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Understanding the Differences Between Novice and Experienced Reading Teachers

Katie Anderson
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Katie Anderson

has been found to be complete and satisfactory in all respects,
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Review Committee
Dr. Linda Champney, Committee Chairperson, Education Faculty
Dr. Dawn DiMarzo, Committee Member, Education Faculty
Dr. Karen Hunt, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
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Abstract

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MA, Black Hills State University, 2010

BS, University of South Dakota, 2003

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Education researchers have documented that first-year teachers are often less effective at reading instruction than their more experienced peers. Accordingly, this qualitative, comparative case study was designed to assess the instructional skills and strategies utilized by first-year and experienced teachers using Danielson's Framework for Teaching as the conceptual framework. The research questions were used to examine two groups of teachers using the framework and the Teacher's College Reading and Writing Project's defined levels of performance for effective reading instruction. The goal was to identify the instructional differences between the two groups of teachers. Purposeful sampling was used to select 3 first-year and 3 experienced teachers at the 4th or 5th grade levels from 3 different schools across 3 districts in a midwestern state. Data from lesson plans, observations, and interviews were analyzed using an open coding process, followed by axial coding using the Danielson framework to determine the themes of the study. The results indicated that the novice teachers had not developed automaticity in any of the domains of the Danielson Framework. The most challenging domain for novice teachers was instruction, especially communicating with students and using assessment during instruction to meet students' needs. A curriculum plan project consisting of a reading methods course and clinical component was constructed for a local college using the identified underdeveloped skills of novice teachers as actionable data that shaped the development of the plan. Positive social change might be realized as the goal of the plan is to improve teacher quality upon program completion, develop automaticity in reading instruction, and increase K-12 literacy achievement.

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Dedication

I dedicate this study to my husband and children, Nate, Emma, Liam, and Maggie, who provided unwavering support and made great sacrifices as I worked to grow and develop as an educator, researcher, and scholar.

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I acknowledge and sincerely appreciate the support of the Walden University

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the support and feedback that she provided me while completing my project study, along

with my committee and URR, Dr. Dr. Dawn DiMarzo and Dr. Karen Hunt.

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Section 1: The Problem

Teacher preparation programs are undergoing a time of transformation and reform

across the United States (Binham & Hall-Kenyon, 2013; Council of Chief State School

Officers [CCSSO], 2012; Council for the Accreditation of Educator Preparation [CAEP],

2013; Cuthrell et al., 2014; Gelfuso, Parker, & Dennis, 2015; International Literacy

Association [ILA], 2015; Masuda, 2014; Zeichner, Payne, & Brayko, 2014). New

accountability standards for teacher preparation, along with the adoption of the more

rigorous Common Core Literacy standards, are causing many universities to rethink how

they are preparing teachers to meet the needs of all PK-12 students, with emphasis on

literacy (Connor & Morrison, 2016; CAEP, 2013; CCSSO, 2012). A primary influence of

the transition in teacher preparation is that researchers have found that novice teachers

are typically less effective at reading instruction than teachers with 4 or more years of

experience (Damber, Samuelsson, & Taube, 2011; Gansel, Noel, & Burns, 2012;

Martinez-Garcia, & Slate, 2011; Whipp, & Geronime, 2015). In this study, I identified

the differences between the skills and practices of novice reading teachers and

experienced teachers in order to learn how to improve the preparation of preservice

teachers. Section 1 covers the following topics: introduction, definition of the local

problem, the rationale and significance of the study, a description of the theoretical

framework, a review of the literature, and the study's potential implications.

The Local Problem

Kirby State University (KSU), a pseudonym, is a small, state university in South

Dakota. As documented on the KSU website, the College of Education is accredited by

the Council for the Accreditation of Educator Preparation (CAEP), a professional peer review group that ensures teacher preparation program quality and supports continuous improvement (CAPE, 2013). Literacy education is a focus of the KSU teacher education program. The College of Education offers not only many literacy courses within the majors, but also a PK-12 reading minor that further prepares graduates to go into the field and take on the important work of literacy instruction. However, according to Dr. Johnson (pseudonym), Dean of the College of Education at KSU,

> There is more work to be done in [literacy teacher preparation] to more fully support graduates in their first classrooms and pre-service teachers within the programs. Because literacy skills are critical to PK-12 students, the College of Education at KSU is working to continuously improve literacy training within teacher preparation programs to ensure that classrooms in the state are staffed with teachers who are well-trained and confident in the area of literacy (C. Johnson, personal communication, September 22, 2016).

Similar to KSU's dean's opinion, educator Gail Lovette (2013) wrote that the implementation of the Common Core State Standards (CCSS) requires teachers to help their students comprehend complex texts. The English Language Arts CCSS are a national set of college- and career-ready standards written for students in kindergarten through 12th grade in the areas of reading, writing, speaking, and listening (CCSSO, 2016). To instruct students at the level required by the CCSS, ELA teachers must understand both reading development and reading instruction, especially when serving students who are reading significantly below grade level (Lovette, 2013). However, the

extent to which current licensure programs prepare novice teachers to do this is unclear (Lovette, 2013). Clarity about the extent to which teacher licensure programs provide preservice teachers with knowledge on reading development and prepare them for effective reading instruction can be gained by analyzing the differences in skills and practices between novice and experienced teachers. The knowledge gathered through this study provides KSU with opportunities for continuous improvement in literacy teacher preparation, which is essential. The data collected will help the KSU College of Education design training and provide experiences to prepare all teacher candidates to demonstrate the skills that will ensure that students in their future classrooms can achieve the goals set by the rigorous college- and career-ready standards that constitute the Common Core State Standards (CAEP, 2013a; Lovette, 2013; ILA, 2015).

According to a 2016 institutional research report, from 2007 to 2014, the KSU College of Education produced, on average, 65 new teachers per year. Though small, the college has a 100% placement rate for its teacher education graduates; 88% of elementary education graduates and 100% of elementary/special education graduates stay in the state. The high placement rate of novice teachers into schools within the state is not a surprise, considering that South Dakota faces a teacher shortage (Soholt & Sly, 2015). In fact, it is predicted that across the state in the next 5 years, approximately 3,059 new teachers will be needed due to increased P-12 student enrollments, teachers leaving the field, and retirements. Over that same 5-year period, it is expected that 3,160 certified teachers will come into the profession in the state, with 1,721 joining after graduating from a South Dakota institution and 1,403 teachers coming from other states. With the current

estimated numbers, there will be just over one new incoming teacher per open position (Soholt & Sly, 2015).

