor like me. I really try to have fun with the kids, make jokes and play around when we get a chance. They (the kids) really like me and I think that is why they behave for me more. They know when I am being serious and respect what I say.

In every observation, Taurean showed his sense of humor. He periodically laughed with students. For instance, between rotations, Taurean said to one student, "Yo, E.G., get your groove on. I know those fly pants get you the girls, maybe they can get you to the next station?" E.G. and the nearby students all giggled.

Taurean considered his positive attitude his most influential quality in helping students learn and staying motivated. He said:

I think if I didn't have a positive attitude I would be miserable. Sometimes I don't feel like I am able to help these kids enough. I have to come in each day and start fresh, hopefully working with them to make them better readers. I know this will help them in life. Sometimes I know my lesson sucked. Maybe I didn't finish or we got sidetracked or I just couldn't help a kid understand. Whatever it was, I just start over. I have to think each kid can learn and that I can do it, otherwise it is all a waste.

Prior experiences. Taurean stated that he did not initially think of teaching as a possible career. In fact, Taurean accepted an assistant coaching position at a local high school, which was what brought him to Florida. The head coach suggested he consider teaching for a job. Taurean felt that his experiences working with children might position him to be a good teacher, and so he applied. Taurean often referenced his prior employment in interviews. He felt his position at The Boys and Girls Club and as a coach helped him maintain positive relationships with other teachers, naturally manage classroom behavior, motivate students, and learn new instructional strategies.

Taurean referred to his previous employment when discussing his relationships with other teachers. Taurean referenced his relationship with Mrs. M. as assisting in his understanding of reading instruction. He often asked Mrs. M. for clarification of instructional practices included in the lesson plan. Although Taurean stated that he often disagreed with Mrs. M. in her behavior management approaches, he indicated that his people skills assisted him in maintaining a positive relationship with her, which benefitted the classroom atmosphere and his ability to learn from her. He said:

I am sometimes frustrated with how Mrs. M. deals with the students. I think she is quick to dole out punishments for things that could have been avoided. Then it leads to the students not liking her and in middle school if the kids don't like you, then they aren't going to work hard for you...while I don't always agree with her (Mrs. M.), I still get along with her fine. I am not a confrontational person, and when I worked as the director of The Boys and Girls Club I had to deal with all kinds of people. You learn how to work with all kinds of adults. That helped me a lot since I have to teach with three different teachers and they are really different people.

Taurean further explained the importance of maintaining a positive relationship with his co-teacher:

If we couldn't work together well then it would impact the students. It is important we are able to get along, whether I agree with her treatment of students or not, she knows a lot more about reading than I do. She is always available to answer questions for me and she has a lot of ideas that are not in the curriculum that can help students. If I completely closed the door to her, it wouldn't just hurt me; it would ultimately hurt the students.

Taurean attributed his ability to maintain a positive working relationship with Mrs. M. to his prior work experiences. He said:

I have worked with a lot of people in my previous jobs...I think teaching is not that different than coaching. Coaches all have different styles. I didn't agree with the way a lot of coaches did things, but ultimately it was about the kids, and so I would try my best to work with people, take what I can from them and hopefully help them with what I am good at. I do the same in the classroom.

Taurean also discussed his prior employment working at the Boys and Girls Club when explaining his management of student behavior. In one observation, Taurean deescalated an ensuing fight between two students. First, he separated the two students. Next, he individually spoke to each student. Finally, he brought the two together to discuss their disagreement. When asked about the situation in a post-observation interview, Taurean referenced his prior employment. He said, “This is the easiest part of teaching for me. All that time working with kids in my previous jobs, I had plenty of practice breaking up fights and helping kids work through their problems.” Further probing led Taurean to disclose where he learned these conflict resolution strategies:

Some of it just comes with a comfort level of working with tough kids all the time, but I also had some training when I took the job at The Boys and Girls Club. We spent a few days learning about how to help kids through their disagreements. I use this in my classroom all the time.

He further explained he felt comfortable using this technique because he knew how it worked and what to expect from the students.

Taurean also described how his previous experiences working with adolescents helped him to adopt instructional practices to aide student learning. On one occasion, Taurean’s prior experience helped him persist in making the content comprehensible for students. During the lesson, Mrs. M. provided whole group instruction, and Taurean pulled two students to complete a graphic organizer aimed at activating prior knowledge of the text. Taurean also provided a short preview of the story, highlighting key characters and storyline. When asked about this activity in a post-observation interview, Taurean explained:

I have been working on helping several students with their comprehension. It seems that whatever I do, they are still having a hard time understanding the story. If I learned anything in all those years at The Boys and Girls Club and as a coach, there are some kids who just learn things differently. I know that you just can't give up trying different things. One time I worked with a kid for a month to get a certain shot (basketball). It is the same in the classroom; I just have to keep trying new things to find the right one for these kids. The good thing is that this part of the job is nothing new to me.

Contextual Influences

Collegial support. In interviews, Taurean identified several colleagues as supporting him through his first year. Specifically, he referenced the reading coach, his mentor, and his co-teacher. Taurean's positive relationship with these colleagues assisted him in learning about reading instruction and the needs of struggling readers.

For instance, he met with the reading coach before pre-planning, and she provided an orientation to the reading curriculum he would provide. Although Taurean recalled that meeting was "really overwhelming," he learned to appreciate the ongoing emotional and instructional support that the reading coach provided:

Most of the time, we talk informally about how things are going, she genuinely cares about how I am doing and how I am helping the kids. When I am expressing difficulty with things, she will set up a time to meet with me to talk things through.

Taurean described one discussion that was particularly helpful for improving his instruction:

I have a few students who really can't read well and besides the computer program we don't really do much to help them. I talked with her (the reading coach) about this. We sat down for about an hour and went through some basic activities and things I could be

doing with the kids every day to help with their reading. I know this is something I am not doing enough of, but at least now I know a few things I can do to help.

Taurean was observed following one of the decoding strategies the reading coach provided. Specifically, the coach suggested Taurean not always pronounce a word when a student struggled with decoding. Instead, he could help break the word into shorter sections that might be more manageable for the students. In his third and fourth observations, Taurean followed this suggestion on several occasions. For instance, during his third observation, a student was struggling with the word *gorgeous*. To help her, Taurean covered a portion of the word and asked the student to sound out *gor*. He then continued this process revealing *ge*, and then *ous*. The student decoded the word with Taurean's assistance chunking. The reading coach's suggestion resulted in Taurean changing his classroom practice.

Taurean frequently discussed how his mentor was the most influential colleague in supporting him instructionally. Taurean claimed that his mentor helped him to refine his instruction and assisted him in better addressing student needs. For instance, the researcher observed Taurean making some important changes to his vocabulary lesson that improved its effectiveness. Taurean followed the small group READ 180 lesson plan closely for his first rotation. The lesson involved reviewing target vocabulary words for the story. Taurean modeled creating a sentence that would use a target word, and leaving it blank. He explained the importance of context in determining what the word might be. The students then filled in the correct word. Pairs of students then worked to create cloze sentences for the other pair of students. During the second rotation, his lesson did not look the same. Taurean began by showing the students different cloze sentences previously prepared. He used a think aloud process showing students how to locate the appropriate word for each of the four sentences. He

split students in pairs and gave them ten cloze sentences. Tauren then directed one student to read the sentence and the other to identify key context words that would assist in locating the correct word. When asked about this change of practice, Taurean said:

My mentor suggested I adjust my activities with this group. These students have more difficulty creating things on their own. They would usually spend the whole ten minutes trying to think of what to say. Then I have a student in the group who can't write well, so if I asked them to write all the sentences that would take forever. So, Mr. H. (mentor) thought if I provided the sentences ahead of time and had them focus on the content and context then it would be better for this group. I don't always do different things with them, but a lot of times I do.

Through his discussions with Mr. H., Taurean thought more carefully about his students' needs and their progress. With assistance from his mentor, Taurean supplemented the READ 180 lesson plan to individualize instruction.

Taurean's co-teacher also provided instructional support. Specifically, Mrs. M. provided concrete opportunities for Taurean to observe and practice both planning and implementing reading instruction that allowed him to move from relying on his co-teacher heavily to sharing instructional responsibilities. For instance, Taurean and Mrs. M. discussed instructional plans daily which gave Taurean an important opportunity to ask questions. He said, "In the first month I almost always needed clarification on how to do an activity." In the beginning, Mrs. M. did most of the instructional planning and provided the majority of the reading instruction, though she tried to involve Taurean in the planning and instruction by explaining what she was doing. Taurean described one conversation with Mrs. M:

I remember I didn't even know all the buzz words at the beginning, fluency, I had no clue. One of the small group activities we sometimes do focuses on fluency. The first time Mrs. M. explained it to me, she said 'In your group this week I want you to focus on fluency.' I was thinking, ya right, whatever that means. She told me that it was important students were fluent readers and one way to do this was to have pairs of students reread passages to each other. This would help the students get faster at their reading.

Taurean understood from this conversation that increasing fluency meant students would become faster readers. He said:

I took small steps in every area (of reading). I didn't know what fluency was at all, and by Mrs. M. explaining the activity I added a part, but it still wasn't all clear. It was a long time and a lot of conversations with Mrs. M. and others that helped me to know what the buzz words really meant."

As Taurean became more comfortable in the classroom and he improved his knowledge of reading instruction, he relied less on Mrs. M. In his final post-observation interview he said:

Once I got my bearings and knew something about reading, I started planning myself. I still talk with Mrs. M. about the activities I am doing. She gives me ideas of how to improve what I am doing or lets me know if she thinks it might flop.

School climate. Taurean discussed feeling a strong sense of belonging at his school. He attributed this sense of belonging to the open access and collegial nature of the school. As mentioned previously, his co-teaching assignment allowed him daily interaction with three general education teachers. He also had frequent contact with his administrators and multiple opportunities to be a part of the larger school community. These three factors contributed to his

sense of belonging and ultimately, impacted Taurean's classroom practice and understandings of reading instruction.

Taurean frequently discussed the benefits of co-teaching three different subject areas and the opportunity to learn about teaching this assignment provided. Taurean did not have a classroom to call his own, instead moving each period to a general education classroom. This allowed him to not only observe three veteran teachers and their classroom environments (each distinctly different), but also to have immediate access to help. For instance, Taurean used an activity his social studies co-teacher employed to help with a reading group. He explained:

Mrs. R. (social studies co-teacher) uses this one activity to help her students understand the social studies book...Mrs. R. is really concerned about the students learning how to read text books because a lot of them struggle. Basically, the kids use different symbols to keep track of their own understanding. As they are reading, they write an *X* if it is important, a question mark if it is a question and an exclamation point if it is interesting. The kids really like it (in social studies) and it seems to help them understand the material so I decided to try it in one of my small reading groups.

Taurean also felt his co-teaching assignment gave him immediate access to assist in solving instructional problems. He said, "Other teachers have their own little isolated room; they only get to talk to others during breaks or after school. I am always working with someone else, so I can ask questions all the time."

Frequent contact with administrators also contributed to Taurean's sense of belonging and improved instructional practices. Taurean spoke with at least one administrator daily and more often talked with all three daily. His conversations ranged from short cordial greetings to in-depth conversations about his classroom instruction. He felt his administrators were concerned

with meeting his needs and his ability to impact student learning. Each week, one administrator observed his instruction and offered praise and suggestions for improvement. Taurean described how this praise helped him gain confidence in his teaching and ultimately seek assistance:

I wonder now if the three of them (administrators) didn't have some kind of pact in the beginning. It seemed for the first few months, they would just find things to compliment me on. They would offer suggestions too, but mostly praise at the beginning. It made me feel good about what I was doing. Then, I was more comfortable asking questions when they would bring up things I needed to improve.

Taurean elaborated on one interaction with an administrator about his instructional practices:

Just last week Mrs. B. came in and watched a small group lesson I did. I was working with the group on identifying story elements and I used think alouds from the lesson plan, but not all my kids seemed to get it on their own. Mrs. B. walked with me to my next class. She said how nicely I handled a problem with a student and that she liked the think aloud. Then she said that she once used a story pyramid with her class that might be helpful for me. She basically said it was a graphic organizer that required the kids to summarize the elements into a certain number of words. She explained that summarizing helped kids to better comprehend. She said she would check back with me to see how it went.

Later that day Mrs. B. emailed a link to a website explaining the story pyramid. Taurean incorporated the pyramid in his small group instruction the following day. Mrs. B. not only provided positive feedback to Taurean, she assisted him in locating alternate techniques to improve the quality of his reading instruction.

Taurean also discussed his place as a part of the larger school community and how it contributed to his potential to learn about students and teaching. Taurean described being a part of several groups that provided support and assistance with instruction. He attended monthly READ 180 meetings, bi-weekly math and science team meetings, and monthly special education team meetings. Taurean also stated that he felt he had an advantage over the other special educators at his school because of his co-teaching assignment. This assignment required he interact with general educators, and therefore he thought it lessened the isolation teachers typically experienced. He explained:

I don't know how I could be more a part of the school. I am included in every kind of meeting. I go to the content meetings for the subjects I teach and then the special ed meetings and the read 180 meetings. I don't feel secluded by my special education status at all. I haven't been invited to an academy meeting, but I bet if I showed up they wouldn't boot me out.

Taurean discussed how his access to others' knowledge benefitted his classroom practice and helped him learn about teaching. After his first month in the classroom, he began taking notes of ideas teachers discussed in the meetings. He discussed his surprise when picking up useful techniques from his social studies team meetings. The team set a yearlong goal to improve text comprehension, and many of the strategies the teachers discussed related to Taurean's reading instruction. Taurean recalled a discussion focusing on helping students locate the main idea. The team decided to teach students to appropriately highlight information which would assist students in referring back to the text when struggling to answer comprehension questions. Taurean took this strategy and applied it to his reading class, teaching highlighting in his small

group instruction. He found this strategy helpful for improving student understanding in both his social studies and reading class.

Growth in Classroom Practice

Over the course of four months, Taurean's classroom instruction changed little in some areas, and noticeably in others. Specifically, Taurean continued to use the READ 180 curriculum as a basis for all reading instruction, but observations revealed adaptations and additions to the instructional manual. These modifications were primarily in response to specific students struggling with activities in the READ 180 curriculum.

Taurean showed growth on Pathwise observations in A.1, A.4, A.5, C.2, C.4, D.1, and D.2. For instance, by his fourth observation, Taurean made notable growth on the C.5 indicator. In his first observation, Taurean was easily diverted from the content which resulted in an inability to complete activities and provide consistent intense instruction. By his third and fourth observation, students in each of Taurean's six small group instructional periods remained involved in the activities. Moreover, Taurean redirected students when they lost attention, something he struggled with in his first two observations. For instance, in one small group, Taurean began by briefly reviewing the definition of each vocabulary word. He then asked students to work in pairs and play Pictionary. One student drew pictures that related to the vocabulary word and the other would guess the word. When the person guessed the word, he or she explained why the picture represented the word. After the completion of one round, an off topic conversation started between two students. The following interaction occurred:

Student 1: Oh man, you are a really good artist. I can't hardly draw at all.

Student 2: Well, I want to be an artist someday. My dad is really good too. He paints and

Taurean: Hey guys, let's get back to those drawings.

Student 2: But Mr. T. I was gonna tell him this story about this comic I did.

Taurean: You can tell us at the end of class, now back to work! What's the word you are working on now?

Taurean quickly redirected the students to the vocabulary task minimizing non-instructional time.

Taurean also showed growth on the RISE. In his final observation, he earned an overall rating of 3.0. Taurean made visible improvement in the areas of fluency, vocabulary and comprehension; however, he made minimal improvement in the area of word study. Previously, Taurean was not observed providing any explicit word study instruction. When a student struggled to decode a word, Taurean always volunteered the word. While he still did not plan word study instruction, in his fourth observation, he was observed periodically assisting students with decoding. Taurean stopped students several times and helped them chunk the word. Taurean's fluency, vocabulary, and comprehension instruction changed in more substantial ways. At first, Taurean provided the same activities for each instructional group, following the READ 180 manual. In the last two observations, Taurean provided different activities for each group based on student needs. For instance, in one group, Taurean introduced the concepts of cause and effect. Students worked in pairs to identify cause and effect in sections of the story. In another small group, Taurean began the lesson by introducing the same concepts of cause and effect, but instead of sending pairs of students off to locate areas of the text, Taurean asked students to read specific passages and the group worked together to identify cause and effect, listing instances on the board. With this group of students, Taurean frequently modified the READ 180 lesson providing additional or different activities to teach targeted concepts.

Growth in Understanding of Reading Instruction

Taurean made remarkable changes in his understandings of reading instruction. In his first observation, Taurean followed the curriculum and deferred to Mrs. M. to plan the additional

small group rotation. He demonstrated a weak understanding of the reading process and often could not explain the purpose of activities he implemented; however, Taurean developed an improved understanding of reading instruction as indicated by his third and fourth pre and post observation interviews.

In Taurean's first interview, he identified comprehension as the key element of reading instruction. When probed on comprehension, phonemic awareness, phonics, fluency, and vocabulary, Taurean described activities included in his READ 180 lessons. He could not explain how these activities supported the development of students' reading abilities. By Taurean's final interview, he demonstrated growth in his understanding of how phonics, fluency, comprehension, and vocabulary were critical elements in reading instruction.

In his first post-observation interview, Taurean could not identify the cause of why students struggled during comprehension and vocabulary instruction or discuss how he could incorporate additional activities that might aide his students. In his first interview, Taurean described how students comprehend by focusing on answering different types of questions. In his final post-observation interview, Taurean demonstrated growth in both his knowledge of additional activities and the concept of comprehension. Taurean explained how he felt about his lesson:

I think the lesson went really well today. I am doing different things for the groups and it seems to really help with their comprehension. That group I change things up with is my tough group, and now I am doing different kinds of activities to help them. For that group, you can't just ask questions and they will answer them. You really have to provide a ladder to help them get to the understanding...it takes different strategies for students to build a good understanding of what they are reading.

Moreover, Taurean could identify the importance of comprehension in relation to other components of the reading process. He said, “I have noticed that comprehension is affected by everything, how fluent the reading is, how well the kids can pronounce the words, and even whether they really understand the vocabulary I taught them.” In another example, Taurean explained how and why he adjusted his instruction for vocabulary. Taurean had this to say:

For my tough group, I can't do the normal lesson like having them give examples. Most of the time they end up giving sentences that aren't correct and then everyone gets confused. I do all sorts of things to help get the kids understanding and using vocab. We draw pictures, we tell stories, we use context clues. I have a whole notebook with different activities I am keeping so I can change things up...if the kids don't really understand the words then they won't understand the story.

Taurean reflected on his own growth in understanding:

I didn't really monitor whether the students were really understanding the vocabulary words before. This tough group has been good for me because I learned that vocabulary instruction is not just knowing what the word means, it is developing a deeper understanding of a word and students should be able to relate it to themselves and apply it to the story and even use it in other ways.

Taurean demonstrated knowledge beyond simply parroting activities included in the curriculum. He showed signs of developing a conceptual understanding of vocabulary.

While Taurean most frequently pronounced words to students struggling with decoding and only occasionally aided in chunking, he did become more aware of his struggles teaching phonics. When asked why he did not consistently use the chunking strategies, he said:

I learned how to do that from the reading coach, but I am still really uncomfortable with teaching phonics. I know that my weakest readers really need better instruction. They need someone to actually teach them rules and patterns, to work with them on decoding words. I am not doing any of that and I feel bad about it. I just haven't been able to focus on that part of my instruction yet and to be honest I still don't know much about how to make it all happen for these kids, so they only get what is on the computer right now.

This quote suggests Taurean engaged in reflection about his instruction and student needs. He knew his students required intensive phonics instruction, but also understood had a ways to go before he could provide this instruction effectively.

Henri

Henri entered the classroom on the first day of school with only a week's worth of pre-planning activities to prepare him for teaching students with disabilities. While he indicated that he was committed to teaching and he moved across the country to take the position, he had no formal preparation in teaching. He followed the mandated curriculum for a portion of the class period, but struggled to create activities to fill the remaining time. Through the course of the year, Henri's classroom practice and understandings of reading instruction changed. By his final observation, Henri improved his classroom practices and began to demonstrate a conceptual understanding of some facets of reading instruction.

Initial Classroom Practice

Henri's initial classroom practice included 100 minutes of reading instruction. During the first 40-60 minutes of his instruction period, Henri used the Corrective Reading curriculum, mandated by the school. During the remaining time, he structured his class in centers where he created activities for students. Use of the Corrective Reading curriculum enabled Henri to

demonstrate some positive evidence on all Pathwise domains. His performance on the RISE suggested that he addressed each component of reading instruction.

During the first observation, Henri's Corrective Reading lesson addressed the four domains on Pathwise, however, his instruction was weak in some areas and positive evidence of benchmarks haphazard during the time period when he planned activities. For example, indicator C.1 addresses how teachers make learning goals and instructional procedures clear to students. Henri was inconsistent in performing this skill. When he was using the Corrective Reading curriculum, Henri presented the goals for each activity. However, when Henri taught from the materials he developed, he frequently did not make the goal for activities clear for students. For instance, Henri transitioned from Corrective Reading to the next part of the lesson by telling students to take out their story books. He then stated that the group would start where they left off the day before and he hoped to accomplish reading one chapter, with each person taking a turn reading. His next transition included no specific procedures or goals. He simply told students to go to the next center and get started. He did not explain the goal of the activity or the procedures the students would follow.

Henri was also inconsistent in his ability to make content comprehensible to students, the C.2 indicator on Pathwise. When using Corrective Reading, Henri followed a sequence of activities beginning with direct instruction, and moving to guided practice, peer practice, and independent practice. He reviewed prior knowledge that linked to the current lesson and answered questions about the content. When Henri planned and implemented instruction, he struggled with the C.2 benchmarks. He began each activity without tying to students' prior knowledge. In two of the three centers, students chose activities randomly and activities did not build on any particular concept. In one instance, a student asked for clarification about an

activity which Henri could not provide. Instead, after reading through the directions, Henri said, “Let’s just choose a different one. I don’t really know how that works. I am not sure why that one (activity) got in there anyhow.”

Henri demonstrated more consistent strength on Domain B, “Creating an Environment for Student Learning.” For example, for the B.3 indicator, “Communicates challenging learning expectations to each student,” Henri spent a great deal of time encouraging students, stating his confidence in their ability to succeed on each instructional task. During the Corrective Reading portion of the lesson, he stated, “Barney, I know you can do this. Your brain can do this. Think, Think, Think.” In his center time Henri provided similar encouragement to another student, “Man, I know this one is hard, but you are up for the challenge.”

Henri’s scores on the RISE also revealed inconsistent instructional practice, particularly when he was not using the Corrective Reading Curriculum. On the RISE, Henri achieved an overall score of 2.0, with individual scale scores varying. He scored a 2.0 on phonemic awareness instruction. Although he modeled and reviewed sounds during the beginning of the Corrective Reading lesson, he failed to provide any additional instruction. Henri’s word study lesson was much more in-depth and involved more practice, earning him a 3.0 on the RISE. During the scripted Corrective Reading lesson, he explicitly taught decoding skills, emphasizing distinctive features of words, and used multiple examples to teach and practice skills. He also prompted students to use strategies when reading text. For instance, when one student read and mispronounced a word, Henri said, “Sound out the word, one part at a time. Remember the two vowels in the center of the word make the first one say its name.” However, when Henri was responsible for planning instruction, he did not provide decoding instruction. In fact, when reading text, he most frequently pronounced words for students when they struggled with

decoding. He also scored a 2.0 on the RISE for fluency instruction, but only when using Corrective Reading. Specifically, he used peer timed readings to increase reading fluency. When Henri was not using Corrective Reading he failed to include fluency instruction. Henri also scored a 2.0 on the RISE for his vocabulary instruction. While his explicit vocabulary instruction involved repetition, provided definitions, and identified word facts and opposites, it did not link to students' prior experiences, enable students to apply their word knowledge, or connect to text. Henri's comprehension instruction was uneven, earning him a 1.5 on the RISE. He did model comprehension strategies, specifically making inferences and deductions. However, students struggled with individual practice on these topics. When Henri developed comprehension instruction, students read a short story while Henri periodically asked questions. When one student could not answer, Henri just moved to the other student for a correct response rather than helping students figure out the right answer.

Initial Understandings of Reading Instruction

Henri's initial interview took place in December, the mid-point of his first year teaching. At this time, Henri discussed how much he learned since stepping into the classroom, particularly since he felt that he did not know how to teach when he began:

Making it to Christmas break was like a carrot for me. For a lot of the time, I was just trying to survive, and go day by day. But surprisingly I learned a lot too, not only about how to set some routines, but about my students and about teaching.

In regards to reading instruction, Henri discussed learning a great deal since accepting his teaching position. He said, "When I took the job, I thought reading instruction was basically reading with kids and maybe asking some questions. I had no idea what was involved." Henri attended a one-day Corrective Reading training during pre-planning and a half-day orientation to reading instruction given by the reading coach at his school. Henri explained after these

meetings, his head was swimming in new terminology, all of which was still confusing. He said, “It was like learning a foreign language. I really needed something concrete to help me understand and I didn’t get that till I got in the classroom.” Henri admitted he was still not an expert in any area of reading instruction, but that he could at least identify the important components. Indeed, Henri included all five reading components on his concept map (see Appendix E); however, when probed Henri revealed limited knowledge of each area. For instance, when asked to discuss vocabulary instruction, Henri described the vocabulary lesson in Corrective Reading and could not discuss the importance of vocabulary instruction in the reading process. For each of the other four reading components, Henri answered similarly, naming activities that matched the component but providing little rationale for why these components were important to the reading process.

Henri’s discussion of Corrective Reading and word study further substantiated his weak knowledge. Henri discussed his initial hesitation in using Corrective Reading due to the scripted lessons. However, with time, he watched his students make gains in their decoding skills and he was able to make a link between his instructional practices and student achievement. He explained:

I came into the classroom thinking the Corrective Reading would not work. It seemed boring and I thought the students would become more disinterested in reading. It turned out to be the opposite. I noticed pretty quickly that my students were learning during these (Corrective Reading) lessons and the more they learned the more they want to read. Unfortunately, Henri struggled to discuss why he implemented certain practices in his instruction. While he could see his students making gains due to the Corrective Reading instruction he could not implement any decoding instruction outside of the scripted lesson. When

asked about how he used decoding strategies when not using the Corrective Reading lesson he said, “I don’t really use any word study in the lessons I plan. I don’t know what exactly to teach, or how to make it happen.” This quote suggests that while Henri provided word study instruction and his students benefitted from this instruction, he did not understand the practices he implemented. Henri was unable to discuss any other strategies or components of word study instruction outside of the Corrective Reading lesson. In another example, Henri was unable to articulate why his instructional practices in vocabulary might be helpful to student learning. Instead, he said, “I go over the definitions with them, so they repeat what the word means. If they repeat it enough, they can recite the definition.” In both these cases, Henri demonstrated difficulty with the concept of effective word study and vocabulary instruction.

Individual Influences

Personal qualities. Throughout his interviews, Henri referred to three personal qualities that assisted his classroom instruction: excitement, silliness, and open-mindedness. He referenced these qualities as assisting him with student relationships and his willingness to try new things.