According to Behrstock-Sherratt (2016), there is consensus that teachers are the most important within-school factor affecting student achievement. Given the importance of teacher quality and the claim that there are not enough highly qualified teachers (partially due to a teacher shortage), it is important for states and teacher preparation programs to investigate whether novice teachers are entering the classroom as prepared as possible.

When new teachers enter the classroom, they are expected to take on the same responsibilities as teachers with much more experience. This process is highly complex (Hannan et al., 2015). Part of the complexity stems from the wide range of student abilities in each classroom, especially in literacy. With the adoption of the more rigorous CCSS in literacy in the state and across the country, the efficient and effective preparation of new teachers of literacy demands examination (Reis, McCoach, Little, Muller, & Kaniskan, 2011; CCSSO, 2016). Due to the complexities of teaching reading and to data that suggests that novice teachers typically produce less student growth in reading than experienced teachers, Gansel et al. (2012) claimed that the under preparation of new teachers, who may not be as effective at their point of entry into the teaching profession, may be an important contributing factor to students' underachievement in literacy proficiency. The South Dakota Department of Education measures literacy proficiency using the English Language Arts Smarter Balanced Assessment. The Smarter Balanced Assessment is a computer adaptive student assessment system aligned to the

CCSS designed to measure student achievement in reading, writing, speaking and listening during grades 3-8 and 11 (SDDOE, 2015). Data from the 2016 State Report Card documented that the overall proficiency percentage for South Dakota students on the English Language Arts Smarter Balanced Assessment was 52.55%, up from 49.48% in 2015, suggesting that the rate of student literacy achievement in the state is in need of improvement (South Dakota Department of Education, 2016). Based on the increased need for new teachers (Soholt & Sly, 2015) and concerns about the underperforming students in reading in South Dakota (South Dakota Department of Education, 2015), an examination of the essential skills of effective, practicing, literacy educators is fundamental understand how to improve literacy teacher preparation. Therefore, the problem is the need to identify the differences between the skills and practices of novice teachers compared to experienced teachers in order to gain insight into how to improve the preparation of preservice teachers (International Literacy Association [ILA], 2015; Masuda, 2014).

This problem is not exclusive to South Dakota; it is of great concern across the United States that the teacher workforce is younger, less experienced, and often more likely to leave the profession than ever before (DeAngelis, Wall, & Che, 2013; Hannan, Russel, Takashi, & Park, 2015; Martinez-Garcia, & Slate, 2011). It does not help that new teachers are often placed in the most challenging environments (Hannan et al., 2015; Martinez-Garcia, & Slate, 2011). It is not a surprise that researchers have found that novice teachers are typically less effective at reading instruction compared to experienced teachers, especially considering the challenges associated with the process of teaching

reading in classrooms with a wide range of reading abilities (Damber, Samuelsson, & Taube, 2011; Gansel, Noel, & Burns, 2012; Martinez-Garcia, & Slate, 2011; Whipp, & Geronime, 2015). For example, Damber et al. (2011) found that while teachers with minimal experience were leading underachieving classes, teachers with 8 or more years of experience led the classrooms that were performing above the expected literacy achievement level. Similarly, Gansle et al. (2012) used a value-added system to score teacher effectiveness and found that teachers in their first 2 years scored, on average, from 2.7 to 2.9 points below experienced teachers in reading and language arts. Thus, it is critical to identify and address the disparities in the skills and performance of novice teachers, as compared to experienced teachers, as they plan and implement literacy instruction to improve the literacy performance of K-12 students (ILA, 2015; Masuda, 2014).

Rationale

The College of Education at KSU is committed to gaining a deeper understanding of the need to continuously improve teacher preparation programs in literacy. According to Dean Johnson, KSU

> Novice teachers, especially during their first year in service, are understandably less effective at literacy instruction than their veteran peers. Teacher education programs must continually strive to lessen the gap between new teacher and veteran teacher effectiveness by identifying the most challenging instructional skills experienced by new teachers and incorporate specific training into teacher preparation (C. Johnson, personal communication, September 22, 2016).

Like KSU, CAEP recognized the need for continuous improvement in teacher preparation programs and wrote new teacher preparation standards to emphasize the need to show that teachers who complete preparation programs have an impact on P-12 student learning (CAEP, 2013; Cuthrell, 2014; Parker & Dennis, 2015). For teacher preparation programs to earn CAEP accreditation, they must monitor the impacts of teacher candidates and program completers on P-12 student learning (Cuthrell et al., 2014; CAEP, 2013). The CAEP accreditation standards specifically call for the continuous improvement of teacher preparation programs, as driven by the analysis of program completer impacts on P-12 student learning, both through direct and indirect means of data collection (CAEP, 2013). In addition, according to the recommendation in the new CAEP standards, teacher educators should transform their programming by moving away from the current pattern of emphasizing content and academics with a loose connection to fieldwork and moving toward programming, such as that used in the field of medicine, where clinical preparation is at the center (Gelfuso et al., 2015).

In agreement with both KSU faculty and the CAEP, the National Council of Teachers of English (NCTE), the National Council on Teacher Quality (NCTQ) and the ILA are calling for teacher preparation improvement in the area of literacy (Putman, Greenberg, & Walsh, 2014; NCTE, 2006; ILA, 2015). Reflecting upon the call of the National Council of Teachers of English (2006) who wrote guidelines for building effective English teacher preparation programs, the ILA (2015) completed a study that documented a lack of explicit guidelines for literacy teaching in teacher preparation programs across the United States. The results of the ILA study (2015) added emphasis to

the need for reform in the practice of literacy teacher preparation. Finally, the implementation of the CCSS in literacy across many states, including South Dakota, requires a thorough evaluation of teacher preparation, with a focus on literacy, to ensure that novice teachers are prepared to implement the more rigorous English Language Arts K-12 standards that are designed to prepare all students for college, career, and life (Reis et al., 2011; CCSSO, 2016). Dr. Johnson, Dean of the College of Education at KSU, also addressed the importance of preparing teachers to implement the Common Core State Standards, stating:

> For successful implementation of the CCSS, it is necessary to evaluate our teacher preparation programs to ensure literacy components are well-focused, well-defined, and delivered in a manner that prepares teachers to effectively deliver the rigorous ELA standards upon completion of their training (personal communication, September 22, 2016).

Therefore, many universities, including KSU, are rethinking how they are preparing teachers to meet the needs of all PK-12 students, with emphasis on literacy (Connor & Morrison, 2016; Masuda, 2014; CAEP, 2013; CCSSO, 2012). The call for reform was driven by the ILA (2015) and by the new teacher preparation accountability standards, written by CAEP (2013), which center on content and pedagogy, clinical partnerships and practice, candidate quality, program impact, and continuous improvement, and the adoption of the more rigorous Common Core Literacy standards (Masuda, 2014). Though quantifiable data, such as program completer grade point average, certifications, and degrees earned are often collected to measure the effectiveness of educator preparation

programs, the data are incomplete because there are no data to support the efficacy of program completers in their own classrooms (Behrstock-Sherratt, Bassett, Olson, & Jacques, 2014; CAEP, 2013). In fact, Behrstock-Sheratt and colleagues (2014) hold the opinion that, "this type of research leaves many important policy questions unanswered about the specific types of professional experiences and supports necessary to maximize teacher effectiveness" (p. 2).

Literacy experts agree that the teacher plays a crucial role in a students' literacy achievement (ILA, 2015). Because reading achievement is considered critical to success in school, it is essential that teacher candidates are prepared to deliver reading instruction at a high-level of effectiveness at their point of entry into the classroom. Yet many novice teachers report feeling underprepared to teach reading in ways that meet all of their students' diverse learning needs (Firmender, Reis, & Sweeny, 2013; Reis, McCoach, Little, Mueller, & Kanikskan, 2011; Sayeski, Budin, & Bennett, 2015; Reis et al., 2011; Roy-Campbell, 2013). Part of the acknowledged challenge is that in each class teachers are expected to serve students who are reading far above and far below grade level along with students who are just learning the English language and students who are working within individualized education plans (Firmender et al., 2013; Masuda, 2014; South Dakota Department of Education, 2015). In fact, Firmender et al. (2013), in their study across five elementary schools, documented the range of reading abilities, in both comprehension and fluency, and noted that as students advance as readers, the range of reading comprehension abilities in classrooms increases. In the Firmender et al. study, a

range of 9.2 grade levels existed in 3rd grade, 11.3 grade levels in 4th grade, and 11.6

grade levels in 5th grade.

Considering the complexities associated with teaching in a classroom with diverse

literacy learning needs, researchers have documented that the transition from student

teaching into the first year in the classroom is a challenge, and often due to this challenge,

novice teachers are less effective in their first year (Cochran-Smith, et al., 2015; Kraft &

Papay, 2014). Thus, education experts both inside and outside the profession see a need

for improvement in teacher preparation (Zeichner, Payne, & Brayko, 2014). A report

generated by the ILA (2015) called for increased understanding of the relationship

between teacher effectiveness in literacy instruction and teacher preparation program

design and noted a lack of explicit guidelines for literacy teaching in teacher preparation.

By following first-year teachers into the classroom and determining the most critical

instructional needs, KSU faculty planned to collect actionable data to inform a shift in

their teacher preparation program, specifically in the essential area of literacy instruction

(Cuthrell et al., 2014).

Similarly, Damber et al. (2011) believe that there is a need for small-scale,

qualitative studies to understand how to best train and support new teachers in the area of

reading instruction. More specifically, DeAngelis et al. (2013) advocated for more

focused studies on the particular skills and competencies needed for quality reading

instruction to provide a more robust and informative assessment of teacher preparation

(DeAngelis et al., 2013). Therefore, given the needs of South Dakota and the national

focus on closing the literacy achievement gap, the purpose of this study was to identify

the differences between effective, experienced teachers and first-year teachers of reading. Determining the vital differences could inform a 4-year educator preparation program in the state on specialized reading comprehension instructional skills to focus upon during the literacy methods coursework and field experiences. Because the primary focus of reading instruction in 4th and 5th grades is comprehension, the sample for this study was three first-year teachers and three experienced teachers of reading at 4th or 5th grade. Having the teachers at the same grade level was important for comparison purposes. Supporting the evidence provided by Firmender et al. (2013)—that the range of reading comprehension abilities in classrooms increases as grade levels go up—the 4th and 5th grade classrooms represented in this study included readers with a broad range of abilities, specifically in reading comprehension.

Definition of Terms

Beginning teachers: Teachers with 3 or fewer years of experience (SDDOE, 2015).

Education preparation provider: An entity responsible for the development of educators (CAEP, 2016)

Effective literacy instruction: the ability to use literacy expertise to adapt literacy instructional practices that meet the specific challenges and needs of all students in a grade level (Bingham & Hall-Kenyon, 2013).

Experienced, effective teacher of reading: a literacy educator within at least their fourth year of teaching who has achieved the following: a proficient professional practice rating, expected student growth, and non-probationary status as determined by their

administrator using the SD state teacher effectiveness matrix (South Dakota Department of Education, 2015).

Literacy achievement gap: The literacy achievement differences among students in the gap group, which includes students classified as Black, Hispanic, American Indian, English Language Learner, Special Education, and Economically Disadvantaged, and the non-gap group (SDDOE, 2016).

Program completer: A teacher candidate that has successfully completed the requirements of the educator preparation provider (CAEP, 2016)

Reading comprehension: A student's ability to use the skills of vocabulary knowledge, text structure, and reading strategies to understand what they read (Sayeski, Budin, & Bennett, 2015).

Reading comprehension instruction: A teacher's ability to apply his or her knowledge about the independent and overlapping literacy skills required for reading comprehension, along with knowledge of strategies for teaching vocabulary, text structure, and comprehension monitoring by delivering developmentally appropriate effective strategy and vocabulary instructional strategies to students (Sayeski et al., 2015).

Teacher automaticity: A teacher's ability to utilize teaching skills and strategies at a level where they become automatic and their teaching actions demonstrate flexibility and fluidity (Danielson, 2007).

Teacher candidates: An individual participating in the preparation process for professional teacher licensure and certification (CAEP, 2016).