For instance, in a post-observation interview, Henri was asked about a student who declined to participate in several activities. Henri replied, “Ya know, I am a really excited person. It helps me with these kids every day, but for some reason I couldn’t get through to Barney today.” Henri went on to explain his students’ home lives that often brought them to school feeling badly about themselves and unmotivated to learn. He discussed how his excitement could directly lead to student engagement:

I don’t know how another teacher might work with these kids, but I do know that it is important that I am excited to be at work every day. I have to transfer that excitement to the kids. Most of the time it really helps, and some days I can’t make it happen, like

today. But last week, this one (student) came in and he was so mad. I just started getting all excited about our Corrective Reading lesson. I was literally jumping up and down while teaching, and then he (student) also started getting excited. It was like he forgot what was going on at home, and he could focus on the lesson and learning to read.

Henri also felt his excitement assisted in getting through the “monotonous” scripted lesson.

Henri attributed his good rapport with students to his natural silliness. Typically during transition times, Henri took the opportunity to get students to laugh at him. For instance, at the beginning of the day, one student shared with Henri that he went skate boarding over the weekend. Following the Corrective Reading portion of the lesson, Henri said, “Look at me, skating around our classroom.” Henri proceeded to pretend he was skate boarding through the desks and then fell across the front of the room. The students and Henri laughed together. When asked about this incident in his post-observation interview, Henri said:

Oh yes, that is my theatrical side. I am a silly person, and I try to use that silliness to my advantage. I am asking these kids to learn for 100 minutes. We all need a break, and when I act silly, it makes us all laugh. I think it helps us let off steam, and honestly I think it is one of the reasons I get along well with the kids.

Henri also described himself as open-minded and discussed how this quality assisted his classroom practice. He explained his struggles planning reading instruction outside the scripted lesson. He said, “This has been my biggest struggle, what to do with the kids after Corrective Reading. It is my free for all, and I can do anything I want.” Henri pointed to his open mindedness as a strength in planning. For instance, in his third observation, Henri used a graphic organizer to identify characters and details about the story. When asked about his choice of

activity, Henri explained he spent a great deal of time at the local teacher supply store looking for activities for his centers. Henri said:

I am really open-minded about what to include in the centers. I will try just about anything. I guess that can be good and bad, but in this case it was good. I bought a book and we use a lot of the graphic organizers now. It helps to organize that time period when we are reading stories, instead of me always coming up with questions off the top of my head.

Henri referenced his open-mindedness in taking suggestions from other teachers on campus. He and his neighboring teacher often discussed reading instruction, and she suggested different activities to improve his instruction. Henri explained, “I am open-minded enough to use other teachers’ suggestions in my classroom. If they work for my students, then great.”

Prior experiences. Henri’s prior work experience directly impacted his decision to become a teacher. In college, he focused on his interests in international studies and strengthened his love for other cultures. As a coordinator for student exchange programs, Henri discovered a love for working with adolescents. Henri explained that while the coordinator’s position combined his love of other cultures and working with children, he was not completely happy. He began to think of teaching as a venue to assist adolescents in learning about other cultures. He said, “It’s funny because I think back to what I was imagining. I didn’t know anything about teaching then. I just knew I wanted to somehow get kids excited about other places, just like me.” Henri’s motivation led him to research teaching certificates and he found the quickest way to the classroom involved taking the special education test and moving to Florida. Henri ideally wanted to teach social studies because this content area best matched his interests.

Since Henri had no preparation for teaching, he possessed limited knowledge that easily translated to his new career. Still, Henri looked to his knowledge base to inform his instruction. Formerly an international exchange coordinator, Henri felt it was important to expose students to diverse cultures in other countries. He explained that for his Friday reading centers, he incorporated stories and activities from other countries. Typically, he included books about different countries from his personal collection and used activities he found on the Internet to complement what students learned from the books. As such, his previous work experience impacted materials and activities he used in reading instruction.

Contextual Influences

Collegial support. In interviews, Henri referred to several colleagues as influential in his classroom instruction, knowledge of reading, and general teaching practices. Specifically, he discussed his para-professional, the school's reading coach, the special education team, and his neighboring teacher. Henri craved and often initiated conversations with his colleagues about specific students, content instruction, and implementing activities. These conversations provided an opportunity for Henri to improve his knowledge of reading instruction and teaching practices, as well as add to his repertoire of activities during his center time. Moreover, Henri gained confidence in his discussions with colleagues.

Henri's was assigned a para-professional, Mrs. S. to assist in the self-contained classroom. Mrs. S. served in the self-contained classroom for the past five years. She knew all the students and the general routines to which the students were accustomed. Henri said:

I don't know what I would have done without her at the beginning of school. Since I knew nothing, she told me how the last teacher scheduled everything, what the kids really liked and responded to and she helped me to get organized.

Mrs. S. also shared files of activities from previous teachers. Since Henri had no materials for his center time, he began the year by choosing from Mrs. S's selection. As the year progressed, he often asked Mrs. S. to look through her activities or search the Internet for activities that matched his goals. For instance, every Friday Henri themed his centers around a specific country, such as Germany. Mrs. S. usually searched the Internet for reading activities to support the center. Henri also described reflecting on instruction with Mrs. S. He explained:

When we are taking breaks, or before or after school, Mrs. S. and I talk a lot about the activities we are using....Yesterday we tried this peer questioning strategy, we found it on the internet, it is supposed to help with comprehension. Anyhow, it totally flopped. After class, Mrs. S. and I talked about what went wrong...basically, we both think our students have difficulty generating questions, they are only good at it when it is based on something from their lives, and then they still struggle. It just wasn't a good match for these kids.

Henri and Mrs. S. engaged in reflective discussion about both the implementation of the activity and the student strengths and weaknesses in completing or engaging in instruction. Henri discussed Mrs. S. and the data system she used to track student improvement in reading. Over the past few years, she developed an elaborate spreadsheet for each content area where she tracked student skills. For example, for reading she tracked lists of sounds that students mastered, their fluency levels, spelling ability, comprehension activities and performance, and writing skills. While Henri did not take an active part in maintaining this spreadsheet, he did refer to it frequently. In his final post-observation interview he stated:

I try to go through the assessment file at least every couple of weeks to see what we are making progress on. I often use this information to plan....like I noticed that Barney is

still having problems with endings like *ing* or *ed*, so I decided to really focus on that for a few weeks.

The spreadsheet Mrs. S. updated daily assisted Henri in making data-based instructional decisions. Finally, Henri stated Mrs. S. helped him feel confident. At the beginning of the year, having another adult present in the classroom made Henri uncomfortable. He said, “I knew I didn’t know what I was doing. She (Mrs. S.) knew a lot more than I did. Really she could have been the teacher.” Henri attributed his survival in the first month to the constant emotional support he received from Mrs. S. He explained, “She really boosted my confidence saying that the kids really liked me, they were learning a lot, this or that activity went well. She’s a really positive and encouraging person.” Henri’s discussions with Mrs. S. assisted Henri in gaining confidence, locating activities, reflecting on his instruction, and learning about student needs.

Henri identified his reading coach and special education team as helpful in improving his understanding of the content he taught. He spoke about his difficulty in planning five different content areas, and the professionals on campus who helped him navigate each area. Henri met with his reading coach during pre-planning and occasionally used her as a resource for reading instruction. He described the reading coach by saying, “If there is anything I need to know about reading, she is the one to go to. She knows everything, and can always answer my questions.” Henri elaborated by saying he struggled with comprehension instruction. He asked the reading coach to meet with him and the two spent about thirty minutes discussing Henri’s struggles teaching reading comprehension. The reading coach explained that Henri needed to do more during his center time than asking questions; he needed to teach the student specific ways to comprehend. One suggestion Henri recalled involved going back in the text and locating answers, maybe even highlighting them. The reading coach helped Henri to recognize this

strategy would not come naturally to his students so he must explicitly teach and model the strategy and then work to practice with his students. Unfortunately, Henri's interactions with the reading coach were infrequent. He stated:

That was a rare conversation. I get the feeling she is really busy at our school. Our school is big and nearly everyone teaches reading. She also spends a lot of time assessing students. She will always answer my questions, but I don't feel like I can interrupt her all the time.

Henri explained he had similar feelings about the special education team who assisted him in other content areas. Most of the special education team taught five classes of one subject area in a resource or co-teach setting. On several occasions, Henri tapped a teacher's content knowledge and activities. For instance, Henri discussed assistance he received from a special education science teacher. She recently received new text books and after a conversation with Henri's about his lack of curriculum, she offered Henri her old books. She also spent an afternoon showing him how she set up her lab experiments in the classroom and then explaining the importance of teaching students how to cultivate excitement in the content by incorporating high interest activities, such as science projects and creating a classroom garden. Henri felt meetings with the science teacher helped him develop his science curriculum and knowledge of science instruction.

Henri also described the special education teacher next door as extremely helpful. She provided assistance with daily problems often by generating new ideas for his center time. Henri explained that her mentoring ultimately helped him gain a better understanding of reading concepts. They often talked in-between classes as they were monitoring the halls. These conversations began with friendly chats, but also enabled Henry to ask Mrs. J specific questions.

He explained, “I will ask her things like, ‘What do you do when you have a student who can’t remember sight words?’” He went on to say that Mrs. J. loved to help. When he would ask her a question, she often popped into his room later with handouts or explained classroom instruction. Henri increased his knowledge of activities from Mrs. J. For instance, Henri used flashcards to improve sight word recognition, but after a conversation with Mrs. J. he included several other activities. Specifically, Mrs. J. suggested Henri have students write the sight words, identify sight words in reading passages, and incorporate sight words in their writing. Henri discussed his interaction with Mrs. J. as helping him grow in his understanding of reading. He said, “Whenever she helps me, she opens a whole new world of reading. She introduces new ideas that helps me understand how to teach reading and how the students learn.”

School Climate. Overall, Henri had a positive regard for his school despite inconsistent interactions with his peers and administrators. His neighboring teacher and para-professional assisted him almost daily in improving his classroom practice and understandings of reading instruction. He also benefitted from occasional instructional support from his special education team and reading coach. While he felt supported by administrators, he described limited conversations and contact. Moreover, his assigned mentor provided little support, and Henri expressed feeling isolated due to the self-contained nature of his classroom and the severe academic needs of his students. Despite his concerns and longing for additional support, Henri expressed dedication to his students and school.

Henri conveyed an overall positive opinion of his school. When asked about how he liked working at his school, Henri said, “It is a great place to work. I hope they hire me back next year.” He further stated that everyone employed at the school, from custodians to administrators, were very friendly. He admitted he did not know the names of most of the teachers, but

attributed this to his infrequent opportunities to interact with his general education peers. He noted that he viewed the special education teachers as separated from the general school culture. Henri described faculty meetings and Corrective Reading meetings as his only genuine access to general educators; however, the format of the meetings did not allow for in-depth conversations. Additionally, Henri believed that teaching students with the most academic challenges excluded him partially from his special education team. While he spoke with teachers on his team at bi-weekly meetings, his self-contained teaching context limited his contact with team members. He only referenced a strong collegial friendship with his para-professional and neighboring teacher, both of which he described as helping him to improve his classroom practice and understanding of reading concepts.

Henri spoke about having a cordial relationship with the school's four administrators. One assistant principal was assigned to evaluate Henri, and this administrator infrequently visited his classroom. During the first semester, she stopped by his room twice for a short period of time and once conducted a full class observation. This administrator frequently stopped Henri in the halls and asked him how things were going. Henri always replied in a positive manner. After his formal observation, Henri discussed his performance with this administrator. As a whole, he was rated positively. She suggested he could improve the intensity of instruction during his center time. Additionally, she indicated that Henri should choose the center activities instead of allowing students to randomly choose activities. Overall, Henri discussed his relationships with administrators positively, but admitted he would not seek them out for instructional support.

Growth in Classroom Practice

At the end of three months of observation, Henri's classroom practice looked the same during the Corrective Reading curriculum classroom time. However, instruction he planned

looked substantially different from his first observation. Observations showed Henri continued to implement the Corrective Reading lesson without adaptations. During center time, Henri changed his classroom practice by implementing one activity per center and using direct instruction in two out of three centers.

Henri showed growth on Pathwise observations for subdomains A.3, A.5, C.2, C.5, D.1, and D.2. For example, Henri demonstrated improvement on the C.2 indicator. In the first observation, students haphazardly chose activities available at each center. During the final observation, for two of the three centers Henri provided the activity and he or his paraprofessional explicitly taught students. In one center, Henri began by reminding the students of the rules they had learned to decode words. If they did not know the root word, he reminded students to isolate the word within the word. He reviewed the rules using several examples. Next, he told students they would be doing something a little different. Instead of looking at whole words, they would look at a chunk of the word called a suffix. Henri showed students two columns of words. The words in the first column included: rain, catch, talk, play, look, and want. The other column included two suffixes, *ed* and *ing*. Henri read each of the words, and then asked each student to read the words. He then alerted the students to the two suffixes and explained the importance of these when reading a word. He said:

Using the suffix *ed* means that it happened in the past. Like yesterday it rained or last week you played at the park. When you use *ing*, it is showing it happening now. Like, it is raining outside or we are playing checkers right now.

He moved the *ed* behind the word *rain* and said, “rained.” He then removed the *ed* and added *ing*, saying, “raining.” He modeled this with two words and then gave each student a set of the words and suffixes to read to themselves. He allowed students five minutes to practice and then

asked students to volunteer a word to read and change the suffix. Henri then gave each student a short story including many words with *ed* and *ing*. He asked students to use their highlighter to locate all the suffixes ending in *ed* and *ing*. The students then read the story to their partner. In this example, Henri sequenced his lesson by linking his previous instruction to the current lesson. He then provided direct instruction, modeling, independent practice, and peer practice. This demonstrated marked improvement from the first and second observation where students typically chose a random activity and completed it independently.

Henri also showed growth on the RISE. In his final observation, he earned an overall rating of 2.5. He made the greatest improvement in the area of Comprehension. During his first observation, Henri stopped students periodically to ask questions while reading a story. When students did not respond appropriately, Henri moved to the next student. In his last observation, Henri again read a short story with students and asked questions. However, this time he also used a graphic organizer. He prompted students throughout the reading to locate the problem and the potential solutions in the text. When Barney did not answer his question correctly, Henri redirected him to the text. He said, “Barney, let’s think about that question again. Look at this paragraph again and think about the question.” He assisted Barney in locating the correct answer, something he overlooked in the first observation. By prompting students to focus on relevant information in the text, and monitoring comprehension through questioning and a graphic organizer, Henri increased his comprehension score from a 1.5 to a 2.5.

Growth in Understanding of Reading Instruction

Pre and post-interviews suggest Henri made remarkable changes in his understandings of reading instruction. Henri himself acknowledged his growth by saying, “It was like a light switch just went on for me with reading. I am finally grasping why it is important to do certain activities

and how it is helpful for my students.” Specifically, Henri showed improvement in his understandings of phonics, fluency, and comprehension.

In the beginning, Henri provided intensive word study instruction through the Corrective Reading curriculum; however, in his interview, he demonstrated a weak understanding of phonics and could not discuss additional instructional activities that might assist students during center time. In his last observation, Henri provided explicit decoding instruction during center time and was able to explain why he chose the activities based on assessment data collected by the para-professional. The lesson built on the Corrective Reading lesson, emphasizing an area of student difficulty. When asked in his post-observation interview about the importance of word study instruction, Henri had this to say:

Word study is my number one priority now. These kids really have to learn how to decode with some consistency. So, what they get during the Corrective Reading lesson isn’t enough. I follow up with another lesson during center time. Right now we are focusing on chunking in one way or another. We did locating root words for a while, and now we are working on suffixes.

This quote suggests Henri is developing a more conceptual understanding of word study instruction.

Henri also made improvements in his understandings of fluency. In his first interview, Henri could not explain fluency or why modeling fluent reading might be helpful. His final post-observation interview demonstrated substantial growth in understanding. Henri explained why fluency instruction was important:

I remember in my first interview with you, you asked about why I took a turn reading. I didn’t really have an answer for you. It is funny because I was doing something good, I

just didn't even know it. So, to answer your question, I read out loud to model fluent reading. The students themselves are not great readers, so it is good for them to hear someone who is. Now, that is not the only thing we do for fluency. We do a lot of pair reading and rereading now. Mrs. S. also does timed readings with the kids once a week. Henri reflected on his own knowledge gain in the area of fluency. In this quote he is able to recognize the importance of his instructional practices and also explain other elements of instruction that aide in student fluency.

Arguably, Henri's understandings of comprehension improved the most. In his first interview, Henri could not explain why he chose certain comprehension questions. In his final post-observation interview Henri explained his choice of questions by saying:

Well, we are working on identifying the problem in the story and potential solutions for the character, so I plan my questions to prompt students to be aware of these issues. I try to ask them questions that make them think about what the characters are going though, instead of just what happened in the story.

Henri also discussed his use of the graphic organizer. He said:

I am using visuals all the time now. When the teacher in the store initially suggested it, I tried it out and my students really responded. I have a whole book of them now. It really helps to focus my comprehension instruction. I teach them real ways to figure out what the story means. I know, I know, I was just asking questions before. Remember, I said the light bulb turned on for me. Novel concept, right? Actually teach kids how to comprehend.

Again, Henri demonstrated an awareness of his growth in understanding.

One notable area of growth for Henri involved his understanding of direct instruction. Henri admitted disliking the scripted Corrective Reading lesson, but as Henri gained a deeper understanding of direct instruction and implemented direct instruction strategies in his lessons, he could see that this instruction was impacting student learning. In his final observation, Henri used direct instruction in two of his three centers. When asked why he chose this method, he explained:

I wasn't so sure at the beginning of the year that what I was doing made a difference. I thought maybe the students' disabilities were the reason these kids still don't read in middle school. Now that the year is almost over I know that isn't true....what I did really made a difference for the kids... The kids need direct instruction, and whenever I would incorporate it in my teaching, I could see they were doing better....then I knew it was me and not them.

This quote suggests Henri gained an understanding both how to use direct instruction outside of the scripted curriculum and its value to student learning.

Table 4-1. Initial and growth in teaching practices and understandings of reading instruction and influences on test-only teacher's classroom practices and their appropriation of conceptual and practical tools

	Lilla	Henri	Taurean
Initial			
Teaching Practices	<p>Direct instruction Includes 4/5 reading components Evidence of all 4 domains on Pathwise 2.5 on Overall RISE</p>	<p>Direct instruction Includes all 5 reading components Evidence of all 4 domains on Pathwise (inconsistent) 2.0 Overall Rise</p>	<p>Direct instruction Includes 3/5 reading components Evidence of all 4 domains on Pathwise 2.5 Overall Rise</p>
Understandings of Reading Instruction	<p>Identifies all 5 reading components (labeling level) Reading is a process Student motivation</p>	<p>Identifies all 5 reading components (all at surface feature level) Aligns components to a work station</p>	<p>Focus on comprehension (answering questions on Surface Feature level) Identifies word recognition and inferring (surface feature level) Stair-steps to reading</p>

<p>Growth in</p> <p>Teaching Practices</p> <p>Understandings of Reading Instruction</p>	<p>Reactive to student difficulty Adapt curriculum to meet student needs Stronger Evidence in A.4, B.4, C.2, C.4, C.5, D.1 and D.2 on Pathwise 3.0 on Overall RISE</p> <p>Fluency, Comprehension, Vocabulary and Phonics (Conceptual Underpinnings) Phonemic Awareness (labeling)</p>	<p>Evidence of all 4 domains on Pathwise (consistent) Stronger Evidence in A.3, A.5, C.5, , D.1 and D.2 on Pathwise 2.5 on Overall RISE</p> <p>Direct instruction (Conceptual underpinnings) Phonics, Fluency and Comprehension (Conceptual Underpinnings) Vocabulary, Phonemic Awareness (Surface Feature)</p>	<p>Individualizing instruction Monitoring student growth Stronger Evidence in A.1, A.4, A.5, C.2, C.4, D.1 and D.2 on Pathwise 3.0 on Overall RISE</p> <p>Comprehension, Vocabulary, and Fluency (Conceptual Underpinnings) Phonics (Surface Feature Level)</p>
<p>Individual Influences</p> <p>Personal qualities</p> <p>Prior experiences</p>	<p>Flexibility Patience</p> <p>Undergraduate degree in Family, Youth, and Community Sciences</p> <p>Middle School English teacher's emphasis on higher order thinking</p>	<p>Excited, silly Open-minded</p> <p>International exchange coordinator</p> <p>Investment in global studies</p>	<p>Humor Easygoing</p> <p>Unit Director with a county Boys and Girls Club</p> <p>Basketball coach</p>
<p>Contextual Influences</p> <p>Administrative Support</p> <p>Collegial Integration</p>	<p>Daily informal interaction with administrator, weekly observation</p> <p>Read 180 monthly meetings, general education READ 180 neighboring teachers, lunch group, first year teachers</p>	<p>Cordial periodic interaction with administrator, Once a semester observation</p> <p>Corrective Reading school-wide meetings</p>	<p>Daily informal interaction with administrator, weekly observation</p> <p>Read 180 monthly meetings, Co-teaching classroom (three different co-teachers), first year teachers, coaches</p>

CHAPTER 5
THE GROUNDED THEORY ON INFLUENCES ON TEST-ONLY TEACHERS'
CLASSROOM PRACTICE AND THEIR APPROPRIATION OF CONCEPTUAL AND
PRACTICAL TOOLS

The purpose of this chapter is to present a grounded theory that describes individual and contextual influences on beginning test-only special education teachers' classroom practice and their appropriation of conceptual and practical tools. Classroom practice is defined as the act of implementing instruction (i.e., what teachers do in the classroom) and appropriation refers to the process through which a person adopts instructional tools and the process of internalizing ways of thinking about classroom practices (i.e., what teachers are learning). The grounded theory emerged from data showing relationships among influences and how those relationships mediated teachers' enactment of reading instruction and the ways they thought about their instruction. To create a cross-case analysis, the researcher looked for concepts that were represented in the data for all participants.

Interviews, observations and artifacts were coded and examined to identify those individual and contextual influences in the activity systems that appeared to mediate what teachers did during reading instruction, as well as to identify understandings of beginning teachers' instructional practices. Using constant comparison, a core theme emerged, in addition to sub-themes. Together this core theme and sub-themes support a grounded theory explaining the influences on test-only teachers' classroom practice and their appropriation of conceptual and practical tools.

Figure 5-1 illustrates this grounded theory. The core theme, access to curricular supports, is represented by a large circle in the diagram to signify its importance in classroom practice and the appropriation of conceptual and practical tools. The core theme is an element of the contextual activity system and the diagram depicts this relationship by positioning the core

theme below the contextual activity system umbrella. For each teacher, both activity systems, individual and contextual, influence classroom practice. Moreover, these activity systems influence the appropriation of conceptual and practical tools by primarily working through curricular supports. In turn, each teacher's level of appropriation influences his/her individual and contextual activity systems. In the following sections, the core theme and sub-themes are described in order to explicate the grounded theory.

Core Theme: Access to Curricular Supports

Access to curricular supports emerged as the core theme for all teachers in this study, influencing their classroom practice and appropriation of conceptual and practical tools. Specifically, the availability and nature of three types of curriculum supports influenced how test-only teachers planned, what content was included in instruction, how they implemented classroom practice, and what they understood about the practices they were implementing. These included (1) types of curriculum available to teachers; (2) mentoring they received for implementing curriculum; and (3) how implementing curriculum was modeled for them.

Available Curriculum

The type of curriculum available to teachers and the degree to which its use was mandated influenced what teachers did during instruction. All three teachers were in schools that mandated a prescribed curriculum, developed specifically for students with disabilities or high-risk learners, which enabled them to demonstrate effective subject specific instructional practices for those students. The use and structure of the curriculum also enabled teachers to step into the classroom at the labeling (or higher) level of appropriating essential reading components. Through interviews, teachers revealed how the curriculum assisted in acquiring practical tools related to reading instruction. In contrast, when afforded more flexibility to select or develop

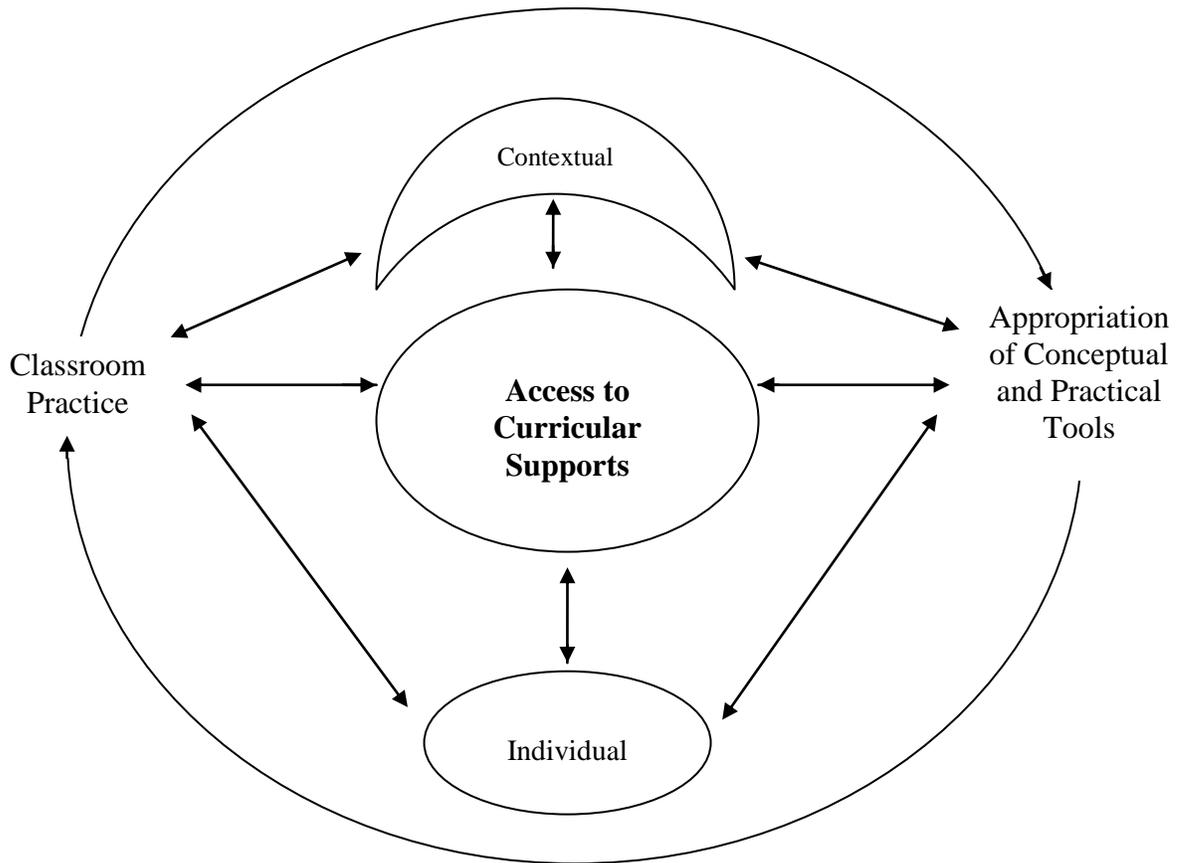


Figure 5-1 Grounded theory

curriculum, one teacher initially struggled to address the major processes of reading in his classroom practice. Instead, he tended to pick and chose those activities that made sense to him, causing him to lose focus. Over time, he improved his understanding of how and why certain pedagogical practices could be used to effectively teach reading and consequently, adjusted his instructional planning accordingly.

Lilla, Henri, and Taurean, were in schools that mandated a prescribed curriculum. Thus, they had curricular support in addressing the major processes of reading and employing direct

instruction strategies to teach them. During observations, Lilla and Taurean provided instruction in fluency, comprehension and vocabulary as documented by the RISE. These three components were part of the READ 180 daily lesson plan. Henri also engaged in instruction that addressed all major processes in reading (e.g., phonemic awareness, phonics, fluency, vocabulary, and comprehension), but did so less consistently. Typically, Henri used the Corrective Reading decoding and comprehension series for the first forty-five to sixty minutes of his reading instruction. The Corrective Reading decoding lesson plan incorporates instruction in phonemic awareness, phonics and fluency, while the comprehension series includes instruction in vocabulary and comprehension. Since Henri, Lilla, and Taurean used READ 180 and Corrective Reading in their instruction, and followed the overall structure provided by the two programs closely, their instruction consistently included essential processes for reading instruction. Moreover, these beginners who reported no previous knowledge or preparation in reading instruction, began their teaching careers appropriating the essential reading components at the labeling level.

When Lilla, Henri, and Taurean followed a mandated, highly structured curriculum, their lessons had a consistent cohesive structure including all the essential teaching criteria outlined by Pathwise. Moreover, they demonstrated an understanding of why these criteria were important in instruction. For instance, Lilla began her READ 180 lesson by communicating her goals and procedures to the students. She followed this with an introduction to the day's activities. In interviews, Lilla could talk about these features of her lesson: "We are going to *introduce* the lesson with an activity that *activates background knowledge* by doing a *partner activity*." Such terminology was used in the curriculum's manual to describe the different components of the lesson, but Lilla could go beyond parroting what was in the curriculum. Lilla could also discuss

the importance of different lesson components. For instance, when asked why she chose to do an introductory activity, she said:

It is important that we start each unit with activating background knowledge... the introductory activity gives the kids a chance to relate to what we talked about yesterday and also link it to what will we do later. If they don't make a connection, it probably won't matter to them.

In this example, Lilla not only demonstrates the ability to activate background knowledge during class instruction (a practical tool), but also demonstrates conceptual knowledge underlying the tool. Thus, Lilla is able to integrate knowledge of practical and conceptual tools reaching the conceptual underpinnings level of appropriation. Taurean and Henri also displayed the nineteen essential teaching criteria on their Pathwise observations. However, in the beginning, Henri did so consistently only when using the Corrective Reading curriculum. For example, when teaching the Corrective Reading curriculum, Henri always began by presenting the goals of the lesson. Additionally, Henri could articulate why it was an important tool. He said, "If you tell the kids up front what you are doing then they know what the expectations are and they are more likely to meet them." The consistent structure of the Corrective Reading curriculum supported Henri's daily use of this practical tool and helped him acquire some conceptual understanding of it. He was not, however, able to apply the understandings and practices he acquired from Corrective Reading instruction to other aspects of his lesson during the first half of the year. When he chose materials and strategies for instruction, his use of the essential teaching criteria was haphazard. For instance, he oriented students to goals and procedures only half the time. Over time, Henri transferred many of the teaching practices used in the Corrective Reading lessons to his other instruction. His reflection on student learning encouraged him to use methods he could see

worked in the Corrective Reading curriculum to the time periods when he implemented other instruction.

Access to Mentoring

Beginners had multiple mentors who were experienced, knowledgeable, and available. The available curriculum served as a foundation for conversations between mentors and beginners. The curriculum was a portal for most of the mentoring discussions; not only did it enable mentors and beginning teachers to discuss how to work with the curriculum, but it also became a space to discuss other instructional issues. With mentor assistance, beginners were able to understand how to adapt the curriculum to meet individual student needs and the instructional roles and responsibilities of a special educator during instruction. Moreover, specific curricular mentoring helped beginners to incorporate and understand new practical and conceptual tools. Thus, the type of mentoring beginning teachers received influenced how they viewed instruction for students with disabilities, how they solved classroom-based problems and what they were able to learn about reading instruction and apply from the curriculum.

Taurean, Lilla, and Henri identified a team of professionals (e.g., reading coach, administrator, department chair) that served as mentors. In interviews, they described their mentors as experienced, knowledgeable, and available. These three attributes were the defining characteristics that translated into assistance for beginners. Mentors assisted beginners in developing an understanding of their role as a special educator and incorporating classroom practices that aligned with this role. Moreover, the curriculum served as a basis for discussions. For instance, Taurean's formal mentor (Mr. H.) had seven years experience as a special education teacher. In addition, Mr. H. taught the same subjects as Taurean, but at a different grade level. Taurean felt the combination of these two factors, knowledge of special education and knowledge of reading were critical supports during the first year. Taurean and Mr. H. met on

a weekly basis, typically discussing issues related to reading instruction and the READ 180 curriculum. Taurean revealed that Mr. H. helped him understand several important roles of a special education teacher including individualizing instruction and monitoring student growth. For example, during the first month of school Taurean remembered Mr. H. asking him, “So, how are you making your instruction different for different kids?” Taurean recalled he did not have an answer for Mr. H. because he wasn’t individualizing. Taurean admitted to Mr. H. that he was providing the same instruction for all students, closely following the READ 180 curriculum. This prompted Mr. H. to discuss the importance of monitoring student growth. Mr. H. emphasized a special educator must know the unique needs of the students and be able to adapt the curriculum to meet their needs. To help Taurean implement this in his classroom, Mr. H. asked Taurean to choose one student to pay extra attention to during the following week, noting the student’s strengths and weaknesses. When they met one week later, Taurean and Mr. H. brainstormed ways to focus on the student’s strengths while addressing weaknesses. Taurean said:

I started with Tyron, who I noticed really likes to participate in class. He always has his hand up to give an answer. He also seemed to really struggle with comprehending what he reads. Mr. H. and I thought of ways to help Tyron with his comprehension by using his strength.

One idea Taurean implemented was providing more prompts for Tyron before asking an actual question. He explained:

I think part of the problem for Tyron is that he really wanted to be recognized so he would raise his hand before he even thought about the answer. Instead of just asking a question while we were reading, I would say something like “Okay, let’s think about why the character might have run away from home.” Then I would give them a minute to

think about it before I would ask the students to share. I noticed this trick helped him (Tyron) comprehend what he was reading better and he still got to participate.

Through his discussions with Mr. H., Taurean thought more carefully about his students' needs and their progress. Mr. H. also helped Taurean navigate and supplement the READ 180 lesson plan to individualize instruction. This example demonstrates how interaction with his mentor helped him appropriate new conceptual tools (individualizing instruction) and practical tools (prompting thought prior to questioning) in his instruction.

Interactions with mentors also helped Taurean, Lilla, and Henri to solve daily classroom problems. For example, Lilla spoke with her administrators almost every day and felt they were concerned first and foremost with her success in implementing instruction. After observations, administrators assisted Lilla in pinpointing problem areas and provided feedback for improved instruction. Lilla described one post observation discussion:

After Mrs. B. watched my class last week she and I talked about how I thought things were going. When I told her that I was having a hard time finishing the small group in the allocated 20 minutes, she discussed some observations she saw. She noticed that I was asking each student in small group to participate every time which is probably why I never finished what I needed to. I went back the next day and tried to only have one or two students respond each time, and this really helped.

Not only did Ms. B help Lilla how to figure out ways to manage instruction, she also helped her to find techniques to improve the quality of her reading instruction. For instance, Lilla demonstrated a deeper understanding of how to evaluate students' comprehension of text when she said:

I was just asking the questions because the teacher's manual said to. After talking to Mrs. B., I knew my goal should be that they [the students] are understanding the material, not necessarily answering every question. I could know they are understanding by many things, their participation, their writings, their questions.

Lilla's explanation demonstrates she is developing a conceptual understanding of how to assess comprehension instruction as a direct result of her interactions with the administrator.

Specific curricular mentoring also helped Lilla, Henri, and Taurean to incorporate and understand new practical and conceptual tools. For instance, Henri's closest colleague, his neighboring teacher, mentored Henri on specific practical tools related to Corrective Reading and assisted Henri in developing a more conceptual understanding of those practices and the reading process as a whole. Henri explained a conversation with his neighboring teacher related to his Corrective Reading direct instruction lesson:

It was the beginning of the year, maybe sometime in the first month or so, I was talking with her (neighboring teacher) about my Corrective Reading lesson. I was teaching like I did today, word part and patterns. Since my kids are such low readers, I wondered if it wouldn't just be better to start with sight words. She and I actually talked after school that day about Corrective Reading and some of the good things about it. She walked me through how important it is to really *teach* kids to read. Sight words are just one little part of decoding. I remember that conversation because it helped me to understand the curriculum a little more. I could see the daily steps of teaching different word parts. We had a lot of conversations this year and each one helped me learn a little more about the things I was teaching in class.

Henri's conversations with his neighboring teacher helped him to develop a better understanding of curriculum (practical tool) he was using and also develop a better understanding of the reading process (conceptual tool).

Access to Modeling

Test only teachers that had access to excellent instructional models learned about the curriculum and enacted it during instruction. Each teacher in the study was able to observe someone who was knowledgeable and experienced in the curriculum implement it with students. Such modeling helped beginners understand the conceptual and practical features of the reading instruction and how to implement them.

Lilla, Taurean, and Henri were all able to see instruction using their reading curriculum being modeled on at least one occasion. Such opportunities assisted them in developing an understanding of how to implement the curriculum in their classrooms. Lilla discussed the confusion she experienced the first few days teaching. Hired on a Friday, she was handed the READ 180 curriculum and excitedly, she spent the weekend reading through the materials, but this was not sufficient to help her grasp how to enact the curriculum in her classroom. She explained, "I read through it [the teacher's manual] several times, but when Monday rolled round I was really unsure of how to make it all happen. I was really just winging it." Lilla was learning about the practical tools of the curriculum, but was uncertain of how to enact them in her classroom practice. When asked to describe how she came to understand how to use the curriculum, Lilla talked about modeling as an essential experience. She said:

I went to Lakeside Middle and I got to see a teacher doing the whole READ 180 rotation. It was good because I was able to see, this is how you implement this and this is how you manage the kids. I was watching the teacher thinking about how I could make it happen in my classroom.

While watching an experienced teacher use the READ 180 curriculum, Lilla thought about the practical tools she read about and visualized how she would use them in her classroom. For her, the model served as a bridge between simply knowing about the curricular materials and enacting them in classroom practice. She was able to envision herself using the practical tools during reading instruction.

When teachers had access to a model as well as expert discussion about the instructional model, they were able to develop a deeper understanding of the conceptual and practical tools within the curriculum. For example, Taurean's reading coach modeled the process of using the curriculum to plan, implement and reflect on instruction. During a meeting with Taurean, she used a think aloud technique to model how to engage in curriculum planning. Taurean explained, "She would go through the material and talk about how she was preparing for the lesson." She then modeled how to use curriculum materials and strategies in Taurean's classroom. Following the lesson they met again to talk about how it went. Taurean spoke about how this process helped him develop a better understanding of curricular features. For instance, he didn't understand initially why students watched a video at the beginning of each unit. In fact, he considered eliminating this activity all together. However, after the reading coach modeled this aspect of the curriculum and talked about why it was useful, he was able to see its importance. Taurean explained that Mrs. K. noted how interested the students were in the new topic after watching a video and how this activity helped students think of personal experiences that connected to the material. Taurean had not previously thought about these benefits of the video. While Taurean was ready to reject using the video in his instruction, the modeling and discussion with the reading coach helped him to better understand and appropriate conceptual tools (e.g., linking

reading material to student experiences to build prior knowledge) and practical tools (e.g., video, with follow up discussions) in his instruction.

Discussions of curricular use also assisted beginners in implementing instructional practices appropriately and gaining an understanding of their purpose. For instance, Henri attended the one day Corrective Reading training where he learned the basics of providing a direct scripted lesson. The trainer provided a model and allowed teachers to practice using the curriculum. However, when Henri used the curriculum in his own classroom, he struggled with implementing practices and questioned their importance. Interaction with his neighboring teacher allowed him to adjust his instructional practice and develop an understanding of why these practices were important. For instance, Henri recalled the first few weeks of school. While he originally thought the scripted lesson was foolproof, he found himself struggling when students did not respond appropriately. In a discussion with his neighboring teacher Henri learned that he shouldn't move through the lesson unless his students replied correctly. Henri followed the script, regardless of student responses. Mrs. J. emphasized the importance of mastery before moving forward. Henry said:

It was really silly. I mean why would I go forward if they weren't getting it, but at the time I really didn't understand the practices in the curriculum. First I was just focused on saying exactly what the lesson said to say. It wasn't until I felt comfortable doing this that I actually thought about my students, then Mrs. J. helped me to see what I was doing wrong. All in all it helped me to understand that repeated practice is really important for these kids.

In conclusion, access to curricular supports served as the central theme for test-only teachers' use of curriculum, enactment of classroom practice, and appropriation of conceptual

and practical tools. Access to curricular supports meant teachers acquired some understanding of the conceptual and practical features of the curriculum and used instructional strategies in classroom practice to meet the needs of their students.

Sub-theme: Curricular Interaction with the Individual Activity System

Individual characteristics of test-only teachers also influenced their classroom practices and appropriation of conceptual and practical tools. In particular, the personal qualities and prior experiences of test-only teachers influenced what practices beginners chose to employ, how they enacted classroom practice, and what they learned about reading instruction. The degree to which these individual characteristics influenced tool appropriation was mediated by the types of curricular supports available. What beginners came to understand about reading practices they employed over time, in turn, influenced their personal qualities and the impact of their previous experiences on classroom practice.

Personal Qualities

Test-only teachers discussed a variety of personal qualities (e.g., flexibility, humor, patience, silliness) as having an impact on classroom practice (see table 5.1). These personal qualities were defined and explained by test-only beginners. Personal qualities were not only discussed by beginners, but also often observed, and at times the interaction of personal qualities with curricular supports facilitated or hindered teacher learning. Moreover, what test-only teachers understood about reading instruction and the practices they implemented sometimes led to an awareness of the influence of their personal qualities on instruction.

Each beginner identified and exhibited a unique combination of personal qualities. For example, Lilla's flexibility assisted her in dealing with classroom interruptions. During one observation, a student came to her class with a note from another teacher. At the time of the

Table 5-1 Personal qualities of beginners and the impact on classroom practice

Teacher	Quality	Impact on Classroom Practice
Lilla	flexibility	assisted in limiting instructional disruptions
	patience	assisted in providing repetition of skills, persistence till mastery
Taurean	Humor	assisted in increasing student motivation/engagement
	easygoing	meant he didn't let problems deter from his instructional goals, assisted in seeking help and asking questions meant he didn't always attend to instructional issues
Henri	excited, silly	made instruction fun and engaging for students meant he sometimes lost focus on instruction
	open-minded	assisted in willingness to try new strategies

interruption students were reading aloud. Lilla stopped reading and asked students to turn to their partners and discuss their ideas about why the character was in trouble. She then took a moment to return the teacher's note, and quickly reoriented her small group by asking them to share their discussions. Although she did not intend for students to discuss the character's problem at this part of her lesson, she nonetheless kept them engaged in the material, limiting the impact of the distraction, and most likely furthering students' comprehension of text.

Each of the three beginners described and displayed positive qualities that assisted in classroom instruction. At times, these personal qualities interacted with curricular supports to facilitate teacher learning. For instance, Taurean identified his easy going nature in helping him deal with daily instructional dilemmas, but it also led him to access his curricular supports. Taurean noticed that other beginners were often unwilling to ask for help. He felt his easy going nature assisted him in seeking help. He said, "It doesn't bother me to ask questions. I am not uptight about what others think about me. I am probably one of the most easy going people you will meet, and so I ask when I need help." When Taurean struggled to help a student having difficulty comprehending, he sought out his mentor. He said:

I have this one student who doesn't seem to understand when we read. I ask him all the questions and he isn't able to answer. I went to Mr. H to talk about this student and he suggested I talk with the student before reading, giving him a preview of the story. This really helped. I think he just needed to hear it more than once.

When asked how he thought previewing could assist students in comprehending, Taurean explained:

I think when the kids preview the story they get a chance to absorb what the story might be about. This gets them thinking about what is going to happen in the story and so they can think about it more when we read it together.

According to Taurean, his easygoing nature led him to seek out his mentor (curricular support), which then added a practical tool (previewing story) to his instructional repertoire, ultimately having a positive impact on his classroom instruction. Moreover, learning a new instructional strategy deepened Taurean's understanding of comprehension instruction.

Personal qualities did not always assist in classroom instruction, instead hindering teacher learning. In Taurean's case, he identified his easygoing nature as assisting him with seeking help, but this was not always the case. For instance, during Taurean's first observation students in one small group were unable to answer comprehension questions and in another group Taurean did not complete activities he planned for the day. When asked about his instruction, he said, "I really liked it. I didn't get it all finished, but that's okay, no big deal." Taurean discussed his easy-going nature as the reason he was not concerned when his instruction didn't unfold as planned. He noted that while his easy going nature might keep him stress free and allow him to seek help, the same quality also meant he did not always attend to problems in instruction, instead thinking, "Sometimes these things (problems in instruction) work themselves out."

What test-only teachers understood about reading instruction and the practices they implemented sometimes led to an awareness of the positive contribution that their personal qualities made to their classroom practice. For example, Henri felt his open mindedness assisted in a willingness to try new strategies, but also his ability to see when they were not working. Trying new strategies increased the amount of new activities in Henri's instruction, but not necessarily the quality of instruction. Henri reflected on his random addition of activities. He said, "It is good because I would try anything in the beginning. Anybody off the street could have handed me an activity and I would try it out the next day. However, many of his trial activities weren't successful and Henri was able to see the limitations of being willing to try anything. He said, "We tried a lot of things that didn't go well. I wasn't really thinking about the importance of student learning. I just wanted to try something new." As Henri learned more about the curriculum he enacted every day, particularly the power of direct instruction, and developed a better understanding of the reading process, he was more selective about the strategies he chose to employ. While he still referred to himself as open minded, he also recognized his refined selectiveness in choosing instructional activities. When asked about his choice for a small group activity, Henri said:

I tried this for the first time today. I am willing to try new things, but I am trying to pay attention to things that work and choose activities that will help my students learn. I used to choose any activities for centers. Now, I use direct instruction and focus on certain skills that the students need. I am still open minded about what to do for centers, just more aware of what is important for reading.

Prior Experiences

Teachers' previous experiences influenced what beginners learned and how they enacted classroom practice. The impact of the prior experiences on classroom practice and tool

appropriation depended on the nature of their previous experiences. Additionally, the curricular supports available mediated how teachers used knowledge gained from their prior experiences to enact classroom practice.

Beginning teachers came to the classroom with different prior experiences, but all experiences influenced what beginners learned about reading instruction and how they enacted classroom practice. For example, Lilla came to the classroom with prior experiences in comprehension instruction from her own schooling. Lilla's English teacher felt strongly that higher order thinking was the sole ingredient to comprehension. This teacher asked only higher-order questions; that is, questions that required the students to think more deeply and critically about the text. Lilla attributed her ability to comprehend text to the questioning strategy used by her English teacher. The variety of comprehension questions in the READ 180 curriculum initially disturbed Lilla and led her to discuss comprehension with her mentor, ultimately helping her to consider and subsequently modify her understanding about questioning students. She explained:

At first I felt that asking all the comprehension questions in the lesson was worthless... I talked with Mr. H. about it because I was thinking about just leaving out some questions from my lesson...he helped me to see that using different kinds of questions could build a kind of staircase of understanding for my students. It would actually help them to better understand the reading. I didn't get that on my own.

Lilla indicated she might have rejected the use of literal questioning in the READ 180 curriculum. However, her interaction with Mr. H. enabled her to gain a better understanding of how this practical tool might help students respond to higher order questions and ultimately aid comprehension of the text.

The impact of the prior experiences on classroom practice and tool appropriation depended on the nature of their previous experiences. Some experiences directly related to the classroom and others did not. Taurean and Henri both looked to their prior experiences working with children to establish and maintain a positive rapport with students. Taurean was also able to draw on his prior employment to inform classroom management, collegial relationships, and difficulty with struggling students. Prior experiences not directly related to instruction also impacted classroom instruction. For example, Henri, formerly an international exchange coordinator, wanted to somehow expose students to diverse cultures in other countries. He explained that, for his Friday reading centers, he incorporated stories and activities from other countries. Typically, he brought students books about different countries from his personal collection and used activities he found on the Internet to complement what they learned from the books. As such, his previous work experience impacted the materials and activities he used in reading instruction. When asked how these activities helped with reading development he said:

In that center there are different activities each week. I might happen upon a worksheet where they learn new vocabulary from that country, but I don't really focus on reading skills. It is more to expose them to our world's diversity.

Henri's previous employment experiences and commitment to helping students learn also mediated what he learned about the practical tools he was incorporating in his instruction. Although Henri used new activities every week, he was appropriating these practical tools only at the surface feature level. He admitted looking for activities because it matched the country he chose and was not concerned about their overall purpose in his reading instruction. Finally, Henri explained that the country center was the only area of his reading instruction where he incorporated anything from his previous job. He explained that the Corrective Reading

curriculum and what he learned about reading instruction limited his use of the country center. Henri said that he thought of the idea of using country centers before he began teaching. At that time, he envisioned whole units around countries, including stories and activities. However, when he entered the classroom, he was mandated to use the Corrective Reading curriculum for a portion of his instruction. In retrospect, Henri realized the features of the Corrective Reading curriculum were effective for student learning. During the portion of his instruction where he was free to choose content and materials, he drew more on what he learned from the Corrective Reading curriculum than from his previous employment. When asked about how he planned for this time he said:

I have tried lots of different things but I noticed after about the first month there were several things about the Corrective Reading curriculum that seemed to work for my students. They need an approach where you are telling them how to do something, or even modeling it first. Then, they also need tons of repetition. I try to build on what they are learning in Corrective Reading and still use these same strategies.

Over time, Henri began to incorporate the strategies he learned from Corrective Reading in his country centers. The curricular supports available for Henri helped him to transfer practical tools (e.g., modeling, direct instruction, repetition) from the Corrective Reading curriculum to other parts of his instruction, suggesting he is appropriating these practical tools at a more conceptual level. For Henri, the presence of curricular supports modified the role his prior work experience played on his classroom practice.

In summary, the individual characteristics of test-only teachers influenced what they incorporated in their instruction, what they learned about teaching reading, and how they enacted classroom practice. Specifically, the personal qualities and prior experiences of beginners

influenced their opportunities to learn about pedagogical reading practices and thus impacted their classroom practice. Interactions with curricular supports enabled beginners to use personal qualities to facilitate teacher learning, reflect on and modify the impact on reading instruction, and use previous experiences with children to shape instruction.

Sub-theme: Curricular Interaction with the Contextual Activity System

While the core theme, access to curricular supports, is a part of the contextual activity system, further examining this activity system led to a more specific understanding of factors contributing to test-only teachers' view of the school. In particular, the nature of teacher's perceptions of administrative support and collegial integration shaped how teachers felt about their workplace environment, what they learned from others, and how they addressed instructional issues. Further, their use of a well-structured curriculum and their developing understanding of reading instruction influenced opportunities for strengthening relationships with administrators and general education peers.

Administrative Support

How administrators interacted with beginning teachers impacted their view of the school's climate. Teachers viewed their relationships with administrators positively when an open line of communication existed. However, the type and nature of this communication influenced whether beginners sought assistance with instruction from the administrator. For beginners who were employing a well-structured curriculum that was familiar to the administrator, questions and problems with the curriculum provided opportunities for beginners to engage in instructional conversations with administrators, strengthening their relationships. Finally, for some beginners, developing a deeper understanding about the practices they were employing positively impacted their relationships with their administrators.

Lilla, Taurean, and Henri described positive interactions with administrators. However, the nature and types of communication beginners had with administrators influenced whether they accessed support. For Taurean and Lilla communicating easily with administrators, at least from their perspective, helped them feel comfortable asking questions or seeking help with problems. Both beginners spoke with administrators nearly every day and described interactions focused on instruction. Lilla had an on-going discussion about reading instruction with one of her administrators, Mrs. B. In her first month, Mrs. B. provided both critical and positive feedback after short observations, which Lilla found helpful in improving her understandings and instructional practice. Lilla described her relationship with Mrs. B. as important to her learning. She said, “I knew from day one that she was focused on the kids in my classroom learning and she said I was the one who could make that happen...I know she wants me to succeed”. While Henri also spoke positively with his administrators, he did not feel comfortable asking for help. He described frequent cordial interactions with his four administrators. When asked to explain a typical interaction, Henri said, “Usually I see one of them (administrators) in the hallway and they just ask me how it is going.” While Henri did describe the helpful feedback his administrator provided, he did not access her for any additional instructional support. He said:

I know and like all the principals and assistant principals, but I don't use them when I need help...it is a big school, there is a lot going on. I am not sure it is really their job to come in and help me with all my problems teaching, I don't even know what they used to teach...three of the them haven't ever stepped foot in my classroom.

While the frequent short exchanges in the hallway enabled Henri to have a positive view of his administrators, it was not enough for Henri to feel comfortable accessing support for instruction.

Available curricular supports also influenced administrator-beginner relationships. Henri's administrators were not directly involved in the school-wide implementation of Corrective Reading and this deterred him from seeking their help. He explained, "I wouldn't really think to ask them (administrators) for help with the Corrective Reading curriculum. I haven't heard any of them talk about it, and they don't come to the meetings." For Taurean and Lilla, the available curriculum and supports for its implementation strengthened administrator-beginner relationships by providing opportunities for communication. The reading coach for Taurean and Lilla set up a monthly meeting for all READ 180 teachers. This meeting generally consisted of updates on curriculum implementation and a small group break-out discussion of current instructional problems. Taurean discussed how these meetings helped him to connect with his administrator and access support. During one meeting, Taurean spoke about his difficulty managing Deon, a new student in his class. When Deon was with him in the small group rotation, he worked well and stayed on task. But when Deon was working in a small group without adult supervision, he would constantly pester students and remain off task. While his fellow teachers had ideas for him, Taurean felt these were strategies he already tried. The next day Mr. K., one of his administrators, came by his classroom to talk about Deon. Mr. K. was alerted by the reading coach that Taurean was having a hard time with this one student. Taurean discussed the support he received from Mr. K.:

I wouldn't have gone to talk to him [Mr. K.] on my own, so I am glad he came to me. We talked about Deon's history at a school for severely emotionally disturbed students and we even contacted the teacher at that school who had success with Deon. She had lots of good ideas about how to get him on task, specifically sending positive notes home and

quietly rewarding him after each rotation. Without the help from Mr. K., I wouldn't have talked to that teacher and I would probably still be arguing with Deon every day.