Significance of the Study

Given that children's literacy achievement is critical to their academic success, it was vital to identify the differences between the literacy instructional skills and practices of beginning literacy teachers compared to those of experienced literacy teachers as a part of the continuous improvement process for educator preparation programs (Firmender, Reis, & Sweeny, 2013; Reis, McCoach, Little, Mueller, & Kanikskan, 2011). All children deserve an opportunity for high-quality literacy instruction to ensure preparation for college, career, or the workforce (CCSSO, 2016). A study of the literacy instructional needs of first-year teachers can provide much-needed information about how to best train preservice teachers in literacy instruction. This is especially important since new teachers make up a large part of the teacher population—often in challenging teaching assignments (Hannan et al., 2015).

While many studies focus on either general preservice preparation or supporting new teachers upon entering the teaching field (DeAngelis et al., 2013), the goal of this study was to determine the instructional needs of first-year teachers, specifically those in reading comprehension instruction and who have graduated from Kirby State University, a 4-year state educator preparation program that graduates approximately 70 new teachers a year. The goal of this focused study supports the mission of Walden University by promoting positive social change by shaping literacy teacher preparation at Kirby State University. Improving literacy teacher preparation programs could also impact the literacy achievement of K-12 students by informing field experience and course work requirements and by shaping the collaboration between literacy methods instructors and

cooperating teachers to improve teacher quality upon program completion (DeAngelis et al., 2013; ILA, 2015).

Research Questions

Given the assertion that novice teachers are often not as effective as teachers with more experience in moving students past the literacy achievement gap (Gansel et al., 2012), it is important for educator preparation programs to address the problem of identifying the critical differences in the skills and practices of beginning literacy teachers in comparison to more experienced and effective teachers. As stated previously, teacher participants deemed experienced and effective had taught at least 4 years and were identified by the South Dakota Department of Education Framework for Effective Teaching as someone who has achieved (a) a proficient professional practice rating, (b) the expected student growth, and (c) nonprobationary status as determined by their administrator using the using the Summative Rating Matrix (see Figure 1) in the *South Dakota Teacher Effectiveness Handbook* (South Dakota Department of Education, 2015, p. 26, Figure 10).

Figure 1. The Summative Scoring Matrix. From *The South Dakota Teacher Effectiveness Handbook* by The South Dakota Department of Education (p. 26), Retrieved from http://doe.sd.gov/oatq/documents/TeachEff.pdf Copyright 2015. Reprinted with permission. See Appendix F for letter of permission.

Through this study, I have worked to answer the following research questions which utilize the tenets of the Danielson Framework for Teaching, the conceptual framework for the study. The Danielson Framework defines effective instructional practices and is the current framework for effective teaching for both the KSU College of Education and the SD Department of Education. In collaboration with the Teacher's College Reading and Writing Project (TCRWP), Danielson and Calkins (2014) identified the practices of effective reading instruction and incorporated those principles into the Danielson Framework for Effective Teaching. The questions for this study reference the data collection tools created by the TCRWP (2014); these tools will serve as the data collection tools for the study. The authors provided permission for the tools to be used

and duplicated with attribution (TCRWP, 2014). I used the Observation Summary Form, located in Appendix D and developed by the TCRWP (2014), to answer each research question by identifying whether teachers were using effective reading instructional practices aligned with the Danielson Framework (2007) and determining at what level (unsatisfactory, developing, effective, or highly effective) each teacher was implementing the practice. To complete the assessment summary form and answer all research questions, it was necessary to collect lesson plans from each teacher, observe each teacher, and interview each teacher using the protocols in Appendices B, C, D, and E. Finally, because I reference both experienced and first-year teachers as participants in the research questions, it is important to point out that I defined the bounded characteristics for my case study participants in Table 1.

With these points in mind, the following three research questions were developed to guide the study.

1. Given the TCRWP's (2014) definition of and levels of performance for effective teaching practices for reading instruction, what skills and practices do experienced and effective teachers of reading use and at what level to enable students to comprehend what they are reading?

2. Given the TCRWP's (2014) definition of and levels of performance for effective teaching practices for reading instruction, what skills and practices do first-year teachers of reading use and at what level to enable students to comprehend what they are reading?

3. Based on the data analysis of teacher reading instruction using the Observation Summary Form (TCRWP, 2014), what are the identified differences in the reading instruction skills and practices and levels of performance of experienced, effective teachers compared to first-year teachers?

Review of the Literature

Conceptual Framework

Danielson's (1996) Framework for Teaching was the conceptual framework for the study. In the Framework for Teaching, Danielson (1996) builds on the premise that effective teaching is critical for student success, but also acknowledges that teaching is a highly complex profession. Given the assertion that novice teachers are not as effective as teachers with more experience (Gansel et al., 2012), I used the Danielson Framework as a definition of and a roadmap to effective teaching practices for my study (Danielson, 2007). Grounded in Constructivism, a theory that is acknowledged by cognitive psychologists as providing the most powerful context for understanding learning, the Framework for Teaching identifies research-based teaching practices that are shown to promote student learning in the domains of planning and preparation, classroom environment, instruction and assessment, and professional responsibilities (Danielson, 2007; TCRWP, 2014). The Framework for Teaching provides not only a definition of expertise but also a common language for communicating about excellence in teaching. Uses of the framework range from guiding the preparation of preservice teachers or meeting the needs of novice teachers to enhancing veteran's skills. Not only does the

framework provide definitions for effective teaching, but it also offers explicit descriptors for levels of performance in each domain (Danielson, 2007; TCRWP, 2014)

Research has shown that clear standards for student learning with clear evaluation criteria produce higher quality student learning outcomes. Similarly, the Danielson Framework for Teaching can provide novice teachers with a roadmap to success (Danielson, 2007). Unlike in many other professions, first-year teachers are considered full members of the profession on day one, having the same responsibilities as veteran teachers who have been in the profession for many years (Danielson, 2007). However, many novice teachers report feeling underprepared and discouraged as they often have much to learn upon entering their first classroom to meet the challenges of teaching (Connor & Morrison, 2016; Danielson, 2007; Hannan, Russell, Takahashi & Park, 2015; Martinez-Garcia & Slate, 2011; Whipp & Geronime, 2015). Therefore, given the complexity of teaching, having a path to excellence is critical for teacher preparation programs, schools, and novice teachers.