In this case, Taurean's struggles with the schoolwide curriculum provided opportunities for problem-solving with his administrator, as well as other colleagues. Additionally, these problem-solving conversations enabled Taurean to change his classroom management techniques. Instead of arguing and fussing with Deon every day, Taurean used frequent rewards and positive notes to turn Deon's behavior around.

For Taurean and Lilla, what they understood about reading instruction and what their administrators knew about reading instruction and working with students with disabilities worked together to strengthen their administrative relationships. For example, as Lilla attempted to understand strategies in the READ 180 curriculum, she was prompted to ask more specific questions of her administrator. Such questions enabled Lilla and her administrator to engage in instructional conversations about teaching reading. Lilla explained:

It's funny, the more I learn about the curriculum the more questions I have. At the beginning I didn't even know what to ask. Now, I am in Mrs. B's office all the time asking questions.

When asked to give a particular instance, she said that just last week she asked Mrs. B. about implementing a fluency activity, which involved Lilla modeling reading. Lilla was confused about this practice. She knew that to become fluent, students needed lots of practice and repetition, but could not see the value in her reading to them when this took time away from students' reading aloud. Mrs. B. explained to Lilla that modeling fluent reading helped students understand what they should sound like when reading, and this modeling was particularly important for special education students who often needed not only to practice on their own, but

also to see and hear what comprises fluent reading. Lilla left Mrs. B.'s office with a better understanding of fluency instruction.

Collegial Integration

How well beginning teachers are included in the school environment either promotes collegial integration or isolation. When beginning teachers thought they were accepted by their colleagues, they were more likely to see themselves as an integral part of the bigger environment. Access to strong curricular supports and opportunities to talk about curricular strategies helped beginners to strengthen their collegial integration and provided opportunities for some special education beginners to work with their general education peers.

Taurean and Lilla felt included in their school culture. Each felt that special education teachers at their school were treated in the same manner as general education teachers. Taurean explained:

Even though I am technically a special education teacher, I don't think any of the kids even knew it. I was treated the same as other teachers, and everyone here talks about the kids as our kids -- not mine or yours.

Additionally, these two teachers believe that schoolwide use of a curriculum provided opportunities for collegial discussion about instruction. Taurean described his co-teaching classroom as providing an opportunity to work daily with a general educator. Although Lilla taught only special education students, she noted that schoolwide use of the READ 180 curriculum enabled instructional conversations with regular educators. READ 180 classrooms were comprised of (a) all students in general education, (b) all students in special education, or (c) a mix of students in general and special education. On a monthly basis, the reading coach brought all READ 180 teachers together, giving Taurean and Lilla an opportunity to work with their general education peers. This meeting worked to strengthen their sense of inclusion, and

provided an opportunity for Lilla and Taurean to collaborate with general educators to solve curricular and student-based problems. Lilla remembered one meeting as being particularly helpful. She said:

In one meeting I was talking about my difficulty with vocabulary in the units, and I really felt like what is offered for my kids isn't helping them to really understand the words.

One of the teachers explained how when she has her low group in rotation she alters her vocabulary instruction. One of the things she did was to give the students different scenarios where the word is used both within the story we are working on and outside of the story. She explained this helped her students better understand the word meaning.

Lilla took this suggestion back to her classroom and implemented it during small group instruction. Her discussion with her general education peers helped her to use new practical tools (vocabulary scenarios), and gain a better understanding of vocabulary instruction.

Henri did not share this strong collegial integration. In fact, he felt isolated as a special education teacher. He believed that teaching the lowest ability students in the school excluded him from many activities. He saw the special education teachers separated from the general school culture. Although Henri saw special education as separate from general education, school wide use of the Corrective Reading curriculum enabled his only interaction with his general education colleagues. He explained:

The whole school does Corrective Reading. Sometimes that is the only thing I have in common with other teachers, and it gives us something to talk about. At least there is one thing the whole school does together.

Unfortunately, Henri described Corrective Reading meetings only occurring every other month.

He expressed his preference for more frequent meetings, "I wish we met more often. I think there

are probably a lot of general ed teachers who could give me some great information about teaching, but I just don't get a chance to be around them." Henri had few collegial opportunities to further his understandings of the Corrective Reading curriculum and reading instruction.

In conclusion, school climate factors including administrative support and collegial integration impacted the relationships beginners developed, and consequently, how they understood and implemented classroom practices. The influence of school climate factors was mediated by the availability of a mandated structured curriculum. Teachers using such structured curriculum had more opportunities to discuss specific instructional strategies and receive more targeted assistance. Additionally, their repeated use of structured curriculum, combined with contextual supports for learning, facilitated their understanding of conceptual and practical tools for reading instruction. This improved knowledge, in turn, influenced the interactions test-only beginners had with administrators and colleagues.

Summary

The grounded theory presented in this chapter explains the influences on three test-only teachers' classroom practice and their appropriation of conceptual and practical tools. The core of the grounded theory, access to curricular supports, mediates the influence of the individual activity system and contextual activity system. Together, these influences impact the classroom practice and appropriation of conceptual and practical tools. The level of appropriation of conceptual and practical tools reached by the test-only beginner, in turn, worked to influence the individual and contextual activity systems, making this grounded theory cyclical.

While a variety of factors influenced the classroom practice of beginners and their appropriation of conceptual and practical tools, access to curricular supports emerged as the primary influence, and also mediated the influence of individual and contextual activity systems. Through a cross-case analysis, the availability and nature of curricular supports served as the

most important influence for test-only beginners, impacting the enactment of classroom practice and development of a higher level of appropriation of conceptual and practical tools.

Each participant's first year of teaching reading was different. However, the interaction of influences impacted their classroom practice and the appropriation of conceptual and practical tools. While beginners generally improved their classroom practices and increased their appropriation of conceptual and practical tools their unique individual and contextual characteristics placed them on a continuum.

In Lilla's case, her access to curricular supports, coupled with her unique individual characteristics and school climate resulted in a winning interaction. Specifically, Lilla's (a) mandated READ 180 curriculum (b) frequent interactions with experienced and knowledgeable mentors; (c) opportunities to see instruction using READ 180 modeled; (d) flexibility and patience; (e) frequent communication and specific corrective feedback from administrators; and (f) opportunities to communicate with her general education peers enabled Lilla to learn about and enact effective classroom practices in reading instruction for students with disabilities.

In Taurean's case, his access to a variety of curricular supports, coupled with his unique characteristics and school climate resulted in a productive combination. Specifically, Taurean's (a) mandated READ 180 curriculum; (b) frequent interactions with his formal mentor, reading coach, and co-teacher; (c) opportunity to see instruction using READ 180 curriculum modeled on multiple occasions by his reading coach, experienced teacher, and co-teacher; (d) humorous and easygoing nature; (e) prior experiences working with children and adults; (f) positive interactions focused on instruction with administrators; and (g) a strong feeling of belonging in school culture led Taurean to learn about and improve his reading instruction for students with disabilities.

In Henri's case, his: (a) mandated Corrective Reading curriculum; (b) frequent interactions with his neighboring teacher and para-professional; (c) opportunity to see instruction in the Corrective Reading curriculum modeled during training; (d) silly, excited, open-minded nature; and (e) prior experiences solidifying his love of other cultures and children led Henri to learn about and improve his reading instruction.

CHAPTER 6 DISCUSSION AND IMPLICATIONS

Overview of the Study

The purpose of this study was to understand how the individual and contextual activity systems contributed to the reading instruction and learning of test-only beginning special educators. In particular, this study aimed at understanding how teachers with no formal teacher education preparation use and appropriate curriculum to implement reading instruction. In an effort to ease entry requirements and help relieve shortages, NCLB states teachers can enter special education classrooms by merely holding a bachelor's degree and taking the special education licensure test. However, there is a lack of empirical knowledge about how both individual differences and the school work context influence beginning test-only teachers' classroom practice and their appropriation of conceptual and practical tools for reading instruction.

Existing literature suggests several factors influence both the classroom practice of beginning special educators and their appropriation of conceptual and practical tools. What the individual teacher brings to the classroom and what they encounter when they arrive mediate how a teacher appropriates conceptual and practical tools. Although the literature suggests that personal qualities, prior experiences, induction, collegial support, and administrative support impact classroom practice, it is unknown how these individual and contextual factors interact to influence classroom practice or a beginning teacher's understanding of reading instruction. Moreover, although the research on curriculum suggests its ability to impact classroom practice, it does not look specifically at how the use of curriculum works in the appropriation of conceptual and practical tools. This study was designed to examine how test-only teachers use

curriculum in classroom practice, how they learned from curricular use, and what additional factors interact to influence their appropriation of conceptual and practical tools.

To understand how test-only teachers use curriculum to enact reading instruction, grounded theory methods were employed. Three test-only beginners teaching reading to students in grades 6-8 participated in this study. Data were collected through classroom observations, teacher interviews, RISE, Pathwise, and artifact collection. Each teacher was observed on four occasions, and extensive field notes were taken about instructional practices, student behavior, teacher-student interactions, and the classroom environment. Following each observation, field notes were used to complete the RISE and Pathwise. To explore the nature of teachers' instructional practices, one in-depth interview, and eight observational interviews, four prior to and four after each observation, were conducted. To ensure trustworthiness of data, member checks and peer reviews were completed.

Data analysis co-occurred with data collection, and I constantly asked abstract, theoretical questions that were relevant to details of the data. Through the key phases of data analysis (i.e., open, axial, and selective coding), a theory was carefully developed. Grounded in the data, this theory explained influences of the activity systems on test-only teachers' classroom practice and their appropriation of conceptual and practical tools. The grounded theory answers main research questions: What role does curriculum play in the classroom practice of beginning special education teachers who enter the classroom with no preparation? What role does curriculum play in how teachers appropriate conceptual and practical tools related to reading instruction? What role do activity systems (individual and contextual) play in the classroom practice and appropriation of conceptual and practical tools?

Descriptions in Chapters 4 and 5 provide extensive information about what each teacher understood about reading instruction and how each teacher enacted reading instruction. Chapter 5 develops a grounded theory based on a cross-case analysis of the individual and contextual activity systems influencing classroom practice and appropriation of conceptual and practical tools. Part of the contextual activity system, access to curricular supports, emerged as the primary influence on classroom practice and the appropriation of conceptual and practical tools. These chapters present both descriptive and analytic evidence.

In summary, the grounded theory depicts a core theme, access to curricular supports, as the primary influence on what test-only teachers learned, understood, and did in their reading instruction. Teachers with access to curricular supports including mandated and prescribed curriculum, mentoring in curricular use and instructional strategies, and modeling of curricular use demonstrated effective classroom practices for students with disabilities and appropriated conceptual and practical tools related to their instruction. Teachers also brought to the classroom individual characteristics (i.e., personal qualities and prior experiences) and encountered school context factors (i.e., administrative support and collegial integration) that influenced their classroom practice and the appropriation of conceptual and practical tools. Finally, what beginner's understood about the reading practices they implemented influenced their administrative interactions and how their individual characteristics impacted instruction.

The purpose of this chapter is to discuss how findings of this study support and extend existing literature. The researcher also proposes implications for policymakers, administrators and districts, and future research.

Discussion

Findings from this research study explain how the participating test-only teachers learn about and enact reading instruction. Specifically, these findings support and extend what is

known about influences that support teacher learning and classroom practice. In addition, findings contribute to the empirical knowledge base about how beginning teachers' activity systems influence their classroom practice and appropriation of conceptual and practical tools. In the following section, the three areas that emerged from the grounded theory are discussed: (a) comprehensive curricular supports; (b) individual characteristics; and (c) workplace context. Findings are discussed in light of previous literature.

Comprehensive Curricular Supports

Access to curricular supports was the central factor in how the test-only teachers acquired knowledge and enacted classroom practice. Specifically, three key curricular supports assisted beginners in what content they included in instruction, how they implemented it, and what they learned about the pedagogical practices they were employing. These findings support and extend previous research.

In the current study, a mandated and prescribed curriculum helped beginners address essential components of the reading process and include more general instructional teaching practices in their classroom practice. All three test-only beginners self-disclosed entering the classroom with little to no knowledge of reading instruction or the pedagogical practices involved in implementing instruction. The curriculum served as a foundation for beginners from their first day in the classroom, providing them with lessons to implement and ultimately setting the stage for their own learning. These findings are supported in prior general education research demonstrating that beginning teachers recognize that curriculum does support classroom practice (Chubbuck et al., 2001; Kauffman et al., 2002). Results from this study also support and extend previous research conducted in special education. Curriculum also assisted beginners described by Bishop et al. (2009) and Kamman et al. (2007). In both studies, authors reported that access to a predetermined curriculum supported the practice of beginners. In Bishop et al. (2009),

teachers expressed how curriculum enhanced their instruction, but specific details of how curriculum enhanced instruction were not uncovered. For instance, Bishop et al. (2009) described one of their least accomplished beginner's classroom practices. When using a structured curriculum the beginner provided systematic instruction that kept students engaged. However, during the remainder of her instruction, she struggled to keep students engaged. Results from the present study extend the findings from Bishop et al. (2009) by describing how the curriculum assisted beginners in learning. For example, when Henri used the Corrective Reading curriculum, he employed systematic reading instruction, kept students engaged, and addressed reading components and general instructional practices. He struggled to provide this consistent, intense, and effective reading instruction when not using the Corrective Reading curriculum. Over the course of four months, Henri came to see how the instructional practices used in the Corrective Reading curriculum (e.g., direct instruction, repetition) assisted in student learning and he began to use these practices to inform the instructional time period where he did not use the Corrective Reading curriculum.

Mentoring by experienced, knowledgeable, and available professionals was the second critical curricular support. The available curriculum served as a portal for most mentoring discussions. It not only enabled mentors and beginning teachers to discuss how to work with the curriculum, but it also provided an opportunity to discuss other instructional issues. Thus, the type of mentoring beginning teachers received influenced how they viewed instruction for students with disabilities, how they solved classroom-based problems, and what they were able to learn about reading instruction and apply from the curriculum. These findings align with available research on special education mentoring reporting beginners value the expertise of their mentors in helping them adapt and select materials for instruction and develop strategies to

motivate students (Boyer & Lee, 2001; White & Mason, 2006). Results from the present study extend special education research and confirm general education research (Grossman & Thompson, 2004; Valencia et al., 2006) by specifying the impact of curricular mentoring on the classroom practice and learning of beginners. For instance, when Taurean implemented instruction using the READ 180 curriculum, one reading group typically struggled in completing a vocabulary activity with cloze sentences. A discussion with his mentor led Taurean to adjust his instruction and provide additional guidance beyond what the READ 180 lesson plan specified (i.e., giving an example and asking students to work in pairs). He reviewed the meaning of each vocabulary word, used a think aloud process to model identifying key context clues, and asked student pairs to use the same think aloud process to work together in matching the correct vocabulary word to the cloze sentence. The discussion with his mentor assisted Taurean in adapting the READ 180 lesson ultimately leading to increased student learning for the struggling reading group.

Finally, test-only teachers who had access to excellent instructional models learned about the curriculum and enacted it during instruction. Each teacher in the study was able to observe someone who was knowledgeable about and experienced with the curriculum. Such modeling helped beginners understand the conceptual and practical features of the reading instruction and how to implement them. Existing literature more generally reports that professional development can assist beginners in understanding and implementing curriculum (Grossman & Thompson, 2004; Kamman et al., 2007; Valencia et al., 2006). Findings from the present study extend previous research by identifying modeling as an essential professional development strategy and describing how modeling can help beginners implement classroom practice and learn about reading instruction. For example, while Lilla studied the READ 180 curriculum the weekend

before she stepped into the classroom, she had difficulty imagining how she would enact instruction. It wasn't until she watched an experienced teacher model instruction using the READ 180 curriculum that she was able to link her understandings from reading the curricular materials to enacting classroom practice.

Individual Characteristics

Beginning test-only special educators came to the classroom with a variety of individual characteristics. These characteristics influenced classroom practice and appropriation of conceptual and practical tools for reading instruction. Individual characteristics also interacted with available curricular supports and understandings of reading instruction to impact beginner's perceptions of their personal qualities and prior experiences, ultimately influencing classroom practice.

Beginning teachers identified and discussed numerous personal qualities that influenced classroom practice. This finding supports and extends existing literature. Prior research identifies a variety of important personal qualities in special education beginners (Bishop et al., 2009; Lessen & Frankiewicz, 1992). However, this study extends existing research because it provides a link between personal qualities and classroom practice. For example, while Lesson and Frankiewicz reported more effective special education teachers displayed self-control, humor, enthusiasm, fairness, empathy, and flexibility, they do not link these qualities to teacher practices. Similarly, Bishop et al. (2009) grouped their most accomplished beginners and identified resourcefulness as a key quality. Researchers described how beginners drew from multiple sources to inform instruction, but they do not link the personal quality of resourcefulness to specific classroom practices or teacher learning. The present study extends these findings. Test-only teachers not only described their personal qualities, but also how the qualities impacted what they learned and how they enacted reading instruction. For example,

Henri linked his open-mindedness to trying new strategies in his instruction and subsequently learning about reading. He described using a graphic organizer to assist in student comprehension and reported success in student learning, adding to his repertoire of practical tools and expanding his conceptual understanding of comprehension instruction.

Further, personal qualities beginners described seemed to align with other personal qualities identified in the research (e.g., self-efficacy, reflection, resourcefulness). For instance, each test-only teacher in the current study discussed how his/her actions affected student learning, suggesting the beginners had a high level of self-efficacy, a teacher quality identified as important in existing general education research (Bengtsson, 1995; Gibbs, 2002; Hatton & Smith, 1995; Henson, 2001; Pajares & Urdan, 2006). Moreover, all three beginners were successful in seeking out information and resources, carefully considering their students' needs and the learning environment. These actions suggest the test-only teachers in this study displayed the personal qualities of reflection and resourcefulness, identified as important teacher qualities in special education research (Bishop et al., 2009).

The prior experiences of test-only beginners and available curricular supports impacted how they enacted and what they learned about reading instruction. For instance, Lilla's mandated curriculum prompted her to discuss her understanding of comprehension questioning with her mentor. This discussion led Lilla to modify her initial understanding of how to assist a student in reaching higher level thinking and aided her in gaining a better understanding of comprehension instruction. Prior experiences from previous employment also influenced what beginners could draw from to inform classroom practice. Previously working with children was a powerful influence on instruction, as test-only beginners could see the direct relationship from their prior employment to their classroom practice. The connection between prior experiences,

beliefs, and classroom practices are well founded in the literature (e.g., Levin & He, 2008; Lortie, 1975; Richardson, 1996). In particular, literature focused on previous experiences documents the impact of prior experiences on beginner's beliefs (e.g., Hollingsworth, 1989; Pajares, 1992). Test-only beginners' beliefs were not accessed in this study, but it is likely that prior experiences informed beliefs. For instance, it is probable that Lilla's personal experience and success as a student led to a strong belief in higher order thinking. The discussion with her mentor did not alter her belief in higher order thinking, but instead altered the strategy she used to assist students in reaching higher order thinking.

Workplace Environment

Teacher's perceptions of administrative support and collegial integration shaped how teachers felt about their workplace environment, what they learned from others, and how they addressed instructional issues. Further, their use of a well-structured curriculum and their developing understanding of reading instruction influenced opportunities for strengthening relationships with administrators and general education peers.

In the current study, administrative support emerged as important for beginning teacher learning and problem solving. Specifically, test-only beginners reported developing positive relationships with administrators as they gained more knowledge of the curriculum and reading instruction. Previous research demonstrates special educators with strong principal support reported greater job satisfaction, higher levels of commitment, more professional development opportunities, greater collegial support, fewer role problems, and less stress and burnout than their less-supported peers (Billingsley, 2005; Cross & Billingsley, 1994; Gersten, Keating, Yovanoff, & Harniss, 2001). This study goes one step further by describing how administrative support can impact classroom practice and teacher learning. For instance, Taurean's discussion with Mr. K. about ongoing problems with student behavior led to changes in Taurean's

classroom management techniques. Similar to the present study, existing literature also describes how relationships with administrators developed as the school year progressed and how administrators provided more substantive feedback over time (Busch, Pederson, Espin, & Weissenburger, 2001; Giacobbe, 2003). Like beginners in these studies, Lilla and Taurean were able to ask more specific questions to their administrators as they learned more about reading instruction and the curriculum, allowing their administrators to provide precise feedback. In contrast, Henri did not perceive his administrators as knowledgeable about reading instruction or the Corrective Reading curriculum. His perceptions prevented him from accessing his administrators for support. Henri's reluctance to seek help from his administrators is not unusual as suggested by previous literature (Glidewell, Tucker, Todt, & Cox, 1983; Lortie, 1975).

Findings from this study demonstrate how important it is for beginning special education teachers to be integrated into the school environment. Henri, like many other special education beginners, reported feeling isolated from his general education peers (Gehrke & McCoy, 2007; Kilgore & Griffin, 1998; Otis-Wilborn, Winn, Griffin, & Kilgore, 2005). Conversely, Lilla and Taurean reported feeling included in the larger school environment. Existing research regarding the integration of special educators also reports on the feelings of special educators (Griffin et al., 2003; Kilgore, Griffin, Otis-Wilborn, & Winn, 2003; White & Mason, 2006). The current study extends previous findings by describing how collegial integration relates to changes in classroom practice and teacher learning. Access to strong curricular supports and opportunities to talk about curricular strategies helped beginners to strengthen their collegial integration and provided opportunities for some special education beginners to work with their general education peers, ultimately leading to changes in classroom practice and improved understandings of reading instruction. For instance, a regularly scheduled READ 180 meeting provided an

opportunity for Lilla to collaborate with general educators to solve curricular and student-based problems. On one occasion, Lilla discussed her students' difficulty understanding vocabulary. Lilla took a suggestion for altering instruction (i.e., providing elaborate vocabulary scenarios) back to her classroom and implemented it during small group instruction. Her discussion with her general education peers helped her to use new practical tools and gain a better understanding of vocabulary instruction.

Limitations

As discussed in Chapter 1, there are several aspects of the study that limit the generalizability and interpretation of the findings. First, the participants in this study taught in two counties in Florida, and entered through the shortest alternative route to the classroom. Thus, the findings cannot be generalized to the larger population of beginning special educators or those certified through alternative routes. Furthermore, the teachers all taught reading in middle school, therefore these findings may not apply to elementary or high school levels or in other subject areas.

This qualitative research study followed beginners through 4 months of their first year of teaching. The data, therefore, only provide glimpses into the test-only teachers' classroom practices and their appropriation of conceptual and practical tools for reading instruction. This study's time frame makes it difficult to understand fully the interactions overtime between the core theme and sub-themes. For example, the loss of curricular supports in the second year of teaching, such as mentoring, might suspend teacher learning. Without following teachers through their second year as a teacher, the long-term impact of curricular supports is left unknown.

It is also difficult to clearly capture how test-only teachers appropriate conceptual and practical tools for reading instruction. When used collectively, observation tools and field notes,

concept maps, and interviews seemed to paint an accurate picture of the participants' appropriation, but any potential problems with these could influence interpretation of these findings.

Finally, the unusually supportive contexts and exceptionally reflective beginners make the experiences described in this study a best case scenario, and therefore not generalizable. The supports available to the three beginners in this study are not typical. At a minimum, beginners had weekly support from a mentor, and several received daily instructional support. Moreover, all three beginners in this study were extremely reflective. While it was important to interview the test-only beginners multiple times, it is possible the type of questions asked prompted the beginners to be more reflective about their instructional practices and learning. For example, questioning about a particular classroom practice might prompt a beginner to discuss instructional choices with a mentor, thereby facilitating teacher learning. It is not possible to determine how the interaction with the researcher affected the beginning teacher.

Implications

Findings from the present study indicate that special education, test-only beginners are influenced by both activity systems and most powerfully access to curricular supports. More specifically, the nature and availability of three types of curricular support (i.e., available curriculum, instructional mentoring around the curriculum, and modeling instruction with curricular use), individual characteristics (i.e., personal qualities and previous experiences), and two contextual factors (administrative support and collegial integration) impacted test-only teachers' understandings of reading instruction and the practices they employed in instruction. These findings have implications for future practice and research in special education.

Implications for Policymakers and School Administrators

The findings that emerged from this study highlight important factors for policymakers to consider. The decisions made at a national and state level impact how teachers enter the field. Current national policy allows for such extremes as the test-only teachers in Florida. Approving policies that allow beginners with limited knowledge of instruction for students with disabilities in the classroom requires policymakers to consider what must be in place to support these teachers. While most states employ policies related to the formal induction of beginning teachers, fewer than 1% of beginning teachers during the 1990-2000 school year were provided with a comprehensive induction program that included mentor programs (i.e., mentor in same field), group activities (i.e., seminars, time for collegial collaboration, supportive communication, networks), and reduced workload/extra resources (i.e., reduced schedule, reduced preparations, teachers aide) (Smith & Ingersoll, 2004). The supports provided to test-only beginners in the present study do not align perfectly with Smith and Ingersoll's (2004) most intense induction package. This difference in supports suggests beginners entering the field of special education with a variety of backgrounds and preparation may need different types and levels of support. For test-only beginners in the present study comprehensive curricular supports including a mandated and structured curriculum and mentoring and modeling for its implementation was critical for enacting effective reading instruction and for increasing beginning teaching learning.

However, re-creating the winning combination of beginner and supports as witnessed in this study is unlikely. For instance, in Humphrey, Wechsler, and Hough's (2008) review of alternative route programs, only 13% of beginners across seven alternate route programs received the most valued monthly mentoring activities (i.e., demonstrating lessons, jointly planning lessons, talking about student needs and providing materials). Taurean, Lilla, and Henri

received the same types of mentoring activities on a weekly and sometimes daily basis.

Humphrey et al. (2008) conclude, “Alternative certification programs are likely to face a big challenge in ensuring that their participants are placed in schools where they have an opportunity to learn and succeed “(p.41).

Findings from this study have clear implications for school administrators. As administrators deal with the chronic and increasing shortage of special education teachers, they must constantly choose individuals to teach in their classrooms. Moreover, NCLB demands students with disabilities make adequate yearly progress and a highly qualified teacher is placed in each classroom. Identifying the supports necessary to assist beginners in learning about instruction and their students’ needs is imperative in fostering quality in beginning special education teachers. Findings from this study can help administrators identify key factors that influence beginning teacher classroom practice and learning. While these factors are important for all beginners, they are essential for test-only beginners who enter the classroom without any formal preparation.

School climate factors also influenced test-only beginners in this study. Administrators should attend to these factors, including regular interactions and specific feedback from administrators, opportunities for collegial relationships, and a sense of equality and integration with the larger school environment. When beginners gained knowledge of their curriculum and reading instruction, they were better able to communicate with their administrators and colleagues. This finding suggests administrators may need to pay particular attention to developing relationships with beginners who struggle with their classroom practices.

Findings from the present research also emphasize the need for comprehensive curricular supports. In this study, the availability and nature of three types of supports (i.e.,

mandated and prescribed curriculum, mentoring around the curriculum, and modeling of curricular use) assisted beginners in what content was included in their instruction, how they implemented instruction, and what they learned about instruction. Administrators and districts should consider the type of curriculum available for beginners and the supports in place to implement the curriculum. Providing a team of professionals who are experienced, available, and knowledgeable is important. Moreover, providing an opportunity for beginners to see instruction using the curriculum modeled by someone experienced and knowledgeable in curriculum will assist beginners in enacting classroom instruction and in developing their knowledge of the content and instruction.

Finally, findings from this study emphasize the importance of carefully selecting beginning special educators. All three beginners in this study had some background or experiences in working with children, which played an important role in both classroom management and making connections with students. The test-only beginners were also extremely reflective and resourceful allowing them to access supports and continuously learn about reading instruction. Even carefully selecting a beginner with the prior experiences and personal qualities like the beginners in this study does not necessarily translate into success. Two previous research studies found traditionally prepared special educators outperformed alternatively prepared teachers on classroom observation data (Nougaret, Scruggs, & Mastropieri, 2005; Sindelar, Daunic, & Rennells, 2004). These results highlight the importance of preparation and the disadvantage alternatively prepared teachers may face.

Implications for Future Research

Results from this study suggest that activity theory might be a viable framework for future investigations of beginning teacher learning. Activity theory not only accounts for various influences on teacher learning, but also sheds some light on why teachers appropriate conceptual

and practical tools at different levels. It is a model that examines learning from different activity systems, those of the individual and the workplace, encompassing the myriad of contexts beginning special educators face. Findings from this study also suggest that comparisons of test-only teachers and other beginners may not reveal the complete story. Activity theory is particularly useful in studying teachers entering from alternative routes since it accounts for individual differences in activity systems. Should researchers choose to use activity theory to frame future studies on beginning special education teachers, they will need to consider additional activity system factors such as preparation, disability category, and service delivery model. Accounting for additional factors will help distinguish significant influences for special educators.

The findings generated by this study point to the need for additional empirical research in several areas related to beginning special educators' classroom practice and learning. First, as argued by researchers, special education is in need of valid and reliable measures of teacher's reading knowledge (Brownell et al., 2009; Phelps & Schilling, 2004). This study highlights the need for measures that accurately assess beginner teacher knowledge for teachers of students with disabilities. The use of interviews, observations, and artifacts provide details about individual teachers' learning, but does not give a picture of knowledge compared to larger numbers of beginning special educators.

Next, the use of other research designs could assist in providing a more comprehensive picture of beginning special education teachers' learning. Grounded theory methods used in this study produced an explanatory model of test-only teachers' classroom practices and appropriation of conceptual and practical tools for reading instruction. This design is necessary for understanding how the unique backgrounds and skills these teachers bring to the classroom

influence their learning and instruction. However, other methods, such as large scale experimental or quasi-experimental studies, could explain the effects of different activity system factors on teacher knowledge and student gains.

Finally, the current study investigated outcomes related to test-only teachers' classroom practices and appropriation of conceptual and practical tools, but is only one of the outcomes in need of attention. The long-term impact examining influences of activity systems on beginning teacher learning, teacher practice, and student gains is needed. Moreover, research is needed studying beginning special educators entering through other various routes. This information will assist in further understanding how the diversity of beginning special educators and their disparate backgrounds interact with the school context. While this study aimed at uncovering how test-only teachers used curriculum to inform practice and their learning, focused research on other factors (e.g., administrative support) is necessary to uncover the intricacies of those interactions.

Conclusion

This research contributes to the growing body of empirical research designed to understand beginning teacher learning. The results indicate that test-only beginning special education teachers are unique, based on factors of the individual and the workplace. Each beginner comes to the classroom with different experiences and personal qualities. They enter environments that differ greatly in supports and interactions with administrators and colleagues. The complex interactions that emerged in this study show that research on beginning special educators, particularly those entering through test-only routes, must capture these complexities if we hope to develop a deep understanding of the influences on beginning teacher practice and learning.

APPENDIX A
SAMPLES OF CURRICULUM

READ 180

Identity Crisis

Used by Taurean and Lilla

WORKSHOP 3

Red Professional Development

Best Practices:

- Character 56C
- Theme 56E

Using Reports To Guide Instruction:

- READ 180 Participation Report 56G

Planning and Instruction

- Workshop Overview 56I
- Planning Guide 56K
- Build Background 56M
- Preview/Teach Vocabulary 56
- Reading 58
- Vocabulary/Word Study 72
- Writing & Grammar 74
- Functional Literacy 80

Review and Assess

- Workshop Wrap-Up 82
- rSkills Tests 83

Resources

- Differentiated Support 83A

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Story Elements: Character

The desired outcome of reading instruction is comprehension (Kamil, 2004). As proficient readers read narrative text, they independently analyze story elements, increasing their comprehension and appreciation of the story. Struggling readers, however, often have difficulty making meaning from text because they are less likely to develop and use comprehension skills. Research has shown that explicit comprehension instruction, including lessons that require students to manipulate and explore story elements, helps less-efficient readers develop a story schema framework that improves their understanding of narrative texts (Hugood, 1997). Analyzing character deepens understanding and appreciation of narratives.

What Is Character?

A character is a person (or animal) in a narrative text. Characters have qualities, or traits, that make up their personalities. Knowing a character's traits makes it easier to understand the character's behavior and increases understanding of the story.

Why Is Teaching Character Important?

Character is a key element of a narrative text. Studying character develops critical thinking skills and strategies such as inferring, making predictions, and

summarizing. Students need to be able to identify and infer character traits, behavior, and motivations to understand a story, or to understand people's actions and motivations in real life.

When Should I Teach Character?

Teach character when students are reading or listening to narrative texts. Model these strategies to analyze a character:

- What words are used to describe the character?
- Notice what the character thinks, says, and does.
- Note what other characters say about the character.
- Think about what you already know about people.

Differentiating Instruction

- Post a chart of "Descriptive Character Words," adjectives such as *cruel* or *generous*. Add students' words and encourage usage when appropriate.
- Discuss how events affect character traits. Have students divide a paper into two columns. Have them record adjectives for the main character at the beginning (Then) and end (Now) of the story.
- Build connections to characters by asking questions (e.g., "Do the relationships or dialogue between characters remind you of your family and friends?")

READ 180 SKILLS TRACKER: CHARACTER

Find additional READ 180 resources that focus on Character.

Assess Character using rSkills Tests 4, 3, and 5.

Teach

Teacher's Edition (p. 58–61, 134–137)
rBooks (p. 58–61, 134–137)
 Transparency 6

Practice

Teacher's Edition (p. 62–67, 138–141)
rBooks (p. 62–67, 138–141)

Apply

Teacher's Edition (p. 68, 69, 142, 143)
rBooks (p. 68, 69, 142, 143)
AudioBooks: Reading Awareness p. 16
AudioBooks: Right #118 in School
Paperbacks: Reading Awareness (p. 23, 30, 37, 48, 58)
Paperbacks:
 • *Alvin's Target and Other Stories* (L2)
 • *Right Star* (L2)
 • *Concealer Means Sweet* (L4)
 • *Moby Dick* (L4)
 • *Stealing Home* (L4)

Review/Reteach

AM Book (p. 306, 307)



SAM
 Use Reports to monitor progress on Character.

- ✓ rSkills Test Student Skills Report
- ✓ rSkills Test Summary Skills Report

Model Lesson

Teaching Character

Direct instruction, modeling, and practice of Character are presented in context in Workshops 3 and 6. Use this lesson to analyze characters in other narrative texts.

Set Purpose Share why this skill is important. Today, we are going to discuss how to analyze characters. All stories have characters. Identifying characters, their traits, behaviors, and motivations, will help you better understand and enjoy stories.

Teach/Model

1 Write Character on the board. Explain: A character is a person or animal in a story. It's who the story is about. Often stories have several characters. We can identify the main characters, or protagonists, because they are the ones the story is mostly about. Characters have special qualities, or traits, that make up their personalities.

2 Explain the following steps to analyze a character.

Step 1: What words are used to describe him or her?

Step 2: Notice the character's actions, thoughts, and words.

Step 3: Notice what other characters say about the character.

Step 4: Think about what you already know about people.

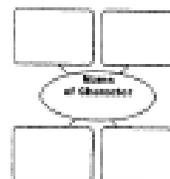
3 Read aloud a short passage from a narrative text that describes a main character. Think aloud to

show students how you analyze the character (example is from *The Mighty*, by Rodman Philbrick):

THINK ALOUD Words like giant and brown hair help me picture what Max looks like. When I read this passage about how Max goes out of his way to help his friend, I realize Max is a devoted friend. Even though Max describes himself as a moron, he acts intelligently.

4 Model how to complete the graphic organizer. (The graphic organizer is available in *RDI: Book 1*, p. 404; **SAM** Keyword: Character.)

I'm going to write what the character says, thinks, and does in the boxes surrounding the Name.



Practice/Apply

5 Guide students to make inferences about the main character based on information in the story chart. For example, predict how the character might change in the next section or chapter.

6 Reinforce this skill through read-alouds. Ask: What new traits have we learned about this character? How has the character changed or developed?

Ideas for Teaching Character

✓ "My students see characters on a very literal level. For example, they describe characters as sad."

Model how you make inferences about characters based on dialogue or events. Use these prompts:

- Look at adverbs that describe how the character speaks (e.g., angrily). What is his or her motivation?
- Review what the character does, and guide students to make inferences based on the character's decision. What would you have done?

✓ "My students have trouble describing how a character changes during a story."

Encourage students to keep a time line of the main character's significant actions. Beneath each action, ask students to list the following:

- What does this action reveal about the character?
 - How does the character react to this action/event?
- Explain to students: "Just as you and I change over time, so do characters. The events in a story are part of a character's development."

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Story Elements: Theme

The desired outcome of reading instruction is comprehension (Kamil, 2004). As proficient readers read narrative text, they independently analyze story elements, increasing their comprehension and appreciation of the story. Struggling readers, however, often have difficulty making meaning from text because they are less likely to develop and use comprehension skills. Research has shown that explicit comprehension instruction, including lessons that require students to manipulate and explore story elements, helps less-efficient readers develop a story schema framework that improves their understanding of narrative texts (Hagood, 1997). Instruction in theme will help students discover the point the author is trying to make in a text.

What Is Theme?

The theme is the author's message to the reader. Sometimes it is explicitly stated and other times readers must infer it by using clues from the title, the character's actions, and the plot. In folktales and fables, the theme is usually the moral of the story.

Why Is Teaching Theme Important?

Identifying the theme of a narrative text helps readers recognize the author's purpose, appreciate a text, and think deeply about ideas. In order to explore the theme, readers have to comprehend the text, make

inferences, and synthesize ideas. Understanding the theme shows that students have grasped the issues and complexities inherent in the text.

When Should I Teach Theme?

Teach theme using narrative texts. Starting with folktales and fables is helpful, since their themes are usually explicit. You can also refer to familiar television shows, movies, or songs to provide examples of themes.

Differentiating Instruction

- Label a bulletin board "Exploring Themes." List some common themes, such as The Importance of Family and Learning to Be Self-Reliant. As you read narrative texts, have students discuss whether the story addresses any of these common themes.
- Ask students to relate themes in texts you are reading to their lives and/or to other texts.
- Use these prompts to discuss theme:
 - ✓ How does the title relate to the theme?
 - ✓ Discuss points the author is making about family, or a historical period. Use story details to support your ideas.
 - ✓ Discuss what the author might be saying about relationships. Give examples from the story.

READ 180 SKILLS TRACKER: THEME

Find additional READ 180 resources that focus on Theme.

Assess Theme using rSkills Tools 3, 4, and 5

Teach	Practice	Apply	Review/Reteach
Teacher's Edition p. 58 Book p. 58 Transparency 6	Teacher's Edition p. 59 Book p. 59	Teacher's Edition p. 59 Book p. 59	Book p. 312, 313
			 SAM Use reports to monitor progress on Theme. <ul style="list-style-type: none"> ✓ rSkills Test Student Skills Report ✓ rSkills Test Summary Skills Report

Model Lesson

Teaching Theme

Direct instruction, modeling, and practice in identifying Theme is presented in context in Workshops 3 and 6. Use this lesson with other texts in which the Theme plays an important role in the story.

Set Purpose Share why this skill is important. Today we are going to explore the theme in a story. I will model how to ask questions while reading to help identify the theme. Identifying the theme will help you appreciate and understand stories.

Teach/Model

1 **Write** Theme on the board. Explain: The theme is the message of a text, or the "meaning" that the author wants you to take away from the story. It often helps you understand the author's purpose and think deeply about ideas. State an example of a theme from a television show or a previously read text.

2 **Explain** the following steps to help students identify the theme in a narrative text.

- While reading, pause and ask yourself:
 - Step 1: What do the characters do and say?
 - Step 2: What are the results of their actions?
 - Step 3: What is the author focusing on?

3 **Read aloud** a familiar narrative text. Think aloud to show students how you identify the theme.

THINK ALOUD I know that in the fable, The Ant and the Grasshopper, the grasshopper plays all summer, while the ant works to store food for winter. At the end of the story, the ant has plenty of food, while the grasshopper goes hungry. What is the author's purpose, or reason, for writing this story? Perhaps the big idea, or theme, is that "It is important to plan and use time wisely. Playing comes after the most important things are done."

4 **Model** for students how to complete the graphic organizer. (The graphic organizer is available in *RD: Book 1*, p. 409; **SAM** Keyword: Theme.) I'm going to record the author's message here.



Practice/Apply

- 5 **Guide** students to use the steps above to identify theme in another narrative text. Then, have them complete the graphic organizer.
- 6 **Reinforce** the skill, gradually introducing stories that have different types of themes.

Ideas for Teaching Theme

✓ **"My students confuse plot and theme."**
 Explain that the plot is what happens in the story, but the theme is the big message that the author wants the reader to remember. Ask, "What do you think I mean by big message? What is an example of a big message?" Discuss how themes often create a mood, or evoke strong emotions in readers such as sadness, anger, guilt, or joy. Model how readers use prior knowledge to infer themes. As students read narrative texts, ask them to complete and post graphic organizers to help them distinguish between different story elements.

✓ **"My students have difficulty generalizing from story details to infer a theme statement."**
 Create a "T" chart, label it "Story Details" and "My Inferences." As students list details, prompt them to make inferences about their significance. Afterwards ask, "What patterns do you see that help us figure out the author's big message?"

✓ **"My students generate theme statements that aren't related to the story."**
 Create a graphic organizer where the theme is visually tied to story details. Tell students that any theme they list must be supported by story details.

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RECOMMENDED REPORT 3

READ 180 Participation Report

This report provides cumulative data about students' use of the Software so you can determine whether students are on task.



Participation Report

TEACHER: MARGARET SCHMIDT

School: The Lincoln School
Grade: 7

Time Period: 09/01/04 - 02/02/05



Theo Krynski completes an average of 4 sessions per week on the Topic Software. He is only averaging 8 minutes a day on the Software.

STUDENT	LEVEL	TOTAL USAGE			AVERAGE USAGE			AVERAGE SCORE
		TOTAL TIME (MIN)	NO. OF SESSIONS	TOTAL SESSIONS COMPLETED	SESSIONS PER WEEK	TIME PER SESSION (MIN)	TIME PER WEEK (MIN)	
Braun, Christian	2	590	46	10	3	15	45	84
Chu, Amy	3	1,000	71	19	4	25	80	86
Collins, Chris	3	624	30	11	3	21	34	87
Cook, Tiffany	2	832	83	14	4	21	32	88
Frank, Jamal	1	480	42	10	2	24	30	88
Frank, Tonya	1	384	20	8	1	38	10	88
Franzosa, Luis	2	980	85	16	4	25	80	89
Garcia, Isiah	1	1,314	80	12	4	32	76	100
Harris, Michael	2	1,140	84	17	4	29	48	87
Kosari, Ali	3	680	45	17	3	23	42	83
Krynski, Theo	2	1,176	76	13	4	30	32	86
Palumbo, Justin	4	1,088	80	13	4	27	76	82
Ramirez, Gabriela	1	1,120	81	9	3	38	72	104
Ross, Jerome	3	1,000	80	18	4	25	80	87
		1,260	87	12	4	30	80	89

Tiffany, Jamal, and Tonya are 3 of the 7 students flagged because they spend less than 15 minutes a day or less than 3 sessions a week on the Software.

Ten students are on the Software 4 or 5 days a week. Consistent use of the Software increases student success.

Using This Report
 Purpose: Students whose names are marked with red flags are using the Software less than three times a week or for sessions of less than 15 minutes.
 Follow-Up: Observe the class and find ways to motivate students' Software access and usage.

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USING THIS REPORT

Consider the following strategies to address students' needs identified from the data on this report.

1 Ensure Student Accountability

Use resources to encourage students' accountability and self-monitoring.

Review students' *iBook* Topic Software Logs.

- Model how to complete an entry for a Topic Software CD in the *iBook* Student Log.
- Develop a signal for students to let you know when they have reached the Success Zone. At this time, you can check in, listen to their saved recording in SAM, or encourage them to complete a Topic Software QuickWrite.
- Use Whole-Group Wrap-Up to have students share summaries of their favorite segments.
- Post a wall chart for Topic Software completion, and have students mark off each CD they complete.



iBook Topic Software Log

2 Set Measurable Goals

When a student is not showing progress, work together to set specific, attainable goals.

Review detailed usage data with an individual, using the *READ 180* Student Segment Status Report.

- First check the status for each zone to see what has not been completed.
- Compare average Time Spent (minutes) in each zone to determine zones which may be causing difficulty.
- Check correlations between performance data and session time.
- Discuss which segments were more challenging for students.
- Use the Historical Average column to set long-term goals for time-on-task and plan a time to revisit these goals.

Student Name	Zone	Segment	Start Date	End Date	Time Spent (min)	Score	Historical Average
John Doe	Zone 1	Segment A	10/15/11	10/15/11	15	85	80
		Segment B	10/16/11	10/16/11	20	75	70
		Segment C	10/17/11	10/17/11	18	80	75
	Zone 2	Segment D	10/18/11	10/18/11	25	70	65
		Segment E	10/19/11	10/19/11	22	75	70
		Segment F	10/20/11	10/20/11	20	72	68
	Zone 3	Segment G	10/21/11	10/21/11	18	80	75
		Segment H	10/22/11	10/22/11	15	85	80
		Segment I	10/23/11	10/23/11	12	90	85

READ 180 Student Segment Status Report

3 Share With Your Principal

Use the *READ 180* Student Segment Status Report data to share group successes or struggles with your principal.

Share this report with your principal when usage exceeds expectations.

- Highlight individual students who show improvement and who have completed a relatively high number of segments on the Topic Software.
- Point out 4s and 5s in the Number of Sessions row to demonstrate on-model program use.
- Explain that a student who is frequently absent will have significantly lower total and average usage data.



Print this and more

▶ *READ 180* Report

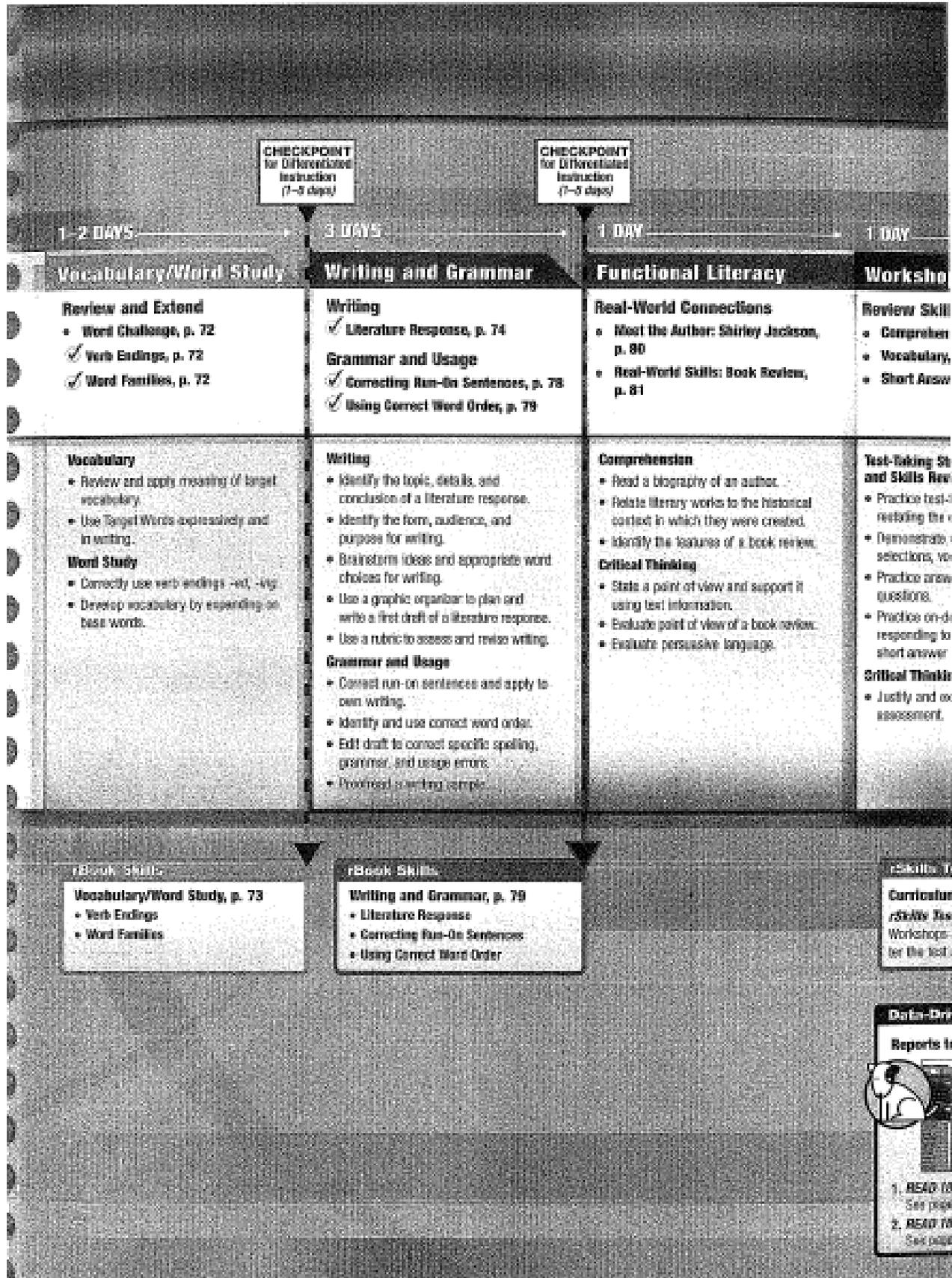
▶ *READ 180*

▶ *READ 180* Report

Additional Placement Reporting

red





180 Identity Crisis

Planning Guide

2 DAYS		6-7 DAYS		1-2 DAYS	
Prereading Build Background Anchor Video, p. 56M Preview/Teach Vocabulary Identity Crisis, p. 56 Vocabulary Builder, p. 57	Reading ✓ Teach/Practice/Apply Story Elements Louisa, Please Come Home, pp. 58-69 • Setting • Plot • Character • Theme • Text Type: Short Story	Teach Literary/Story Elements For Nobody! Who Are You? A Whole New Look, p. 71 • Rhyme • Repetition • Theme • Text Type: Poetry	CHECKPOINT for Differentiated Instruction (1-5 days)		
			Viewing • Use viewing strategies to build background about identity. Reading Comprehension • Use prereading strategies to build background about what makes a person's identity unique. • Preview genre to make predictions about the reading. Vocabulary • Learn and practice vocabulary. Generate examples to reinforce meaning. • Relate word meaning to self and the topic, identity. Critical Thinking • State a point of view and support it.	Reading Comprehension • Preview story elements and text features to activate prior knowledge, set purpose, and generate questions before reading. • Review strategies for reading for detail. • Respond to reading through discussion and writing. Story Elements • Analyze setting, including setting changes and their effect on character and plot. • Analyze character, including motives, actions, words, and character changes. • Analyze plot, identifying the plot problem, sequence of events, and best ending. • Analyze story theme to determine author's message. • Use a graphic organizer to organize information around story elements. • Use text marking to identify details about setting and character. Vocabulary • Learn new vocabulary and practice previously taught words. Critical Thinking • State a point of view and support it.	Reading Comprehension • Preview text features to activate knowledge, make predictions, and set a purpose for reading. • Draw upon and discuss visual mental images from a poem. Literary Elements • Identify rhyme and repetition. • Use text marking to identify details of rhyme and repetition. Story Elements • Compare the themes of literary texts. Vocabulary • Learn new vocabulary and practice previously taught words. Critical Thinking • State a point of view and support it.

✓ = Assessed Skill

Differentiated Support

- Decoding/Syllabication: Open Syllables, p. 83A
- Fluency: Natural/Consistent Pace, p. 83A
- ELA: Irregular Past-Tense Verbs, p. 83B

Managing the Classroom: Checking in at the Instructional Software Rotation, p. 83B

WORKSHOP PROJECTS
 See www.scholastic.com/read180/community for project ideas and instructions.

Review Skills

Comprehension, p. 69

- Story Elements

Data-Driven Instruction

Reports to Use

1. **READ 180 Participant Report:** See page 56C.
2. **READ 180 Reading Progress Report:** See page 12E.

ANCHOR VIDEO

Identity Crisis

Whole Group

View the Anchor Video DVD



View Play the **Anchor Video** for this Workshop by clicking the "Play All" button on the Workshop menu.* *When we finish watching, be prepared to discuss some of the different things that make up a person's identity.*

- After viewing, poll responses to the task. Write sentence starters on the board to help structure responses.
- *One important part of a person's identity is his or her _____*
- *Another crucial ingredient of a person's identity is his or her _____*
- As time permits, watch the video again, this time having students write down an example of someone who is struggling with his or her identity. (*Louisa has left her identity behind. Heidi wants to find out more about where she was born.*)

Reinforce Background and Language Have students brainstorm ideas about what contributes to a person's identity and why some people want to change their identity. (See **Red Routine 4: Idea Wave.**) Record details on a web, such as the one below:



* For instructions on navigating the Anchor Video, see page T110.

STUDENT OBJECTIVES

- Activate prior knowledge and build background about identity.
- Use viewing strategies to identify important information.
- Express and support personal views.



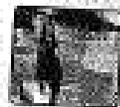
Anchor

WORKSHOP 3:

Identity Crisis

Introduction

Identity Crisis



This video provides background about personal identity. It raises the key issue for the Workshop: Sometimes understanding and accepting your identity can be a struggle.

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Anchor Video



Small Group

Review the Anchor Video DVD

Review Key Concepts Guide students to restate the big idea of the **Anchor Video**. (*Everyone has a unique identity, but sometimes understanding and accepting your identity can be a struggle.*) Use the questions below to review important parts of the video story. Replay the video as necessary.

- *Why did Heidi want to go to Vietnam?*
- *What happened when she finally visited Vietnam?*
- *Do you think Heidi was glad to meet her birth mother?*
- *How do you think Heidi would describe her identity now?*

Connect & Respond Click the “Connect & Respond” button on the Workshop menu to display the questions and sentence starters below. Read each question aloud. Then have student pairs discuss ideas before sharing with the group.