Though experience does not always equate to expertise, it is a critical component of gaining expertise (Danielson, 2007). Danielson (2007) claims that a typical teacher should expect to take five years to exhibit an effective performance rating in all areas of the framework. For that reason, the framework is not intended to have a "gotcha mentality" for teachers (Danielson, 2007). Instead, in the framework, Danielson employs a mentality of reflection and growth through deliberate practice based on specific aspects of performance refined through repetition, reflection, and feedback (Danielson 2007; Mielke & Frontier, 2012). This mentality aligns with my goal for the study, which was to

intentionally gather information about the differences in reading instructional practice

between first-year and experienced reading teachers to make specific recommendations

for how to prepare first-year teachers to progress to the level of effectiveness of

experienced teachers more efficiently. The data collection tools used in the study

included a scripted observation recording document, an observation guide, an observation

summary form and an interview that were all aligned to the Danielson Framework and

were created by or based on the collaborative work of Danielson and Calkins (2014) that

defines effective reading instruction based on the Framework for Teaching. Again, the

data collection tools are in Appendices B, C, D, and E. The information collected was

analyzed to determine the areas for improvement in the KSU teacher preparation program

to make recommendations for improvement of course offerings and field experience

opportunities to ensure graduates have had the opportunity to acquire the skills of

effective reading teaching as presented in the framework (Danielson, 2007). The KSU

teacher preparation program, the South Dakota Department of Education, and schools in

the state currently use the Danielson Framework for Teaching to guide their work, so,

therefore, it was a good fit because a common language already existed between myself

and the participants (SDDOE, 2015). Using the Danielson Framework for Teaching as

the conceptual framework for this study has guided me in determining how to best help

novice teachers become more effective teachers of literacy that at a minimum can achieve

a proficient professional practice rating and improved student growth using the South

Dakota Summative Scoring Matrix (Danielson, 2007; South Dakota Department of

Education, 2015).

Review of the Broader Problem

In this literature review, I focus on topics related to the effectiveness of first-year teachers of literacy compared to more experienced teachers. In order to fully understand the problem of preparing effective first-year teachers in literacy instruction, I present a comprehensive analysis of the literature related to the instructional skills and practices of experienced literacy teachers, novice first-year literacy teachers, and the differences in reading instructional skills between the two groups of literacy teachers.

Research Strategy

The articles for this literature review were identified using the following databases: EBSCOhost, Educational Resource Information Center (ERIC), SAGE Full-Text Collection. The search terms used to compile the literature review in the category of research-based practices of effective reading comprehension instruction included *literacy instruction, evidence-based literacy practices,* and *reading comprehension instruction.* In the categories of new teacher effectiveness and teacher preparation in literacy education, the terms included *literacy teacher preparation, teacher education, novice literacy teachers* and *first-year teacher effectiveness.* The search terms in both categories were used for background in identifying potential differences between experienced and novice teachers of reading.

The review of the literature begins with an examination of the broader problem and its connection with the local problem related to adequately preparing novice teachers to navigate their first year in the classroom, specifically considering literacy and reading instruction. In order to demonstrate saturation, a careful examination of the literature

related to each research question took place. All sources included in the literature review

are peer reviewed and current. Additionally, it is important to compare relevant public

data to the broader problem. As noted in the description of the local problem, the KSU

graduate outcome data from 2015 report documented that the Elementary Education

program has a 100% placement rate for its teacher education graduates. With the current

teacher shortage situation in SD, the high placement rate of novice teachers into schools

is expected (Soholt & Sly, 2015). However, it is also important to note the overall student

proficiency in ELA in the state is lacking, with only a 52.55% proficiency achievement

rate on the Smarter Balanced Assessment in 2016 (South Dakota Department of

Education, 2016). When considering the data, it is essential that all teachers, including

first-year teachers, are prepared to meet students' literacy instructional needs to continue

to improve student performance in literacy in the state. Though the state of South Dakota

does not currently connect proficiency data of the students of first-year teachers to

teacher preparation programs, some researchers, including Gansel et al. (2012) hold the

opinion that the under-preparation of new teachers who may not be as effective at their

point of entry may be an important contributing factor to the underachievement of

literacy proficiency. Therefore, the disparities between the literacy instructional skills and

practices of first-year teachers compared to experienced teachers pose a problem for the

students of novice literacy teachers, especially considering the impact a teacher has on a

student's literacy achievement (ILA, 2015; Masuda, 2014). A report published by the

National Council on Teacher Quality (NCTQ) asserted that the students of novice

teachers are at a disadvantage compared to students taught by experienced teachers based

on the challenges and difficulties experienced by nearly all novice teachers' during their first year of teaching (Putman, Greenberg & Walsh, 2014). Centered on their study of the effectiveness of teacher preparation programs, Putman, Greenberg and Walsh (2014) went on to make the following statement:

> New teachers can only be equipped for this daily pressure cooker if they have had preparation that is geared to its demands: learning what works and why, mastering key aspects of the field's knowledge base, and applying that knowledge in realistic scenarios. Without adequate preparation, plenty of practice and clear feedback, the first year of teaching can feel like hitting a brick wall again and again (p. 1).

Thus, it appears that in order to continuously improve teacher preparation programs and ensure that first-year teachers are prepared to effectively meet the challenges associated with literacy instruction in their first year, it is necessary to first identify the critical differences in the skills and performance of novice teachers compared to experienced teachers as they plan and implement literacy instruction (ILA, 2015; Masuda, 2014).

Experienced and effective teachers of reading. According to Connor and Morrison (2016), "unlike language where babies learn to talk with astounding ease, reading is a human invention and so is extremely difficult which leads to greater variability in how easily students master the critical reading skills (p. 55)." Therefore, teachers of reading must master a mass of specific knowledge and instructional strategies to become effective in teaching reading to all students (Connor & Morrison, 2016). Reviewed studies focused on the evidence-based best practices for effective reading

comprehension instruction to contribute to a background about current research related to research question one, centered on the instructional skills and practices of experienced, effective teachers of reading. Several themes emerged from a review of the current literature including the importance of effective literacy teachers and instruction, a need for differentiation and assessment-driven teaching across all grade levels, and the importance of using a balanced literacy framework (Bingham & Hall-Kenyon, 2013; Connor & Morrison, 2016; Costello, 2014; Firmender, Reis & Sweeny, 2013; Lyons & Thompson, 2016; Pittman & Honchell, 2014; Reis, McCoach, Little & Kaniskan, 2011; Shaunessy-Dedrick, Evans, Ferron & Lindo, 2015; Teachers College Reading and Writing Project, 2014).

Many studies emphasized the importance that literacy plays in student academic and workplace success, yet noted that due to the range of reading abilities across classrooms that only increase as students grows older, differentiated literacy instruction is essential for teachers to effectively meet the literacy needs of each student in a classroom (Bingham & Hall-Kenyon, 2013; Connor & Morrison, 2016; Costello, 2014; Firmender, Reis & Sweeny, 2013; Lyons & Thompson, 2016; Pittman & Honcell, 2014; Reis, McCoach, Little & Kaniskan, 2011; Shaunessy-Dedrick, Evans, Ferron & Lindo, 2015; Teachers College Reading and Writing Project, 2014). Connor and Morrison (2016) pointed out that there is strong evidence that individualized literacy instruction has a clear and causal impact on student reading and achievement and go on to say, "the implication should be clear: if teachers do not differentiate literacy instruction, a substantial proportion of the children in their classrooms will not reach their full reading potential (p.

54)." However, differentiating instruction, according to several authors, is challenging to implement (Connor & Morrison, 2016; Lyons & Thompson, 2016).

Utilizing a balanced literacy framework as well as assessment-driven teaching practices can enable effective teachers to meet the needs of all students in their classrooms despite the challenges of differentiation (Bingham & Hall-Kenyon, 2013; Connor & Morrison, 2016; Lyons & Thompson, 2016; Teachers College Reading and Writing Project, 2014). A balanced literacy framework for literacy instruction is defined as a philosophical teaching practice that seeks to combine skill-based and meaning-based instruction through the instructional strategies of reading aloud, guided reading, conferring, word study, independent reading and writing, and interactive writing (Bingham & Hall-Kenyon, 2013; Connor & Morrison, 2016; Lyons & Thompson, 2016). Connor and Morrison (2016) pointed out that effective reading teachers utilize assessments to inform individualized reading instruction within a balanced literacy framework, thus differentiating instruction based on individual student needs. For example, if a valid and reliable assessment provided evidence that some students in a classroom were weak in decoding, the teacher should provide this group of students with instruction in phonics and code-focused skills during individualized instruction. On the other hand, students in the same class with a strong vocabulary gain greater benefits with meaning-focused comprehension activities. Thus, using an assessment can enable teachers to have informed and strategically differentiated instruction.

Several instructional strategies were highlighted as effective methods for differentiating reading instruction in the literature. The importance of the use of

individual student reading conferences to support reading comprehension was a current

emphasis in the literature on effective reading instruction (Costello, 2014; Reis et al.,

2011; Shaunessy-Dedrick et al., 2015). Costello (2014) described a reading conference as

a meeting between the teacher and student before, during or after reading that allows the

teacher to understand the student's reading strengths and needs in order to provide

immediate feedback and instruction. Costello (2014) stated that this type of instruction

moves away from the more traditional pre-determined comprehension lessons and

assessments, while moving toward a more effective process of teaching sense-making to

students during the act of reading. In addition to supporting students in sense-making

skills, conferring with students has been found to increase student engagement and

enjoyment in reading, especially when students are given a choice in their independent

reading and the text is at the appropriate level for the student (Reis et al., 2011;

Shaunessy-Dedrick et al., 2015). In addition to increasing engagement and enjoyment, a

study completed by Shaunessy-Dedrick et al. (2015) documented that conferring with

students during an SEM-R program had a statistically significant impact on student

reading comprehension. Another instructional strategy that is utilized by effective reading

educators to differentiate instruction is guided reading. Lyons and Thompson (2016)

describe guided reading as a type of small group instruction that uses flexible grouping

strategies based on reading skills. Guided reading is used most frequently in primary

grades; however, Lyons and Thompson (2016) documented that its use as a part of a

balanced literacy framework has a positive impact on student reading comprehension in

4th through 7th grade as well. Their study of the implementation of guided reading in

upper elementary and middle school classrooms documented that 80% of students increased their reading level, whether at, above or below grade level proficiency. Teachers involved in the study also noted improvements in student behavior and attitude about reading. The teachers attributed the improvements in student behavior and attitude to the students receiving instruction that met their unique reading needs. Therefore, the students were experiencing less frustration and more enjoyment during reading (Lyons & Thompson, 2016).

Differentiated instruction through conferring or guided reading is not the only trait of effective reading instruction. Competent teachers of reading also find ways to connect classroom instruction with students' lives outside of school, making reading relevant to students (Connor & Morrison, 2016; Damber et al., 2011). In addition, effective reading teachers focus on cognitive or comprehension strategies during instruction, maintain a positive and collaborative classroom climate, use high-quality literature, allow sufficient time for independent reading, make reading instruction a focus within the classroom, and are flexible and skilled in classroom management (Cuillo et al., 2016; Connor & Morrison, 2016; Damber et al., 2011). Additionally, effective teachers' practices are guided by evidence from rigorous research and change as new knowledge emerges about best practices (Connor & Morrison, 2016). In a collaborative project, Danielson, a teacher effectiveness expert, and Calkins, a literacy education expert and founder of the Teachers College Reading and Writing Project, have outlined the effective instructional practices of a reading or writing workshop as a part of a balanced literacy program (Teachers College Reading and Writing Project, 2014). In their document,

Danielson and Calkins (2014) describe effective reading instruction in terms of organizing physical space and classroom environment, effective communication with students, managing both procedures and student behavior, student engagement, assessment driven instruction, effective questioning and discussion techniques, and teacher flexibility and responsiveness throughout all components of a reading workshop (Teachers College Reading and Writing Project, 2014). When analyzing the complexity of effective reading instruction, Connor and Morrison (2016) compare reading instruction to rocket science and note that it is essential that reading educators are well prepared to meet these rigorous standards.

First-year teachers of reading. Both K-12 schools and teacher preparation programs need to gather information about the most challenging aspects of the first-year of teaching, especially in the area of literacy, to adequately prepare preservice teachers for the challenges associated with the first year (Davis, Sinclair & Gschwend, 2016). Therefore, reviewed studies in this section of the literature review focus on literacy teaching difficulties and practices of novice teachers, as well as the current state of literacy teacher preparation and new teacher induction programs to contribute to a background about current research related to research question two. Research question two centers on understanding the instructional skills and practices of first-year teachers of reading.

First-year teacher literacy practices and challenges. According to Behrstock-Sheratt (2016), "It is the consensus that teachers are the most important within-school factor affecting student achievement (p. 2)". However, effective literacy instruction is

challenging, and first-year teachers often have much to learn upon entering their first

classroom to meet those challenges (Connor & Morrison, 2016; Hannan, Russell,

Takahashi & Park, 2015; Martinez-Garcia & Slate, 2011; Whipp & Geronime, 2015).