1. *Do you think it's possible for a person to change his or her identity?*
 - *I (do/don't) think it's possible for a person to change his or her identity because _____.*
2. *Why might someone want to keep his or her identity a secret?*
 - *I think someone might want to keep his or her identity a secret because _____.*
3. *Is it better to try to accept yourself as you are, or to try to change things about your identity?*
 - *I think it's better to _____ because _____.*

Connect Video to Text Remind students that during this Workshop they will be reading about people who have struggled with their identities.

- Have students look at the illustrations on **pages 60–61**. *Which person in the picture is probably Louise? Explain your thinking.*

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Poetry Reading

Oh Nobody! Who Are You?

A Whole New Look

Listen as the poems are read aloud.

Connect & Respond

These on-screen questions and sentence starters promote student responses to issues and ideas in the video.

WORKSHOP 3 Identity Crisis

Whole Group

Preview



Activate Prior Knowledge To preview the Workshop, you may wish to replay the **Anchor Video** introduction and video story. Then use the questions below to link key terms and concepts to each reading.

Reading 1: Have students preview the illustrations in the story "Louisa, Please Come Home." *Are the people in the pictures happy or sad? How can you tell?*

Readings 2–3: Tell students that the poems on pages 70–71 rely on rhyme, rhythm, sound patterns, and colorful language to help readers feel and visualize images and ideas. *How does the format of the poems look different from the story? (The story is longer and is written in paragraphs. The poems are shorter and written in short lines grouped together.)*

Shared Reading

READ Model fluent reading as you read aloud the Workshop introduction on page 56.

REVISIT Reread the text, asking students to circle the title and author of the story it refers to.

REACT Have students answer the following question:

- *Why might some teens feel that they want to run away?*

Write a sentence starter on the board to help structure responses.

- *Some teens may want to run away because _____.*

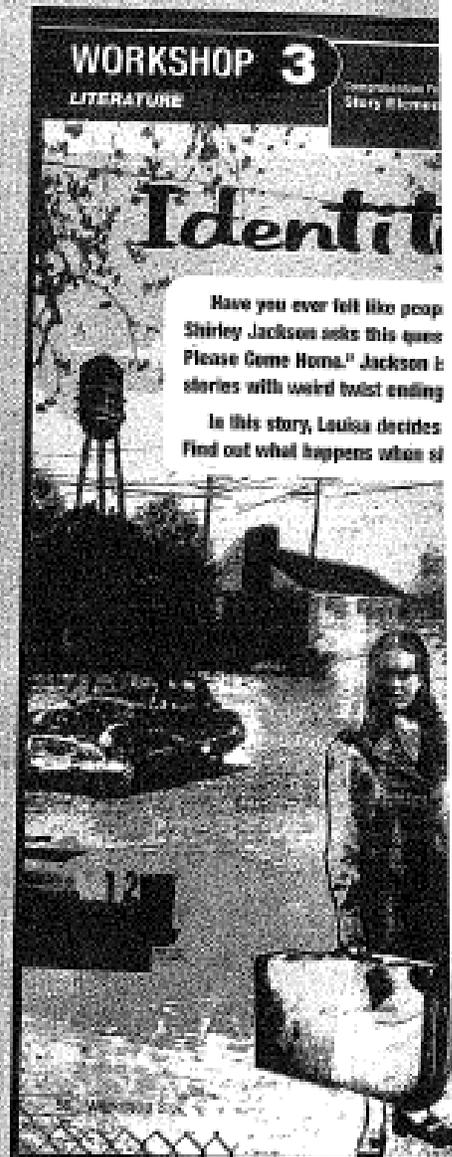
Vocabulary Builder

Introduce Point out that the Target Words are from the selections the students will be reading, and that students will encounter them in all types of reading in all subject areas.

Rate Vocabulary Knowledge Read aloud each Target Word on the Vocabulary Builder chart and have students rate their knowledge. (See **Red Routine 1: Teaching Vocabulary**.) Discuss students' responses. Use their self-assessment to help inform Small-Group Instruction.

STUDENT OBJECTIVES

- Preview Workshop selections and activate prior to them to Anchor Video key concepts.
- Learn and practice vocabulary. Generate example.



Small Group

Vocabulary Builder

 **Unlock Meaning** Follow *Red Routine 1: Teaching Vocabulary*. You may wish to enter model responses on *Transparency 1*. Introduce each word using Steps 1–4. Then use Step 5 to review all the words.

1. **Pronounce** Say the word, and ask students to repeat it. Then give the part of speech.
2. **Explain Meaning** Discuss the meanings provided. Then restate each meaning, asking students to complete it with the Target Word. For example, *To trick someone is to _____.* (*deceive*) See the Glossary for context sentences and additional meanings.
3. **Provide Examples** For each word, model an example. Then ask students to generate additional examples using complete sentences.
4. **Deepen Understanding** Ask questions that relate to students' lives. Coach students to respond in complete sentences and to include the Target Word in their answers.
 - *In what ways do some teens try to deceive their parents?*
 - *In your opinion, which is the least important part of your identity: your grades, your looks, or how you feel?*
 - *How might an imposter cause trouble at a bank? on the Internet?*
 - *Give an example of a time when you might not recognize your best friend.*
 - *What qualities do you have that make you unique?*
5. **Review** Read each sentence starter below, having students choose the correct word to complete it:
 - *I always carry my I.D. so I can prove my _____. (identity)*
 - *Grandma said I'd changed so much that I was hard to _____. (recognize)*
 - *It's hard to trick me. No matter how much you try, I'm not easy to _____. (deceive)*
 - *Every person has something that makes him or her _____. (unique)*
 - *The spies were dressed up like soldiers, but they were really _____. (impostors)*

READ 180

BUILDER

Word to Use	Example
	<p>► For each Target Word, write a complete sentence. Write in the following lines.</p> <p><i>I would never deceive . . .</i></p> <p><i>my best friend.</i> (teacher, parents, coach)</p>
is	<p>Model: An important part of my <i>identity</i> is my personality. (looks, hairstyle, clothes)</p>
without	<p>An example of an <i>imposter</i> is . . .</p> <p><i>a computer hacker</i> (accept reasonable answers)</p>
me or the	<p>Model: A person might <i>recognize</i> me by my hairstyle. (face, clothes)</p>
e-of-	<p> <i>I dyed my hair so I would look unique.</i></p>

Journal Entry for



READING 1 Louisa, Please Come Home

Whole Group



Prereading

Activate Prior Knowledge Replay the Anchor Video introduction for "Louisa, Please Come Home." Review key terms and concepts, such as that Shirley Jackson's stories often have twist, or unexpected, endings.

- Model how to use the title to generate questions. "*Louisa, Please Come Home*" sounds like what a parent pleading for a daughter to return might say. I wonder why Louisa runs away?

Preview Story Elements Read aloud the text on page 58. As you encounter each story element, ask questions or elaborate on ideas to help students preview the selection.

1. **Setting:** Use the illustration to describe the place and time of the story. (The buildings and streets show that it's a city. The clothes and especially the car show that it's during the 1950s.)
2. **Characters:** Who do you expect to be the main character? How are the others related to the main character?
3. **Plot:** How might Louisa's running away affect her family in the story?
4. **Theme:** After we read the story, we'll discuss the author's message, or what she wants us to remember and think about.

Set Purpose Read aloud the text at the bottom of page 58. Let's read to find out how Louisa's family reacts to her return.

Shared Reading

READ Read aloud the entire selection, pausing occasionally to use the **Coaching Notes** to model how good readers use self-monitoring strategies and respond to the story as they read. It may take several whole-group sessions to complete the reading.

- Have students use their fingers or a straight edge to track the text during reading. Look up periodically, to make sure students are following along.
- Before you turn each page, encourage students to summarize and ask questions to clarify any confusion.

REACT After reading the story, discuss students' reactions.

- How did Louisa's family react to her when she returned? Why did they react this way?

The following pages provide teaching suggestions for revisiting the story content and delivering related skills and strategy instruction on subsequent days.

STUDENT OBJECTIVES

- Identify the elements of a short story including setting, characters,
- Practice sorting story elements into a graphic organizer.

Literature

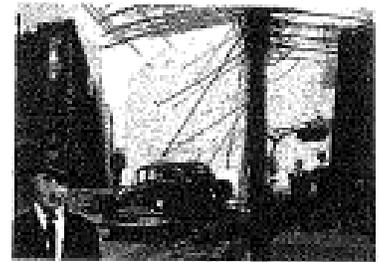
Short Story

Comprehension Focus

Story Elements

A short story like "Louisa, Please Come Home" is a short story, look for four elements:

1. **Setting** is where and when the story takes place during the 1950s.



2. **Characters** are the people in the story.



Louisa Telfer,
a 19-year-old girl



Mr. and Mrs. Telfer
and Carol,
Louisa's family

3. **Plot** is the sequence of events in a story. The plot is the main character needs to solve. In "Louisa, Please Come Home," Louisa runs away from home. But she faces a big problem.

4. **Theme** is the message about life that the author

► Turn the page to begin reading Louisa's story.

58 Workshop 3

Small Group

Strategic Reading:
Story Elements

Teach/Model Explain to students that all stories have similar parts. *Almost every story has a setting, characters, a plot, and a theme. We will keep track of these elements to help us understand the story better.* Have students look at the graphic organizer on page 59. Review each section of the chart using ideas from the parts of the story you have completed reading.

Identify the setting.

- *Where and when does this story take place?*
- Have students find the settings listed in Part 1 of the chart.
- **THINK ALOUD** *Thinking about the setting helps me know what to expect. "Louisa, Please Come Home" begins in a city called Chandler on June 20, in the 1950s. So I'll make sure to notice how this setting affects characters and events.*

Identify the characters.

- *Who is the main character in the story? (Louisa) What do we know about her? (She has run away from home.)*
- **THINK ALOUD** *To learn about and understand a character, I pay special attention to things the character says and does—and how others act toward the character. How would you describe what Louisa is like?*

Discuss the plot.

- **THINK ALOUD** *A story's plot usually focuses on a problem that a character faces and how the character tries to solve it. What problem does Louisa face?*

Define theme.

- **THINK ALOUD** *The theme is the message that the author wants readers to get from a story. Shirley Jackson's stories often have unusual plots and twist endings. Once we understand the setting, characters, and plot, we'll take a closer look at Jackson's message about appreciating what we have.*
- Let students know that they will be completing the graphic organizer as they reread the story.

se Come Home

Part 2 (pp. 62–67)	Part 3 (pp. 68–69)
Time: three years earlier	Time: three years later
Place: Chandler, Rockville	Place: Rockville
How does the character change? Louisa changes her identity. She changes her name to Lois Taylor and makes up a new family.	What is the character like now? Louisa wants to go home. She misses her family.
What happens in the middle of the story? Louisa moves to Chandler, changes her identity, befriends Mrs. Peacock, and finds a job. Then she runs into Paul.	How does the story end? Louisa returns home but her parents think she's an impostor. With no choice, she heads back to Chandler.

ste what you have until you have lost it.

Identity Crisis 59

READING 1 Louisa, Please Come Home

Whole Group

Prereading

Activate Prior Knowledge/Set Purpose Complete the entire story before continuing with the following instruction. (See page 58 for guidance.)

- Review the plot of “Louisa, Please Come Home” with students. *What is the story mainly about? (A girl runs away from home on her sister’s wedding day. She changes her identity and then returns home several years later to see her family.)*
- Explain that you are going to revisit the story. Set a purpose for rereading pages 60–61 by asking students to think about what was going on in Louisa’s life when she decided to run away.

Shared Reading

READ/REVISIT Model fluent reading as you reread aloud pages 60–61 of “Louisa, Please Come Home.” As you read, briefly explain the **Words to Know** and use any **Coaching Notes** not previously discussed in context. *When I finish reading, be prepared to tell what everyone was getting ready for when Louisa left home.*

- **Active Reading** After reading, poll students for their responses to the Active Reading question. Have students record the answer in their *rBooks*. Then have students revisit their purpose, discussing how Carol’s wedding may have contributed to Louisa running away.
- **Vocabulary Builder: Target Word** Pronounce and explain the meaning of error. Use this question to help students generate examples:

- *What are some types of errors that a child can make when learning how to write?*

Reinforce meaning with questions such as the following:

- *How can people learn from their errors?*

Review Target Words from page 57 by asking questions related to this context. For example: *How was Louisa trying to deceive her family?*

REACT Read the question aloud. Have students use **Think-Pair-Share** to respond.

- **React and Discuss** Use sentence starters to structure responses.
 - *A person might run away from home because _____.*

Use questions such as these to encourage thinking and discussion:

- *When someone runs away, his or her family and friends are affected, too. Do you think running away is selfish? Explain.*

STUDENT OBJECTIVES

- Practice analyzing the setting, characters, and plot of a story.
- Use text marking to indicate setting, character, and plot.
- Practice tracking story elements using a graphic organizer.

Literature

Short Story

Active Reading

Write When Louisa leaves home, what is everybody getting ready for?

Carol’s wedding

VOCABULARY BUILDER

Target Word

error

error (noun)

Rate it: ① ② ③

Meaning

a mistake

Example

Model: One error a child can make when learning to write is spelling. [grammar, punctuation]

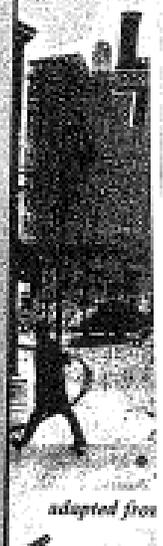
React

Why might someone run away from home?

60 Workshop 3

COACHING NOTE

Point of View You can tell that Louisa is the narrator of this story because she uses the words I, my, me, and we. This is called “first person” narrative.



adapted from

91 I listened to radio. “Louisa three years ago want you back.”

Once a year anniversary of newspaper she disappeared on used to wait for

93 I was residing for me to hide papers always

Words to Know

Small Group

**Strategic Reading:
Story Elements**

Guided Practice Guide students to work in pairs to complete the activities on page 61.



Partners analyze the setting of the story. (Activity 1)

- What do we know about the setting at the beginning of the story? (*Chandler is a city near Louisa's old hometown.*)
- Why do you think Louisa chose to go to Chandler? (*It was close to her old home and big enough to hide in.*)
- Have students circle the text that tells about the city of Chandler.

Partners analyze a character's actions. (Activity 2)

- What do we learn about the relationship between Louisa and Carol? (*The sisters do not get along.*)
- What did Louisa expect Carol to do after she ran away? (*Louisa expected Carol to postpone the wedding.*)
- Have students underline the sentence in which Carol tells why she went ahead with the wedding. Then have students record what this sentence tells them about Carol.

Review the plot. (Activity 3)

Remind students that the plot is what happens in a story. It usually begins with a problem. Guide students to uncover the problem in the story by asking questions such as the following:

- Why do you think Louisa describes the day she ran away? (*Her mother's announcement causes her to remember. Also, she might miss her family and be thinking about coming home.*)
- Why did she pick the day before Carol's wedding to run away? (*She likely thought it would cause a lot of trouble in the family and that Carol would have to postpone the wedding.*)
- Have students record what Louisa's family does the day after she runs away from home.



Complete the first column of the graphic organizer. (You may wish to use Transparency 6.)

- Have students fill in the Character and Plot sections in Part 1 of the chart on page 59.

Differentiated Support

- **Decoding/Syllabication:** Open Syllables, p. 83A
- **ELD:** Irregular Past-Tense Verbs, p. 83B

Story Elements

Setting
1. **CIRCLE** Find a sentence or phrase that tells you about the city of Chandler, where Louisa is living.

Character
2. **UNDERLINE** Find what Carol, Louisa's sister, says about her wedding.

Write What does this tell you about Carol's feelings toward Louisa?
Carol is selfish. She does not care that Louisa ran away.

Plot
3. **RECORD** What does Louisa's family do the day after she runs away from home?
They hold Carol's wedding anyway.

Now go to page 59. Add details to Part 1 of the chart.

Identity Crisis (6)

CRASHING NOTE 3

Predict We know that Louisa moves to a city near her home and stays there for three years. How do you think she will be able to hide her identity?

Whole Group

Word Study

Introduce Explain to students that they will be reviewing the Target Words. Two of the questions ask you to look at word meanings in a different way. We'll go over those first.

Verb Endings

Teach/Model Read aloud the description of verb endings in item 3 on page 72. Endings can be added to verbs, or action words, to show when the action takes place. Add *-ed* to show that an action happened in the past. Add *-ing* to show that action is taking place now. Let's take a closer look at the word exercise.

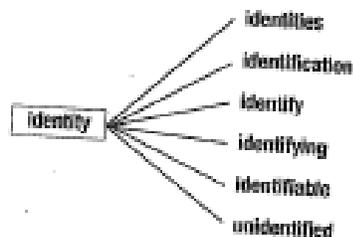
- Write the following on the board, modeling how to drop the silent *e* at the end of exercise before adding the endings *-ed* and *-ing*:
 exercise + *-ed* = exercised (past)
 exercise + *-ing* = exercising (present)

Practice Ask students to complete item 3.

Word Families

Teach/Model Read aloud the definition of a word family in item 8 on page 73. If you see an unfamiliar word but recognize the base word, chances are you can figure out its meaning. For example, knowing the base word *identity* can help you understand the words *identification* and *identify*.

- Write the following on the board and work with students to add additional words in the *identity* family:



Practice Ask students to complete item 8 by picking words that belong in the *identity* word family.

Take the Word Challenge

Allow students approximately 10 minutes to complete the Word Challenge independently or in pairs. For many of these items, there are no right or wrong answers. Your answers may be different from others. That's fine. Just be sure to think carefully about your answers and be prepared to discuss your reasons later.

STUDENT OBJECTIVES

- Review and use Target Words in new contexts, using the expressively in discussion and writing.
- Practice word-study strategies: verb endings, word families

VOCABULARY

TAKE THE WORD CHALLENGE

1 Think about it. If you won a million dollars, how would you respond? Write *yes*, *no*, or *maybe* beside each choice.

- ___ I'd put all the money in the bank.
- ___ I'd have a huge party.
- ___ I'd share it with my family.

2 Decide. What part of your identity is most unique?

- your laugh
- your temper
- your handwriting
- your clothes

3 Verb Endings

A verb ending verb to show when an action takes place. You can often add *-ed*. To show the present, you can add *-ing*. If it usually drops an *e*, it is usually dropped.

Sometimes, I *am* _____
 Yesterday, I *was* _____
 Right now, I *am* _____

Add the verbs. Use the correct verb ending.

- Yesterday, she _____ (play)
I gave her _____ (play)
- Today, we _____ (want)
the concert. (want)
- They are _____ (drive)

4 Fill in. Complete these sentences with *generally* or *often*.

In today's soccer game, my biggest _____ (often) _____
 scoring a point for the other team. I was _____ (generally) _____
 embarrassed!



72 Workshop 3

COACHING NOTE 1

Relate Verb Endings: "Learns, Please Come Home": between the present and past, so there are many verbs which verbs have the *-ed* and *-ing* endings. Have students tell the story and list at least three verbs that end in *-ed* and that end in *-ing*. Have them tell whether each verb does something in the present or past.

Small Group

Skills

Activities

Word Families

Word family is a group of words that share the same and have related meanings, such as receive and solve means to be given something. A receipt is a card that shows that you have received something. **once** use words that come from the same word family?

- do identify the thief?
- I you in without identification.
- I fell out. I need dentures.



Add to the gift.

I hope you like it. But if you don't, I still have the receipt.

10. Which of these do have roles you agree over the

- other
- newspaper reporter
- world movie star
- eident of the States
- 1st-grade teacher

10 Think. Use clues. Check the answer.

She **awned** a lot and fell asleep in class.

It was really evident that she was tired. she was boy.

It was also evident that she needed a laugh. she needed more sleep.

Finish

Identity Crisis 73

11 Have student pairs select a stanza and pick out one word that they think is part from (minimum a list of words in the family, dictionary if necessary. (Example in fourth video—adventur, advertisement, advertising)

Revisit

Review Target Words Discuss students' answers. Remind them that since there is not always a right or wrong answer, they need to explain responses. Use this routine for open-ended items (items 1, 2, 5, 6, 7, 9):

1. Write a sentence starter on the board.
2. Provide a model answer using Target Words in your explanation.
3. Then have students respond following your model.

For example, write this sentence starter for item 1:

- *If I won a million dollars, I would respond by _____.*
- **THINK ALOUD** *I would respond by making careful choices. I'd make sure I'd have a financial plan in place before I'd give any money away or celebrate with a huge party.*

For item 4, have students elaborate on answers. For example:

- *What's another error that might make you genuinely embarrassed?*
- *One error that would genuinely embarrass me is _____.*

Review Word Study Discuss answers to items 3 and 8 to review Verb Endings and Word Families. Use the **Coaching Notes** to reinforce the skills as time permits.

Return to Ratings To help students informally measure their vocabulary development, you may wish to refer them to their initial word ratings, beginning on page 57. Have them take a minute or two to rate the Target Words again.

rBook Skills

CHECKPOINT
for Differentiated Instruction

Vocabulary Did students:

- Demonstrate understanding of the meanings of the Target Words in written answers and oral discussion?
- Demonstrate knowledge of verb endings and word families?

IF students need more support with verb endings and word families, **THEN** see the resources below.



SAM Keywords: Inflectional • Present Tense • Past Tense

1 RDI Book 1: Inflectional Endings, pp. 119, 260

2 RDI Book 2: Present-Tense Verbs, p. 168

2 RDI Book 2: Past-Tense Verbs, p. 170

WRITING Identity Crisis

Whole Group

Literature Response

Connect Reading to Writing Read aloud the top of page 74. Discuss how readers can relate the story in this Workshop to their lives.

- **THINK ALOUD** *The best stories are those in which readers can identify with the characters. Like Louise, every person at some time in his or her life has felt misunderstood. You may have felt, like Louise, that your family didn't understand you. Perhaps you've had a misunderstanding with a best friend, or as in the model we're about to read—a teacher.*

Analyze a Model Read aloud the writing model. Then point out the parts of a Literature Response below. Review the model as you guide students through each related activity.*

- 1. Identify the writer's connection to the story.** A good literature response tells how the story connects to the writer's life. The writer may connect to something about a specific plot event, the setting, a character, or the theme.
 - Have students underline the sentence that states the connection between the writer's experience and the story.
- 2. Identify supporting details.** Explain that all details must support the main topic.
 - Have students check (✓) each sentence that supports, or helps to explain, Maureen's experience.
- 3. Identify the correct order of the details.** Explain that details must be in an order that makes sense. You can organize details by listing them in the order of when they happened.
 - Have students number the details in sequence.
- 4. Identify the linking words.** Review that linking words, or transition words, connect details so that the paragraph reads smoothly. When I see the word first, it's a signal that I'm going to read about a sequence of events in order of when they happened.
 - Have students circle each of the linking, or transition, words.
- 5. Identify the conclusion.** Reread the last sentence, asking students to notice how it sums up the story and the writer's feelings.
 - Have students put a star next to the sentence that sums up, or concludes, the paragraph.

* For additional models of literature responses, see: **2** RDI Book 2: pp. 80, 101.

STUDENT OBJECTIVES

- Identify the topic sentence, supporting details, and conclusion in a literature response.
- Identify the form and purpose for a literature response.
- Brainstorm ideas using a graphic organizer.

WRITING

Literature

Writing Focus

Literature Response

In a literature response, a reader relates to a story or character.

Read Maureen's literature response.

Student Model

A Literature Response
Louise, Fla.

by Maureen

A time when I felt sad but year in math class. My because she had taught my before. (First) she compared expected me to do as well. I didn't get good grades, she drama club to study math in an important part of my life my teacher about this problem wanted her to get to know. Like Louise, I didn't want t

Parts of a Literature Response

- Find these parts of Maureen's literature response:
 1. Underline the sentence that relates to Louise.
 2. Check three important details that support the main topic.
 3. Number these details in the time order they happened.
 4. Circle the linking words that connect the details.
 5. Put a star before the sentence that sums up the story and feelings.

74 Workshop 3

Answers for numbers 1-5:

Small Group

Generate Ideas

Unlock the Prompt Read the writing prompt aloud. Remind students that before they start to write, they first need to think about the prompt.

Identify the writing form. Ask student pairs to identify the type of writing that will be needed to answer their prompt.

- **THINK ALOUD** *This prompt is asking me to respond to "Louisa, Please Come Home" by thinking about a time I've felt misunderstood. My response will need to be nonfiction—a true story—and focus on my feelings about being misunderstood.*

Identify audience/purpose. Point out that students will also need to consider their audience and purpose.

- **THINK ALOUD** *Your audience is me and your classmates, so your response should be something that you would like to share with us. Your purpose is to inform, or tell us about a time when you felt misunderstood like Louisa.*

Brainstorm Have students work with partners or the group to brainstorm ideas for their writing.

- **THINK ALOUD** *You have had different experiences in various parts of your life. First, brainstorm misunderstandings that happened at school, or with friends, family, and other people. Then you can pick the one that you feel you would most like to share.*
- Help student pairs use the web to think about times when family members, friends, people at school, and others have misunderstood them. Encourage students to discuss the following questions with their partners or the group. *When have your friends totally misunderstood you? What happened? How did your friends react? Do you think their reaction was fair? Explain.*
- Tell students that they will use some of the ideas they generate to help them plan their paragraphs.

Brainstorm

of the idea web. Then use the boxes to

ing Prompt:
t a time when you
y misunderstood,
ke Louisa.

With Friends

With Other People

Identify Crisis 75

WORKSHOP WRAP-UP

Identity Crisis

Whole Group

Skills Review

Story Elements Describe four story elements included in most short stories. (setting: where and when the story takes place; characters: the people in the story; plot: the main events in the story; theme: the author's message)

Verb Endings Which endings usually signal that verbs are in the present or past tense? (-ing signals the present tense, -ed signals the past tense)

Word Families Why is it useful to know about word families? (Knowing one of the words in a family will help you find the meanings of unfamiliar words in the same family.)

Test-Taking Strategies: Restating the Question

Teach/Model Introduce the concept of restating the question to focus a short response so that it directly answers the question.

- Explain that whenever possible, students should restate the question in the first part of their response. *If the question asks "Why did Louisa choose to run away?" then the question can be restated this way: "Louisa chose to run away because _____."*
- Have students practice restating multiple-choice items before they complete the Short Answer question.
- **THINK ALOUD** The second question asks, "Which pair of words best describes Paul?" I can restate the question this way: "The pair of words that best describes Paul is _____ and _____." I can finish the sentence by choosing the correct words that describe Paul.

Practice/Apply Have students look at Questions 3 and 4 and restate them to focus their answers. (Question 3: Louisa deals with the problem of her parents not recognizing her by _____. Question 4: The thing that will most likely happen in the future is that _____.)

Workshop Wrap-Up

Comprehension and Vocabulary Give students approximately 10 minutes to complete these sections independently.

- For additional instruction and practice see *Test-Taking Strategies: Restating the Question*, p. 22.

STUDENT OBJECTIVES

- Practice test-taking strategies: restating the question
- Demonstrate understanding of text selections, vocabulary
- Practice on-demand writing by responding to a short answer question

WORKSHOP WRAP-UP

Comprehension

► Fill in the circle next to the correct answer.