Additionally, research shows that new teachers are often placed in the most challenging

schools with few resources and/or little support which adds to the typical challenges

associated with the first year of teaching, (Hannan, Russell, Takahashi & Park, 2015;

Martinez-Garcia & Slate, 2011; Whipp & Geronime, 2015). In addition, new teachers of

literacy must also be prepared to meet the difficulties inherent in teaching the more

rigorous, newly adopted Common Core State Standards in English Language Arts. In

fact, many K-12 schools are concerned with novice teachers' abilities to support their

students in meeting the more stringent requirements of the CCSS (Davis, Sinclair &

Gschwend, 2016). Therefore, it is important to understand the challenges and strengths of

novice teachers in order to ensure they are as prepared as possible to enter the classroom.

   To understand the challenges of first year teachers, a qualitative study completed

by Noll and Lenhart (2013) followed two first year teachers of literacy into their first

classrooms to document what was challenging for the first-year teachers. The authors of

the study held the belief that even though the essentials of reading instruction were clear,

translating theory into practice could be very challenging for first-year teachers of

reading. The first-year teachers followed in the study were hired to teach in two very

different teaching environments. The first entered into a school with an adopted basal

reading program, while the second was hired to teach in a high-poverty school district

without an adopted reading program. Both teaching environments proved to have

challenges for the novice teachers to overcome. As a new teacher implementing a basal reading program, adapting the curriculum to meet all student needs was challenging. On the other hand, the new teacher without an adopted curriculum found that maintaining a scope and sequence as well as a structure and framework for literacy instruction was difficult. Both novice teachers found that they needed to work in close collaboration with mentor teachers and reading specialists to ensure they were able to accurately utilize assessments and plan instruction that met all students' unique learning needs (Knoll & Lenhard, 2013).

Due to the challenges associated with the first year of teaching across the nation, studies have shown that there is an early exodus of beginning teachers from the profession (Whipp & Geronime, 2015; Martinez-Garcia & Slate, 2011). In fact, according to the study completed by Martinez-Garcia & Slate (2011), fourteen percent of teachers leave after their first year, thirty-three percent of teachers leave after their third year, and nearly half leave after their fifth year. High turnover rates of teachers have an adverse impact on both student achievement and school culture (Whipp & Geronime, 2015; DeAngelis, Wall & Che, 2013; Martinez-Garcia & Slate, 2011). Findings from the studies indicate there are several potential causes for the high-turnover rate of novice teachers. First, novice teachers are often hired to fill the most challenging teaching positions in the schools with significantly more poverty and high-need students. In fact, according to Martinez-Garcia and Slate (2011), elementary schools with the highest percentages of novice teachers had a student enrollment that averaged 70% of its students that were considered a minority or economically disadvantaged. In response to the need

to retain and recruit high-quality new teachers, many school districts and institutions of higher education are looking for ways to both strategically train preservice teachers as well as recruit and retain qualified teachers (Whipp & Geronime, 2015).

Literacy teacher preparation. Teacher preparation programs are a potential source of variability when considering the range of novice teacher effectiveness. Lovette (2013) found a growing number of scholars within the literacy education community agree that the research specific to teacher preparation in literacy is limited. Therefore, the impact of teacher preparation programs on K-12 student achievement and teacher practice is poorly understood (Gansel et al., 2012; Henry et al., 2014; Cochran-Smith et al., 2015).

Though there is limited research related to the specifics of teacher preparation in literacy, several studies have documented some commonalities and concerns about the current state of teacher preparation in literacy teacher education. First, a major occurring theme is the finding that teacher preparation in literacy often utilizes a one-size-fits-all curriculum that focuses on teaching novice teachers to implement generic comprehension strategies to be applied while teaching reading across all content areas (Ajayi, 2013; Masuda, 2014; Matsko & Hammerness, 2014). Additionally, according to the ILA (2015), there is an issue with literacy teacher preparation having non-consistent requirements and standards across the country. A review of the state department of education websites demonstrated that approximately 50% of the states had specific preparation standards for literacy, though typically this was only one standard. Additionally, the literacy methodology course requirements varied widely, and very few

states required programs to implement field work specific to literacy instruction (ILA, 2015). Furthermore, a recent study published by the National Council on Teacher Quality (NCTQ) noted a lack of rigor in teacher preparation due to an exceptionally high percentage of criterion-deficient assignments which are used about twice as much in teacher preparation courses (Putman, Greenberg & Walsh, 2014). Criterion-deficient assignments in literacy teacher preparation limit instructors' ability to provide substantive feedback within defined areas of expertise, which could be a major contributing factor to new teacher reports of feeling underprepared for the demands of literacy teaching (Putman et al., 2014). Finally, with the emphasis on the fact that effective reading teachers differentiate instruction, preservice teachers must receive training on how to differentiate reading instruction to meet the wide range of reading levels in both fluency and comprehension in each classroom (Firmender et al., 2013). As a starting point for improvement in literacy teacher preparation, literacy researchers have begun to call for the creation of a database that can document reading preparation successes beyond the preservice level, with the purpose of developing a common repertoire of reading instructional skills needed by teachers just entering the field (Lovette, 2013). Toward this end, literacy teacher preparation researchers are calling for improved teacher preparation programs in literacy leading to a need for the examination of new teacher practices and the achievement of students who are taught by new teachers (Gansle et al., 2012).

Lovette (2013) pointed out that there is a literacy crisis in schools in the United States, considering that only 34% of 8th grade students read at or above grade level. Lovette (2013) suggested that teacher preparation in literacy may be able to address the

P-12 literacy achievement crisis but noted that the potential level of influence is unclear.

Several studies that centered on literacy teacher preparation documented that new

teachers are generally underprepared to teach literacy in complex school settings,

showcasing the idea that preparing teaching candidates to teach K-12 students to read,

write, and communicate must be a universal focus of teacher education (Matsko &

Hammerness, 2014; Putman, Greenberg & Walsh, 2014; Sayeski, Budin & Bennett,

2015). However, according to a study completed by Roy-Cambell, (2013) literacy teacher

preparation educators are ill prepared for working with diverse populations of students,

specifically English Language Learners, and therefore, can hinder the effectiveness of

teacher preparation in literacy. Matsko and Hammerness (2014) pointed out that literacy

teacher preparation needs to be improved, stating that it is essential for teacher educators

to emphasize culturally-informed literacy instructional practices based on a balanced

literacy framework and strategies to implement highly differentiated instruction to meet

the needs of future students with a wide range of reading levels.