1. In "Louisa, Please Come Home," who does Louisa run away from?
 Ⓐ her birthday
 Ⓑ New Year's Day
 Ⓒ her sister's wedding day
 Ⓓ the day before her sister's wedding
2. Which pair of words best describes Paul?
 Ⓐ loud and smart
 Ⓑ humble and brave
 Ⓒ sneaky and cruel
 Ⓓ funny and irresponsible
3. How does Louisa deal with the problem of her parents not recognizing her?
 Ⓐ She turns on the radio.
 Ⓑ She marries Paul.
 Ⓒ She goes back to her new life.
 Ⓓ She proves her identity.
4. Which of these will most likely happen?
 Ⓐ Louisa will prove her identity to her parents.
 Ⓑ Louisa will quit her job.
 Ⓒ Louisa will call her sister.
 Ⓓ Louisa will keep living with Mrs. Peck.
5. How are the two poems on pages 70-71 similar?
 Ⓐ They are both about Louisa.
 Ⓑ They are both about identity.
 Ⓒ They are both about frogs.
 Ⓓ They are both about going to school.

Differentiated Support

Use these instructional options throughout reading to meet specific student needs and extend instruction in context.

**Decoding/Syllabication:
Open Syllables**

For
Beginning
Readers

Teach/Model Explain to students that an open syllable ends with a vowel and usually has a long vowel sound. Write the word *papers* on the board. Divide the word into syllables. (*pa/pers*) Point out that the first syllable, *pa-*, ends in a vowel. *This syllable is an open syllable because it ends in a vowel. So the vowel stands for the long a sound. When I pronounce the syllables, I get /pa/ /pers/.*

- Write the following words on the board:

future	fut <u>ure</u>
donate	do <u>na</u> te

- For blending practice, have students chorally read each word. Provide modeling as necessary.
- Contrast open syllables with closed syllables. (See page 31A.) *Notice that while open syllables end with a vowel and the vowel sound is long, closed syllables end with a consonant and the vowel sound is usually short.*

Practice Have students identify open syllable words from the selections. Have them circle the words, break them into syllables, circle the open syllables, and then pronounce the words.

Selected Examples

1. <i>Louisa, Please Come Home</i>	2. <i>I'm Nobody! Who are you?</i>	3. <i>A Whole New Look</i>
Page 61 #8: secretly	Page 70 #8: nobody	Page 71 #9: John #10: Eddy
Pages 62–63 #9: unique #10: identity		

Resource Links

- 1 **RI** Book 1: Open Syllables, p. 113
- 1 **RI** Book 1: Open/Closed Syllables, p. 116
- SAM** Keywords: Open Syllable # Open and Closed

**Fluency:
Natural and Consistent**

Teach/Model Explain that rate helps readers understand out that punctuation cues, such dashes help readers know who

Possible Examples	
Punctuation	Clue
comma	brief j <i>e</i>
period	stop
dash	brief j <i>e</i>

- Have students turn to page 68 and ask them to look at paragraph aloud. As I read, notice commas, periods, and dashes. modeling a natural, consistent

Practice Assign pairs to practice consistent pace by repeatedly read from the selections. Have student circle the punctuation cues. As on partner should follow along in the prosody, and tone, in addition to a partner should also make observa

- "Louisa, Please Come Home,"
- "I'm Nobody! Who are you?" p
- "A Whole New Look," page 71

Resource
1 **RI** B
SAM Key

WORD ATTACK
SKILLS

EXERCISE 1

SOUND INTRODUCTION

1. (Point to **o**.) One sound this letter makes is **ōōō**. What sound? (Touch.) **ōōō**.
2. Say each sound when I touch it.
3. (Point to **o**.) What sound? (Touch.) **ōōō**.
Yes, **ōōō**.
4. (Repeat step 3 for **n, sh, c, ō, s, ē, th, ô, â, f, i**.)

o n sh

c o s

e th o

a f i

Individual test

I'll call on different students to say all the sounds. If everybody I call on can say all the sounds without making a mistake, we'll go on to the next exercise. (Call on two or three students. Touch under each sound. Each student says all the sounds.)

EXERCISE 2

PRONUNCIATIONS

Note: Do not write the words on the board. This is an oral exercise.

Task A

1. Listen. She had four hats.
(Pause.) Hats. Say it. (Signal.) Hats.
2. Next word. Listen. The fireplace heats the room. (Pause.) Heats. Say it. (Signal.) Heats.
3. Next word; mast. Say it. (Signal.) Mast.
4. (Repeat step 3 for **mats, hits**.)
5. (Repeat all the words until firm.)

Task B Rod, hot

1. I'll say words that have the sound **ōōō**. What sound? (Signal.) **ōōō**. Yes, **ōōō**.
2. (Repeat step 1 until firm.)
3. Listen; rod, hot. Your turn; rod. Say it. (Signal.) Rod. Yes, rod.
4. Next word; hot. Say it. (Signal.) Hot. Yes, hot.
5. (Repeat steps 3 and 4 until firm.)
6. What's the middle sound in the word **rrrōōōd**? (Signal.) **ōōō**. Yes, **ōōō**.
7. (Repeat step 6 until firm.)

Task C Not, knit

1. Listen; Not. Say it. (Signal.) Not.
2. Get ready to tell me the middle sound.
Listen: **nnnōōōt**. What's the middle sound? (Signal.) **ōōō**. Yes, **ōōō**.
3. Listen; knit. Say it. (Signal.) Knit.
4. Get ready to tell me the middle sound.
Listen: **nnnīīīt**. What's the middle sound? (Signal.) **īīī**. Yes, **īīī**.
5. One of those words has the middle sound **ōōō**. I'll say the words again: **not (pause) knit**. Which word has the middle sound **ōōō**? (Signal.) **Not**. Yes, **not**.
6. Which word has the middle sound **īīī**? (Signal.) **Knit**. Yes, **knit**.

Task D Seed, sod

1. Listen; seed. Say it. (Signal.) Seed.
2. Get ready to tell me the middle sound.
Listen: **sssēēēd**. What's the middle sound? (Signal.) **ēēē**. Yes, **ēēē**.

- Get ready to tell me the middle sound.
Listen: **sssóóóóó**. What's the middle sound?
(Signal.) **óóó**. Yes, **óóó**.
- One of those words has the middle sound **óóó**. I'll say the words again: **seed (pause) sod**. Which word has the middle sound **óóó**?
(Signal.) **Seed**. Yes, **seed**.
- Which word has the middle sound **óóó**?
(Signal.) **Sod**. Yes, **sod**.

EXERCISE 3

WORD READING

Task A

- Read these words.
- (Touch the ball of the arrow for **ant**.) Sound it out. Get ready. (Touch under **a, n, t**.) **ááánnnt**. (Repeat until the students say the sounds without pausing.)
- Again. Sound it out. Get ready. (Touch under **a, n, t**.) **ááánnnt**. (Repeat until firm.)
- (Touch the ball of the arrow.) Say it fast. (Slash right.) **Ant**. Yes, **ant**.
- (Touch the ball of the arrow for **has**.) Sound it out. Get ready. (Touch under **h, a, s**.) **hááázzz**. (Repeat until the students say the sounds without pausing.)
- Again. Sound it out. Get ready. (Touch under **h, a, s**.) **hááázzz**. (Repeat until firm.)
- (Touch the ball of the arrow.) Say it fast. (Slash right.) **Has**. Yes, **has**.
- (Repeat steps 5–7 for **cats, on, sheets, fins, dash, not, con, can, cot, hot, rod**.)

ant

has

cats

on

sheets

fins

dash

not

con

can

cot

hot

rod

LESSON 19

9. (Touch the ball of the arrow for **had**.) Sound it out. Get ready. (Touch under **h, a, d**.) *häääd*. (Repeat until the students say the sounds without pausing.)
10. Again. Sound it out. Get ready. (Touch under **h, a, d**.) *häääd*. (Repeat until firm.)
11. (Touch the ball of the arrow.) Say it fast. (Slash right.) *Had*. Yes, **had**.
12. (Repeat steps 9–11 for **hand, hits, mist**.)

had

hand

hits

mist

Task B Word reading the fast way

1. You're going to read these words the fast way.
2. (Touch the ball of the arrow for **has**. Pause 4 seconds.) What word? (Slash right.) *Has*.
3. (Touch the ball for **cats**. Pause 4 seconds.) What word? (Slash right.) *Cats*.
4. (Touch the ball for **fins**. Pause 4 seconds.) What word? (Slash right.) *Fins*.

5. (Repeat step 4 for **had, hand, hits, mist**.)

To correct:

- a. (Say the correct word.)
- b. What word? (Slash right.)
- c. Sound it out. Get ready. (Touch under each sound as the students say the sounds without pausing.)
- d. What word? (Slash right.) Yes, _____. Remember that word.
- e. (Return to the first word in the list and present all the words in order.)

has

cats

fins

had

hand

hits

mist

WORKBOOK EXERCISES

Note: Pass out the Workbooks. Direct the students to open to Lesson 19.

(Award 4 points if the group worked well during the word attack. Remind the students of the points they can earn on their Workbook pages.)

EXERCISE 4

SOUND DICTATION

- I'll say the sounds. You write the letters in part 1 in your Workbook.
- First sound. (Pause.) **ōōō**. What sound? (Signal.) **ōōō**. Write it in the first blank. (Check work and correct.)
- Next sound. (Pause.) **sss**. What sound? (Signal.) **sss**. Write it. (Check work and correct.)
- (Repeat step 3 for **ēēē**, **īīī**, **c**, **ōōō**, **nnn**, **mmm**, **ōōō**, **āāā**, **īīī**, **shshsh**.)
- (Repeat any sounds the students had trouble with.)

EXERCISE 5

WORD COMPLETION

- Everybody, touch the first arrow in part 2 in your Workbook. ✓
- The word on the arrow is (pause) **eed**. You're going to change the word to say (pause) **sssēēēd**.
- What is the first sound in (pause) **seed**? (Signal.) **sss**. Yes, **sss**. Fix it up to say **seed**. (Check work and correct.)
- Listen. You started with a word. What word? (Signal.) **Eed**. Yes, **eed**. What word do you have now? (Signal.) **Seed**. Yes, **seed**.
- Touch the word on the next arrow. ✓ That word says (pause) **eed**. You're going to change the word to say (pause) **rrrēēēd**.
- What is the first sound in (pause) **reed**? (Signal.) **rrr**. Yes, **rrr**. Fix it up to say **reed**. (Check work and correct.)

Lesson 19

1. o s e i c o
n m o a i sh

2. Seed reed

3. ē ī c ō ē ī
ē ē ē ē ē ē ē ē
ē ē ē ē ē ē ē ē
ē ē ē ē ē ē ē ē

4. has hits fast

5. A fish has fis.

- Listen. You started with a word. What word? (Signal.) **Eed**. Yes, **eed**. What word do you have now? (Signal.) **Reed**. Yes, **reed**.

EXERCISE 6

READING THE FAST WAY: Workbook

- Everybody, touch part 3 in your Workbook. You're going to read the words the fast way.
 - Touch the first word. ✓ (Pause 4 seconds.) What word? (Signal.) **Am**.
 - Next word. ✓ (Pause 4 seconds.) What word? (Signal.) **It**.
 - (Repeat step 3 for remaining words.)
- To correct:**
- (Say the correct word.)
 - What word? (Signal.) Yes, ____.
 - Everybody, back to the first word in the row. ✓
 - (Repeat steps 2-4.)

LESSON 19

Individual test

Practice saying the words in part 3 to yourself. In a minute, I'll give everybody a turn to read several words the fast way. (Wait. Call on each student to read several words.)

EXERCISE 7

WORD COPYING

1. Everybody, touch part 4 in your Workbook. ✓ You're going to write some of the words you just read.
2. The word you're going to write on the first arrow is **has**. What word? (Signal.) *Has*.
3. Find **has** and write it just as it is written in part 3. (Check work and correct.)
4. The word you're going to write on the next arrow is **hits**. What word? (Signal.) *Hits*.
5. Find **hits** and write it just as it is written in part 3. (Check work and correct.)
6. (Repeat steps 4 and 5 for **fast**.)

EXERCISE 8

• SENTENCE READING

Task A

1. Everybody, touch part 5. ✓ You're going to read each word in the sentence the fast way.
2. The first word of the sentence is the word (pause) **A**. What word? (Signal.) *A*.
3. Next word. (Students touch under the next word.) ✓ What word? (Signal.) *Fish*.
4. (Repeat step 3 for **has**, **fins**.)

To correct word-reading errors:

- a. (Say the correct word.)
 - b. What word? (Signal.)
 - c. Everybody, back to the first word of the sentence.
 - d. (Repeat steps 2-4.)
5. (Repeat steps 2-4 until the students correctly identify all the words in the sentence in order.)

Individual test

Everybody, point to the first word in the sentence. (Call on a student.) Take your time. See if you can read all the words in this sentence the fast way without making a mistake. Everybody else, touch under the words that are read. (Call on different students to read the sentence.)

Task B

1. Everybody, touch the first word of the sentence. ✓
2. I'll read the sentence. Follow along.
A fish has fins.
3. Here are some questions:
 - a. What has fins? (Signal.) *A fish*.
 - b. What does a fish have? (Signal.) *Fins*.

EXERCISE 9

• WORD COMPLETION

1. Everybody, touch part 6. ✓
2. Sound out the word on the first arrow.
Get ready. (Clap for m, a.) *mmnäää*. What word? (Signal.) *Ma*. Yes, **ma**.
3. Fix it up to say (pause) **mad**. (Pause.) **Mad**.
What word? (Signal.) *Mad*. Yes, **mad**. Fix it up. (Check work and correct.)
4. Sound out the word on the next arrow.
Get ready. (Clap for m, a.) *mmmäää*. What word? (Signal.) *Ma*. Yes, **ma**.
5. Fix it up to say (pause) **mat**. (Pause.) **Mat**.
What word? (Signal.) *Mat*. Yes, **mat**. Fix it up. (Check work and correct.)
6. Sound out the word on the next arrow.
Get ready. (Clap for c, a.) *cäää*. What word? (Signal.) *Ca*. Yes, **ca**.
7. Fix it up to say (pause) **cat**. (Pause.) **Cat**.
What word? (Signal.) *Cat*. Yes, **cat**. Fix it up. (Check work and correct.)
8. Sound out the word on the next arrow.
Get ready. (Clap for c, a.) *cäää*. What word? (Signal.) *Ca*. Yes, **ca**.
9. Fix it up to say (pause) **can**. (Pause.) **Can**.
What word? (Signal.) *Can*. Yes, **can**. Fix it up. (Check work and correct.)

Individual test

I'll call on different students to read words in part 6. First word. (Call on a student.) What word? (Call on different students to read the remaining words.)

EXERCISE 10

MATCHING COMPLETION

- Everybody, touch part 7. ✓
- Touch the top word in the first column. ✓
Sound it out. Get ready.
(Clap for **m, a, t, s.**) *m m m a a a t t s s s.* What word? (Signal.) **Mats.**
- Touch the next word in the first column. ✓
Sound it out. Get ready.
(Clap for **s, a, t.**) *s s s a a a t t.* What word? (Signal.) **Sat.**
- (Repeat step 3 for **had, sit, mast, sad, feed.**)
- Later, you're going to write the words in the second column.

EXERCISE 11

CIRCLE GAME

- Everybody, touch part 8. ✓
- What will you circle in the first two lines?
(Signal.) *ssss.*
- What will you circle in the next two lines?
(Signal.) *ththth.*
- What will you circle in the last two lines?
(Signal.) *shshsh.*
- Circle the sounds and finish the rest of your Workbook lesson.

Lesson 19

1. mad 2. mat 3. sat 4. call

2.

mats	sat
sad	mast
had	sed
sit	sit
mast	feed
sad	had
feed	mats

3.

⊙ c e s s s a a i s s e e h i m o s s a b o o e e o
 ... a b i a i o e r o p i c g a a d e i s e t h r e e e
 ⊙ m i c r i d c k e e t s h c t t b i r h e i d e c l o
 ... l f e t d o r t r i b d i c d a d r f i b l e b l i t c b
 ⊙ o r a d i c h e e r t a b o d e a c t i n g e t
 ... k e d h o i o f t a r k e d i n i s h i t e b a

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EXERCISE 12

WORKBOOK CHECK

- (Check each student's Workbook.)
- (Award points for sound dictation, matching completion, and the circle game.)
- (Circle "1 point" below each activity in which a point was earned.)
- (Write the student's total points in Box B. Maximum = 5 points.)

THINKING OPERATIONS

EXERCISE 1

STATEMENT INFERENCE

The first Thinking Operation today is Statement Inference.

1. Listen. Pollution in the air increases every year. Say that statement. (Signal.) *Pollution in the air increases every year.* (Repeat until firm.)

Individual test

(Call on individual students to say the statement.)

2. Everybody, listen. Pollution in the air increases every year. When does pollution increase in the air? (Signal.) *Every year.*
 - What increases in the air every year? (Signal.) *Pollution.*
 - Where does pollution increase every year? (Signal.) *In the air.*
 - How does pollution in the air increase every year? (Signal.) *I don't know.*
 - What does pollution in the air do every year? (Signal.) *Increases.*
 - Does the pollution in the air get greater every year? (Signal.) *Yes.*
- (Repeat step 2 until firm.)

Individual test

(Call on individual students to answer a question from step 2.)

EXERCISE 2

DEDUCTIONS: With no

The next Thinking Operation is Deductions.

1. Listen to this rule. No amphibians are warm-blooded. Say the rule. (Signal.) *No amphibians are warm-blooded.*
2. Henrietta had a scary dream. What does the rule let you know about Henrietta? (Signal.) *Nothing.*

3. Listen. No amphibians are warm-blooded. A salamander is an amphibian. What does the rule let you know about a salamander? (Signal.) *A salamander isn't warm-blooded.*
 - How do you know that a salamander isn't warm-blooded? (Signal.) *Because no amphibians are warm-blooded.*
4. Listen. No amphibians are warm-blooded. A frog is an amphibian. What does the rule let you know about a frog? (Signal.) *A frog isn't warm-blooded.*
 - How do you know that a frog isn't warm-blooded? (Signal.) *Because no amphibians are warm-blooded.*
5. Listen. No amphibians are warm-blooded. Bill looked for a tiger. What does the rule let you know about Bill? (Signal.) *Nothing.*
6. (Repeat steps 2–5 until firm.)

EXERCISE 3

DEDUCTIONS

1. Get ready to make a deduction.
2. Listen. Some planets have many moons. Saturn is a planet. So (pause; signal), *maybe Saturn has many moons.* (Repeat until firm.)
3. My turn to say the whole deduction. Some planets have many moons. Saturn is a planet. So, *maybe Saturn has many moons.*
4. Your turn. Say the whole deduction. (Signal.) *Some planets have many moons. Saturn is a planet. So, maybe Saturn has many moons.* (Repeat until firm.)

Individual test

(Call on individual students to say the whole deduction.)

Lesson 52

EXERCISE 4

DEFINITIONS

The next Thinking Operation Is Definitions.

1. Construct means to make or to build.
What word means to make or to build?
(Signal.) *Construct*.
2. Listen. He will build his house on a hill.
Say that. (Signal.) *He will build his house on a hill.* (Repeat until firm.)
 - Now you're going to say that sentence with a different word for build. (Pause.) Get ready. (Signal.) *He will construct his house on a hill.* (Repeat until firm.)
 - (Repeat step 2 until firm.)
3. Listen. That building is made of concrete.
Say that. (Signal.) *That building is made of concrete.* (Repeat until firm.)
 - Now you're going to say that sentence with a different word for made. (Pause.) Get ready. (Signal.) *That building is constructed of concrete.* (Repeat until firm.)
 - (Repeat step 3 until firm.)
4. Listen. She will build her own furniture.
Say that. (Signal.) *She will build her own furniture.* (Repeat until firm.)
 - Now you're going to say that with a different word for build. (Pause.) Get ready. (Signal.) *She will construct her own furniture.* (Repeat until firm.)
 - (Repeat step 4 until firm.)

EXERCISE 5

DEFINITIONS

1. Majority. (Pause.) What does majority mean? (Signal.) *More than half.*
 - What word means more than half? (Signal.) *Majority.*
 - (Repeat step 1 until firm.)
2. Listen. The majority of the class voted for Joyce. Say that. (Signal.) *The majority of the class voted for Joyce.* (Repeat until firm.)
 - Now you're going to say that sentence with different words for majority. (Pause.) Get ready. (Signal.) *More than half of the class voted for Joyce.* (Repeat until firm.)
 - (Repeat step 2 until firm.)

3. Inquire. (Pause.) What's a synonym for inquire? (Signal.) *Ask.*
 - And what's a synonym for ask? (Signal.) *Inquire.*
 - (Repeat step 3 until firm.)
4. Listen. "Where is the meeting?" he asked. Say that. (Signal.) *"Where is the meeting?" he asked.* (Repeat until firm.)
 - Now you're going to say that sentence with a synonym for asked. (Pause.) Get ready. (Signal.) *"Where is the meeting?" he inquired.* (Repeat until firm.)
 - (Repeat step 4 until firm.)
5. Consume. (Pause.) What does consume mean? (Signal.) *Use up.*
 - What word means use up? (Signal.) *Consume.*
 - (Repeat step 5 until firm.)
6. Listen. Every bath uses up thirty gallons of water. Say that. (Signal.) *Every bath uses up thirty gallons of water.* (Repeat until firm.)
 - Now you're going to say that sentence using a different word for uses up. (Pause.) Get ready. (Signal.) *Every bath consumes thirty gallons of water.* (Repeat until firm.)
 - (Repeat step 6 until firm.)

EXERCISE 6

BASIC EVIDENCE: Using Facts

The next Thinking Operation Is Basic Evidence.

1. You're going to use two facts to explain things that happen. (Hold up one finger.) First fact. It takes many years to become a doctor. Say it. (Signal.) *It takes many years to become a doctor.* (Repeat until firm.)
 - (Hold up two fingers.) Second fact. Doctors work in hospitals. Say it. (Signal.) *Doctors work in hospitals.* (Repeat until firm.)

- Everybody, say those facts again. (Hold up one finger.) **First fact.** *It takes many years to become a doctor.*
 - (Hold up two fingers.) **Second fact.** *Doctors work in hospitals.*
 - (Repeat until the students say the facts in order.)

Individual test

(Call on individual students to say the facts.)

- Here's what happens: They have to read hundreds of books. You're going to tell me the fact that explains why that happens. (Pause.) Get ready. (Signal.) *It takes many years to become a doctor.*
- Listen. **First fact.** *It takes many years to become a doctor.* **Second fact.** *Doctors work in hospitals.*
- Here's what happens: There are no eighteen-year-old doctors. You're going to tell me the fact that explains why that happens. (Pause.) Get ready. (Signal.) *It takes many years to become a doctor.*
- Here's what happens: There are many nurses where doctors work. You're going to tell me the fact that explains why that happens: (Pause.) Get ready. (Signal.) *Doctors work in hospitals.*
- Here's what happens: Doctors hear ambulances every day. You're going to tell me the fact that explains why that happens. (Pause.) Get ready. (Signal.) *Doctors work in hospitals.*
- (Repeat steps 5–7 until firm.)

EXERCISE 7**SAME: Review**

The next Thinking Operation Is Same.

- I'll name some things. When I call on you, name ways those things are the same.
- A cow and a horse. Name eight ways they are the same. (Call on one student. Praise the student if he or she names eight ways.)

- A television and a radio. Name eight ways they are the same. (Call on one student. Praise the student if he or she names eight ways.)
- Skating and dancing. Name four ways they are the same. (Call on one student. Praise the student if he or she names four ways.)
- A snake and a lizard. Name eight ways they are the same. (Call on one student. Praise the student if he or she names eight ways.)

EXERCISE 8**NEW OPPOSITES**

The next Thinking Operation Is Opposites.

- (Draw a straight line on the board. Draw a jagged line below it. Point to the straight line.) **This is straight.**
 - (Point to the crooked line.) **This is crooked.**
- What's the opposite of crooked? (Signal.) *Straight.*
 - What's the opposite of straight? (Signal.) *Crooked.*
 - (Repeat step 2 until firm.)

EXERCISE 9**OPPOSITES**

- Straight.** (Pause.) What's the opposite of straight? (Signal.) *Crooked.*
 - Crooked.** (Pause.) What's the opposite of crooked? (Signal.) *Straight.*
 - (Repeat step 1 until firm.)
- Fuller.** (Pause.) What's the opposite of fuller? (Signal.) *emptier.*
 - Having a noisy party.** (Pause.) What's the opposite of having a noisy party? (Signal.) *Having a quiet party.*
 - (Repeat step 2 until firm.)
- Dead.** (Pause.) What's the opposite of dead? (Signal.) *Alive.*
 - Hardest.** (Pause.) What's the opposite of hardest? (Signal.) *Softest.*
 - (Repeat step 3 until firm.)
- Straight.** (Pause.) What's the opposite of straight? (Signal.) *Crooked.*
- (Repeat steps 2–4 until firm.)

Lesson 52

Individual test

(Call on individual students to do part of step 1, 2, or 3.)

EXERCISE 10

OPPOSITES

1. You're going to say sentences with opposites.
2. Listen. Summer is usually the driest season. Say that. (Signal.) Summer is usually the driest season. (Repeat until firm.)
 - Now you're going to say that sentence with the opposite of driest. (Pause.) Get ready. (Signal.) Summer is usually the wettest season. (Repeat until firm.)
 - (Repeat step 2 until firm.)
3. Listen. Oak bark is rougher than beech bark. Say that. (Signal.) Oak bark is rougher than beech bark. (Repeat until firm.)
 - Now you're going to say that sentence with the opposite of rougher. (Pause.) Get ready. (Signal.) Oak bark is smoother than beech bark. (Repeat until firm.)
 - (Repeat step 3 until firm.)
4. Listen. Stoplights make driving safe. Say that. (Signal.) Stoplights make driving safe. (Repeat until firm.)
 - Now you're going to say that sentence with the opposite of safe. (Pause.) Get ready. (Signal.) Stoplights make driving dangerous. (Repeat until firm.)
 - (Repeat step 4 until firm.)
5. Listen. Some people are sad when they lose money. Say that. (Signal.) Some people are sad when they lose money. (Repeat until firm.)
 - Now you're going to say that sentence with the opposite of sad. (Pause.) Get ready. (Signal.) Some people are happy when they lose money. (Repeat until firm.)
 - (Repeat step 5 until firm.)

6. Listen. Good fruit is hard to find in winter. Say that. (Signal.) Good fruit is hard to find in winter. (Repeat until firm.)
 - Now you're going to say that sentence with the opposite of good. (Pause.) Get ready. (Signal.) Bad fruit is hard to find in winter. (Repeat until firm.)
 - (Repeat step 6 until firm.)
7. Listen. Most rivers are crooked. Say that. (Signal.) Most rivers are crooked. (Repeat until firm.)
 - Now you're going to say that sentence with the opposite of crooked. (Pause.) Get ready. (Signal.) Most rivers are straight. (Repeat until firm.)
 - (Repeat step 7 until firm.)

EXERCISE 11

ANALOGIES: Synonyms

The next Thinking Operation is Analogies.

1. Here's an analogy about words: Lazy is to indolent as complete is to... (Pause 2 seconds.) Get ready. (Signal.) Finish.
 - Everybody, say that analogy. (Signal.) Lazy is to indolent as complete is to finish. (Repeat until firm.)
2. What are lazy and complete? (Signal.) Words.
 - To correct students who say Synonyms:
 - a. Lazy and complete are words.
 - b. (Repeat step 2.)
 - Lazy is to indolent as complete is to finish. That analogy tells something about those words. (Pause.) What does that analogy tell about those words? (Signal.) What synonyms those words have. (Repeat until firm.)
3. Say the analogy. (Signal.) Lazy is to indolent as complete is to finish. (Repeat until firm.)
4. And what does that analogy tell about those words? (Signal.) What synonyms those words have.
5. (Repeat steps 3 and 4 until firm.)

EXERCISE 12

ANALOGIES: Opposites

- Here's an analogy about words: Short is to long as fast is to ... (Pause 2 seconds.) Get ready. (Signal.) *Slow*.
- Everybody, say the analogy. (Signal.) *Short is to long as fast is to slow.* (Repeat until firm.)
- What are short and fast? (Signal.) *Words*.
- Short is to long as fast is to slow. That analogy tells something about those words. (Pause.) What does that analogy tell about those words? (Signal.) *What opposites those words have.* (Repeat until firm.)
- Say the analogy. (Signal.) *Short is to long as fast is to slow.* (Repeat until firm.)
- And what does that analogy tell about those words? (Signal.) *What opposites those words have.*
- (Repeat steps 3 and 4 until firm.)

EXERCISE 13

ANALOGIES

Note: Praise all reasonable responses in steps 1, 3, and 4, but have the group repeat the responses specified in the exercise.

Task A

- Here's an analogy: A spoon is to metal as a toothbrush is to ... (Pause 2 seconds.) Get ready. (Signal.) *Plastic*.
- Everybody, say that analogy. (Signal.) *A spoon is to metal as a toothbrush is to plastic.* (Repeat until firm.)
- What class are a spoon and a toothbrush in? (Signal.) *Tools*.
- A spoon is to metal as a toothbrush is to plastic. The analogy tells something about those tools. (Pause.) What does that analogy tell about those tools? (Signal.) *What material those tools are made of.* (Repeat until firm.)
- Say the analogy. (Signal.) *A spoon is to metal as a toothbrush is to plastic.* (Repeat until firm.)

Task B

- Here's an analogy: A ladder is to climbing as a shovel is to ... (Pause 2 seconds.) Get ready. (Signal.) *Digging*.
- Everybody, say that analogy. (Signal.) *A ladder is to climbing as a shovel is to digging.* (Repeat until firm.)
- What class are a ladder and a shovel in? (Signal.) *Tools*.
- A ladder is to climbing as a shovel is to digging. The analogy tells something about those tools. (Pause.) What does that analogy tell about those tools? (Signal.) *What you do with those tools.*
- (Repeat step 3 until firm.)
- Say the analogy. (Signal.) *A ladder is to climbing as a shovel is to digging.* (Repeat until firm.)

EXERCISE 14

INDUCTIONS

The next Thinking Operation is Inductions.

- I'm going to tell you facts about the sun and the temperature on planets. See if you can figure out the rules.
- Listen. On Mercury the sun is near and the planet is hot. On Saturn the sun is far and the planet is cold. On Venus the sun is near and the planet is hot. On Neptune the sun is far and the planet is cold. On Jupiter the sun is far and the planet is cold.
- You're going to tell me the rule about what happens when the sun is far. (Pause.) Get ready. (Signal.) *When the sun is far, the planet is cold.*
- You're going to tell me the rule about what happens when the sun is near. (Pause.) Get ready. (Signal.) *When the sun is near, the planet is hot.*
- (Repeat steps 3 and 4 until firm.)

Individual test

(Call on individual students to do step 3 or step 4.)

Lesson 52

Points

(Pass out the Workbooks. Award points for Thinking Operations.)

WORKBOOK EXERCISES

We're going to do Workbooks now.

EXERCISE 15

DEDUCTIONS

1. Everybody, touch part A in your Workbook. ✓
 - Read the sentences in the box with me. Get ready. (Signal.) *Here's the only thing Sue did. Sue wore some of the white shirts.*
 - What's the only thing Sue did? (Signal.) *Wore some of the white shirts.* (Repeat until firm.)
2. Everybody, read Item 1 with me. Get ready. (Signal.) *Sue wore object A.*
 - Write the answer. ✓
3. Read Item 2 with me. Get ready. (Signal.) *Sue did not wear object C.*
 - Write the answer. ✓
4. Read Item 3 with me. Get ready. (Signal.) *Sue wore object D.*
 - Write the answer. ✓
5. Get ready to check your answers. Make an X next to any item that's wrong. I'll read the items. You say true, false, or maybe. Item 1. Sue wore object A. (Signal.) *Maybe.*
 - Item 2. Sue did not wear object C. (Signal.) *True.*
 - Item 3. Sue wore object D. (Signal.) *False.*

EXERCISE 16

SAME

1. Everybody, find part B in your Workbook. ✓
 - You're going to make a box around the answer at the end of each row.

2. Now, I'll read the words in each row. You make a box around the answer.
3. Row 1. Motorcycle, Ink, lamp. Make a box around the answer. ✓
4. Row 2. Hot, sticky, lumpy. Make a box around the answer. ✓
5. Row 3. Skates, water, picture. Make a box around the answer. ✓
6. Row 4. Mean, happy, quick. Make a box around the answer. ✓
7. Row 5. Envelope, flower, shell. Make a box around the answer. ✓
8. Get ready to check your answers. Mark any item you miss with an X. I'll read the words in each row. You tell me if the words name objects or actions, or tell what kind.
9. Row 1. Motorcycle, Ink, lamp. (Signal.) *Objects.*
10. (Repeat step 9 for rows 2–5.)

EXERCISE 17

ANALOGIES

1. Everybody, touch part C in your Workbook. ✓
 - I'll read the analogy. Don't say the answer. Christmas is to December as Independence Day is to blank.
2. The words you'll choose from are June, January, and July. Listen to the analogy again and get ready to copy the right word in the blank. Christmas is to December as Independence Day is to blank. Copy the right word in the blank. ✓
3. Listen. Christmas is to December as Independence Day is to blank. Everybody, what's the answer? (Signal.) *July.*
4. Everybody, say the whole analogy with me. (Signal.) *Christmas is to December as Independence Day is to July.* Put an X next to the analogy if you didn't copy the word July.
5. Listen. Christmas is to December as Independence Day is to July. That analogy tells something about those holidays. (Pause 4 seconds.) What does that analogy tell about those holidays? (Signal.) *What months those holidays are in.*

EXERCISE 18

DESCRIPTION

- Everybody, touch part D in your Workbook. ✓
- Figure out which object I describe.
- Item 1. This object is a living thing. This living thing is an animal. This animal is carnivorous. Listen again. (Repeat the description.)
- Write the letter for item 1. ✓
- Item 2. This object needs food. The object is found where it is hot. This is a herbivorous animal. Listen again. (Repeat the description.)
- Write the letter for item 2. ✓
- Item 3. This object is a living thing. This object is an animal. This animal lives where it is cold. Listen again. (Repeat the description.)
- Write the letter for item 3. ✓
- Let's check your answers. Mark any items you missed with an X.
- Item 1. This object is a living thing. This living thing is an animal. This animal is carnivorous. Everybody, what letter? (Signal.) *B*. And what does B stand for? (Signal.) *A polar bear*.
- (Repeat step 6 for items 2 and 3.)

Points

(Award points for Workbooks.)

INFORMATION

We're going to work on information now.

EXERCISE 19

MEMORIZATION: Poem

Say that poem we learned about the mechanic and the astronomer. Get ready. (Signal.) *A mechanic fixes cars; An astronomer looks at stars; A captain has two bars; And a boxer spars and spars.* (Repeat until firm.)

Individual test

(Call on individual students to say the whole poem.)

Lesson 52 Workbook page 82

A Write true, false, or maybe.

Here's the one like the old. The man came of the white skin.

- The man signed A. *maybe*
- The shirt on was signed C. *true*
- The man signed D. *false*

B

1. a monkey, tall, long	signs	noises	all what has
2. an, sticky, heavy	signs	noises	all what has
3. a man, man, please	signs	noises	all what has
4. a man, heavy, quick	signs	noises	all what has
5. a monkey, brown, tall	signs	noises	all what has

C Christmas is in December or Indonesian Day is in July.
New Year is in Jan.

D

- b*
- c*
- b*

EXERCISE 20

MEMORIZATION: Poem

Say that poem we learned about the beautician and the tailor. Get ready. (Signal.) *A beautician fixes hair; A tailor can mend a tear; An exposition is a fair; And one plus one is a pair.*

Individual test

(Call on individual students to say the whole poem.)

Points

(Award points for information. Direct the students to total their points for the lesson and enter the total on the Point Summary Chart.)

END OF LESSON 52

APPENDIX B
INTERVIEW PROTOCOL

Interview I Protocol

Note: Interview I is conducted near the beginning of the study

I would like to thank you for agreeing to participate in this study about pre-service teacher reading preparation. Your contribution to this study is greatly appreciated.

This interview will help me gain a general understanding about the role curriculum plays in your reading instruction. The interview will be recorded for research purposes and its tape will be available upon your request. You do not have to answer any question that makes you feel uncomfortable.

What kind of reading curriculum is available for your use?

What aspects of reading does the curriculum cover?

How well does it cover them?

How comprehensive is it in meeting your kids needs? Explain (what is missing, what is there?)

How does it address the needs of your weakest readers? Explain

What type of preparation/training have you had in implementing this curriculum?

How well prepared to you feel to implement the curriculum?

Do you have to change/modify the curriculum at all or stay close to the design?

If modify, explain how you do this

Are you familiar with or been trained in any other reading curriculums? If so, how?

Does this other curriculum knowledge influence your reading instruction? If so, how?

How much support do you have in implementing your current curriculum?

Are there materials or supports that are available but you do not use?

Do you get the same level of support as your general education grade level peers?

Can you draw for me a picture or concept map that shows what you think the essential components of reading instruction are? Please explain

ADAPTED PATHWISE PRE-POST OBSERVATION INTERVIEW

Pre-Observation Protocol

Note: Pre-observation interviews are conducted before classroom observations have been conducted.

What curriculum will you be using today? Why?

Does it contain a detailed lesson plan? If yes, do you plan to follow it closely..why or why not? Of not, why not?

Did you change anything from your lesson plan?

How does the curriculum lesson address the needs of your students?

Thank you for your time.

Post-Observation Protocol

Note: Post-observation interviews are conducted before classroom observations have been conducted.

How do you think the lesson went? What went well? What were you less satisfied with?

Did you deviate from your plan, why?

Were your teaching methods, activities, and materials effective? How do you know?

Did the students learn what you wanted them to learn, how did you know?

If groups, what made you choose those groupings?

Is there anything you would do differently if you taught this class again?

Thank you for your time.

APPENDIX C
TABLE OF CODES

<u>Open Codes</u>	<u>Axial Codes</u>	<u>Selective Codes</u>
Access to Curr/ Use	Impact of Experience	Appropriation
Accessible Curriculum	Collegial interactions	Classroom Practice
Adaptation	Change in Understanding	Curricular Support
Adapting Based on Student Needs	Change in Classroom Practice	Individual Characteristic
Adapting Curriculum	Curriculum foundation	Contextual Factor
Administrative Support	Mentoring around curriculum	
Afraid to Ask for Help	Modeling of curriculum	
Against Scaffolding	Administrative interaction	
Alone	Personal Qualities	
Approachable	Prior experiences	
Available Curriculum	School Climate Feelings	
Available Curriculum Resources		
Beginning Understanding		
Behavior Strategy		
Behavioral Support		
Blame Kids		
Borrowed Curriculum		
Campus Support		
Can't Conceptualize		
Change Based on Student Need		
Class Brought Knowledge		
Classroom Support		
Colleague Support		
Colleague availability		
Colleague connection		
Comprehension Importance		
Comprehensive Curriculum		
Confidence in Curriculum		
Create Lessons		
Creation of Curriculum		
Curr. Lack of Comprehensiveness		
Curricular Need		
Curriculum above Student Need		
Curriculum Adaptation		
Curriculum Deficit		
Curriculum Discussion		
Curriculum Meets Student Need		
Curriculum Not Meet Student Need		
Data from Curriculum		
Differences in Support		
Difficult School Climate		

Difficulty with Curriculum
Disagreement with Mentor
Emphasis
Equal Support
Finding Curriculum
Finding Resources
Flexibility
Focus on Comprehension
Follow Curr. b/c Lack of Knowledge
Following Prescribed Curriculum
Following Script
For Ease
Gen/Sped Segregated
Going Against
Humor
Identify Student Needs
Immediate
Improved instruction
In Depth Knowledge of Curriculum
Inability to Help- Helplessness
Inclusion
Independent Training
Individual Need
Internalizing Curriculum
Kind of Assessment
Labeling
Lack of Administrative Support
Lack of Collaboration
Lack of Guidance
Lack of Knowledge
Lack of Knowledge of Student
Need/Gain
Lack of Mentor Accessibility
Lack of Monetary Support
Lack of Preparation
Lack of Support
Lack of Training
Late Hire
Learn from curriculum
Learn from mentor
Learn from colleague
Limiting Curriculum
Locating Resources
Management
Mandate

Mandated Curriculum
Meet Individual Student Needs
Minimal Support
Mismatch with Personal Belief
Modeling
Modifying Lessons
Motivation for Teaching
Need
Need for Improvement
Need/ Finding Lessons
New Understanding
No Individual Instruction
No Link to Classroom Instruction
No Match with Expectations
Non ESE Mentor
Non Use
Not Close Support/Distant
Not Following Curriculum
Not Meeting Student Need
Not Real
Not Using Knowledge
Open-mindedness
Other Resources
Outside Student Influence
Patience
Peda Strategy
Personal Experience
Planning
Possible Mandate
Possible Separation from School
Possible Too Many Lessons
Prepared Curriculum Helpful
Prescribed Curriculum
Previous Experience
Previous Kid Experience
Previously Held Belief
Prior Curricular Experience
RC Support
Reading Coach School of Support
Reading Endorsement Training
Reading Knowledge
Reading Strategy
Reading Terminology
Repeated Practice
Request Support

Resources
Scaffolding
School Change
School Reading Support
School Support
Searching for Curriculum
Sped Separate Climate/Non Inclusive
Sped Strategy
Strategy
Silly
Stress of Mandates
Structure for Lesson Plan
Struggling
Student Confidence
Student Data
Student Interests
Student Involvement
Student Motivation
Support
Support for Curriculum
Support for Student
Supportive Classroom Enviro
Survival Mode
Teacher Concern
Teacher Need
Teacher Support
Tie to Student Interest
Time and Energy
Training
Unable to Access
Unable to Measure Progress
Uncertain Commitment
Unit Instruction
Use of Curriculum
Veer Away from Prescribed
Wants Curr. to Match Student Need
Weak Student Skills
Writing Gain

APPENDIX D
JOURNAL EXCERPT

2-28-08 Taurean

He has excellent rapport with the students, can really connect and this helps to keep the students motivated. Does he get this from prior job? Asking comprehension questions, doesn't seem to go beyond curriculum. What does he really know about comprehension? Knows READ 180 routine, seems comfortable implementing. Curriculum keeps him focused and keeps class moving, there is little down time. Flexible with making changes due to student needs. Where did he learn this?

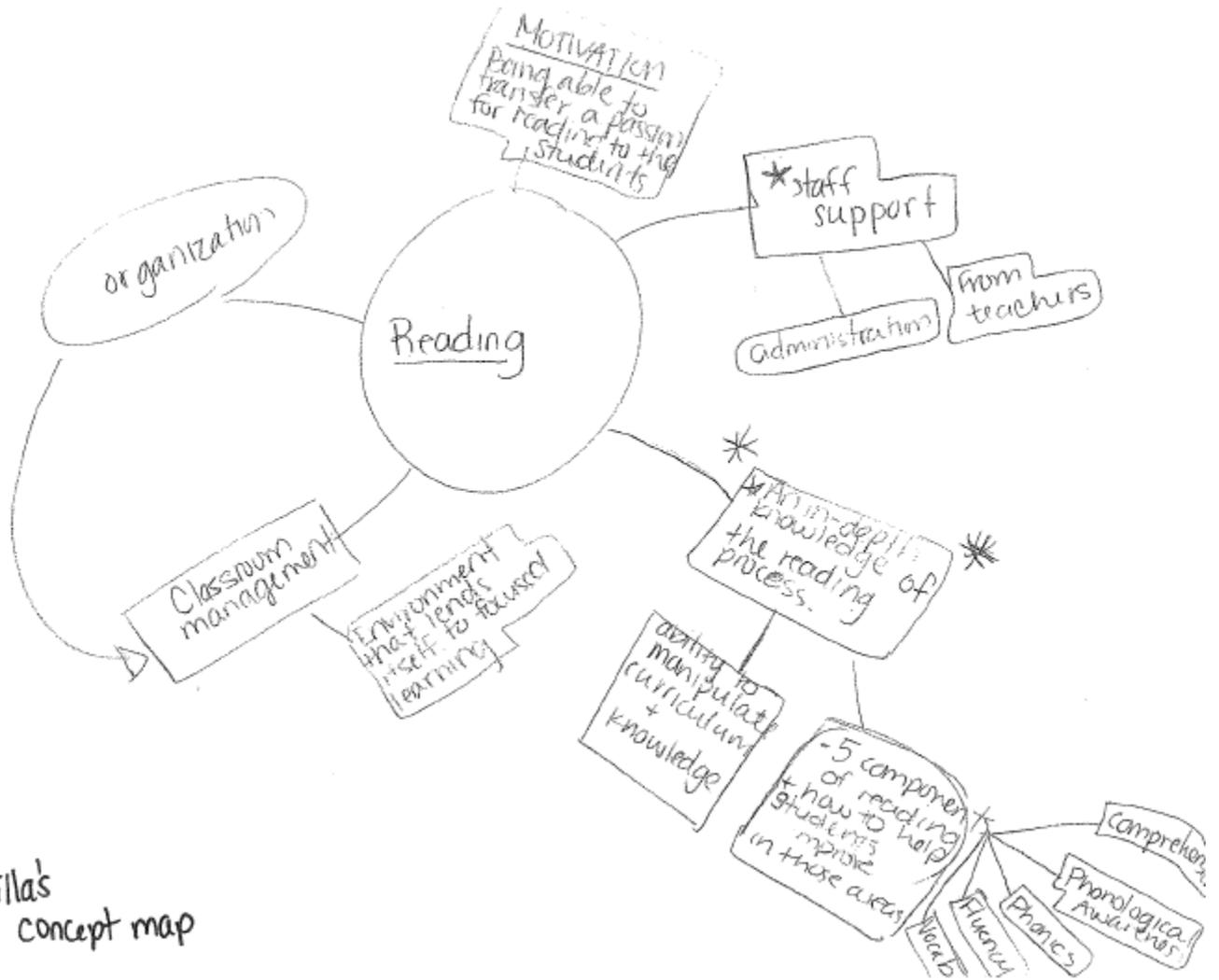
2-28-08 Lilla

Very organized for the lesson, motivated. Orients students to task, where is purpose? Good at diffusing situations- where does that come from? Seems to follow lesson plan closely, does she adapt at all? Wonder if all her classes are this hyped up, or just because it is around lunch. Religious quotes on desk.

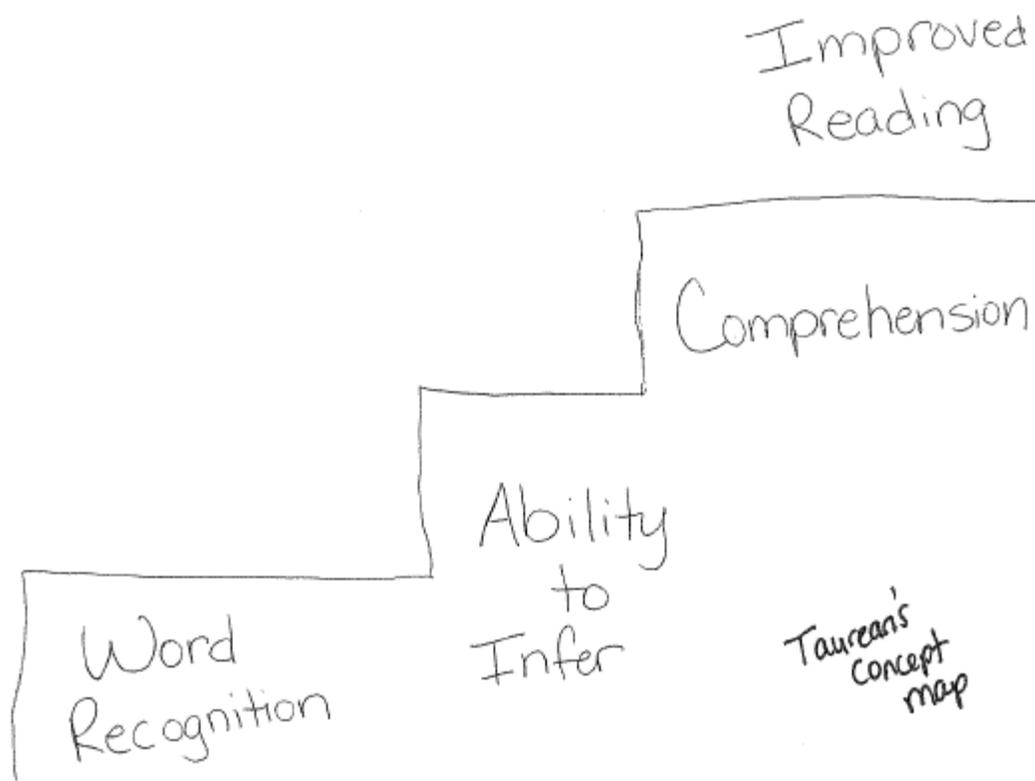
2-24-08 Henri

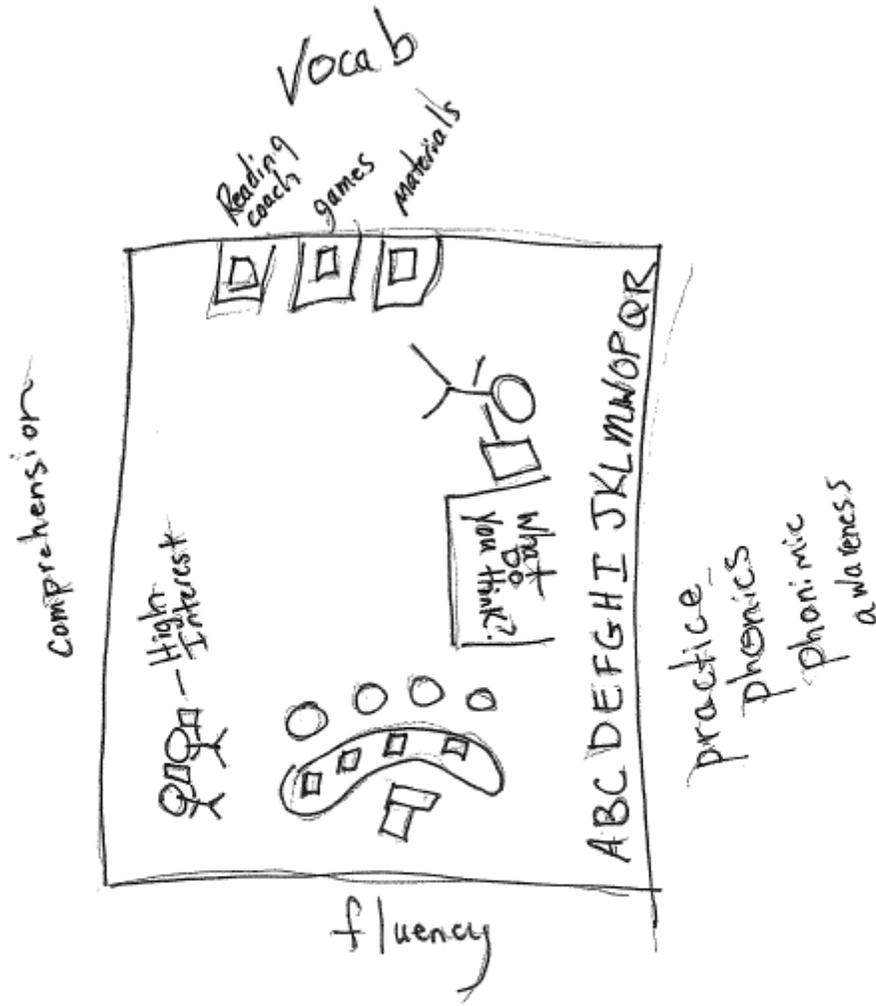
Gives decent appearance, seems organized. Corrective reading moves seamlessly looks experienced. If I was in his room for short period, I might think students were engaged and he was productive all the time. However, long observation reveals that he has difficulty getting much accomplished in his reading period. Is he really organized...or just orderly? Seems to rush through reading to get to free time- focuses on countries. What other reading processes does he use? Wants students to like him.

APPENDIX E
CONCEPT MAPS



Lilla's
concept map





Henri's concept map

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BIOGRAPHICAL SKETCH

Margaret (Meg) Lane Kamman was born in 1973, in Derby, Connecticut. Meg's family moved to Naples, Florida in fourth grade. Meg excelled in school while also pursuing her interests in dancing, soccer and swimming. After high school graduation, she spent three years in the mountains of Boone, North Carolina earning a bachelor's degree in special education. During the next year, Meg traveled with 150 other young adults in Up With People. The group performed a two and half hour musical, conducted community service and stayed with host families in six countries.

Upon returning home, Meg accepted her first teaching position at Golden Terrace Elementary School. Here she spent three years teaching K-5, students with learning disabilities in resource and inclusive settings. Meg then moved to Gainesville to pursue her master's degree in educational leadership. While in Gainesville, Meg taught special education at Hawthorne Junior Senior High School. This position involved teaching a variety of content areas and across several setting. After four years in Hawthorne, Meg took a position at the county level as a staffing specialist, monitoring IDEA compliance and assisting teachers with instruction.

Three years later, Meg left the school system to pursue her doctorate full-time. Meg spent her first year working as a research assistant for the Center on Personnel Studies in Special Education. In her second year, she was accepted as a student on Project Rite, a leadership grant aimed at preparing higher-education special educators knowledgeable in special education teacher quality.

Meg's doctoral level studies have focused on beginning special education teachers, teacher quality, reading instruction, and alternative routes to the classroom. Meg completed extensive coursework in qualitative and quantitative research methods. In addition to coursework, Meg taught several graduate level classes on effective reading instruction for

students with disabilities. She also co-created an online graduate level reading course. In her final year, Meg worked for the National Center to Inform Policy and Practice in Special Education Professional Development, funded by the U.S. Department of Education. This center aims to disseminate practices to increase the retention and quality of beginning special educators.