New teacher induction programs. In addition to understanding how best to train

novice teachers in literacy instructional practice, DeAngelis and her colleagues (2013)

conclude one commonality in the findings of several educational research studies is the

importance of providing high-quality support for teachers at the beginning of their careers

to further develop the skills acquired during preparation and support new teachers as they

overcome weaknesses (DeAngelis et al., 2013). Several other researchers provide

documentation to support the belief that a formal mentoring program can increase novice

teacher success (Davis et al., 2016; Hannan et al., 2016; Kraft & Papay, 2014; Noll &

Lenhart, 2013; DeAngelis et al., 2013). However, all studies that acknowledged the success of mentoring programs noted that only providing a new or preservice teacher with a mentor is not sufficient. The mentors must have training and be life-long learners with interpersonal skills and leadership abilities. The mentors must also have expert-level knowledge in pedagogy (Davis et al., 2016; Hannan et al., 2016; Kraft & Papay, 2014; Noll & Lenhart, 2013; DeAngelis et al., 2013).

The reviewed studies provided documentation of several traits of successful mentoring programs. First, it is important that districts do not use a one-size-fits-all approach to mentor new teachers upon entry into the profession (DeAngelis et al., 2013; Davis et al., 2016). New teachers enter the profession with widely varying levels of readiness depending on their preparation and background; and therefore, mentors of new teachers must be able to diagnose and provide support at a new teacher's point of need (Davis et al., 2016). Additionally, Hannan et al. (2015) documented that the type of feedback provided during mentoring is important. While inconsistent, unclear, and unfocused feedback can undermine the effectiveness of mentoring, mentoring that includes quality feedback that is specific, focused and tailored to the individual can make mentoring programs more successful (Hannant et al., 2015). Because implementation of the Common Core ELA Standards can be a challenge for novice teachers, whether they have a set curriculum to follow with fidelity or are expected to develop their curriculum without specific resources (Noll & Lenhard, 2013; Davis et al., 2016), it is necessary for mentoring programs to support novice teachers in implementing the CCSS as a part of a comprehensive mentoring program (Davis et al., 2016). Davis et al. (2016) found in their

study of a large urban school district that when mentors are trained teacher leaders with an extensive background in pedagogy, they influence novice teachers' literacy practices positively by providing mentoring centered on implementation of the rigorous CCSS. Because new teachers must also have support as they learn about their students and families, building equitable classrooms, classroom management, data-driven and differentiated instruction, authentic assessment, and engaging culturally responsive pedagogy, mentors must find entry points to embed the Common Core during mentoring that are aligned to effective literacy practices in context (Davis et al., 2016).

According to Kraft and Papay (2014), when supported, new teachers can rapidly make progress in their craft. In fact, Kraft and Papay's (2014) study documented that teachers who work in supportive environments become more effective at raising student achievement over time than teachers who work in less supportive environments. The results of their study provide documentation that on average, students at schools in the top quartile of highly supportive environments for teachers significantly outperformed students who were in schools in the lowest quartile of supportive environments for teachers in reading and math. Additionally, new teachers improved their teaching more rapidly in schools with supportive environments with an average improvement difference of twelve percent by year three (Kraft & Papay, 2014). To be considered highly supportive, schools and school leaders had to provide the following supports for their teachers: frequent opportunities to collaborate, meaningful feedback about their instructional practices, common planning time, recognition for efforts and improvements, and high-quality professional development (Kraft & Papay, 2014). Kraft and Papay

(2014) stated that professional development is high quality if it is in context and involves active learning, focuses on discrete skills, and aligns with the curriculum and assessments. Literacy coaching is a method in which many schools provided high-quality professional development (Kraft & Papay, 2014). Based on the results of the study, the authors stated that investing in professional environments pays off. In fact, from the results of the study, it may be possible to infer that placing pre-service teachers in highly supportive schools for student teaching has the potential to produce more effective teachers at their point of entry into the profession (Kraft & Papay, 2014; Martinez-Garcia & Slate, 2011). In conclusion, the most important factors that influence novice teacher success and decisions to remain in the teaching profession is the new teacher's level of preparation, the amount of support provided and the teaching assignment (Martinez-Garcia & Slate, 2011; Kraft & Papay, 2014; Whipp & Geronime, 2015). Though the first year of teaching poses many challenges for new teachers, with support and a solid foundation from a quality teacher preparation program, it is possible for new teachers to experience success in their first year of teaching and move students forward with reading achievement (Noll & Lenhart, 2013).

Critical differences between first-year and experienced reading teachers. The reviewed literature suggested that the first year of teaching is challenging. The reviewed studies included those that identified and discussed the differences between new and experienced teachers to provide evidence that the challenges for first-year teachers lead to instructional differences that have a potential impact on P-12 student achievement. The review of the literature in this section is directly related to research question three that

centers on the differences in the reading comprehension instructional skills and practices of first-year reading teachers and experienced reading teachers.

Findings of several reviewed studies indicate that teachers of literacy with fewer than three years of teaching experience are not as successful as teachers with more experience (Damber, Samuelsson & Taube, 2011; Kraft & Papay, 2014). Additionally, many novice teachers report that they feel ill-prepared to meet the diverse needs of students, especially in urban or high-poverty schools (Damber, Samuelsson & Taube, 2011; Martinez-Garcia & Slate, 2011; Whipp & Geronime, 2015; Kraft & Papay, 2014). Documenting a lack of preparedness, findings from a study completed by Damber and colleagues (2011) indicated that teachers that taught students who were overachieving in reading typically had eight or more years of experience, while underachieving classes are taught by teachers with less experience. Similarly, a study completed by Gansel at al. (2012) documented that new teachers on average performed between 2.7 and 2.9 value-added points below experienced teachers. Though several studies noted that first-year teachers tend to be less effective, no studies specified the precise reading instructional differences between first-year and experienced, effective teachers of reading.

Cochran-Smith et al. (2015) proposed that if P-12 school leadership and university teacher education work collaboratively to research the connection between the teacher, the preparation program, and student success, researchers may gain a deeper understanding of the moving parts of teacher preparation, such as the caliber of new teacher candidates admitted to teacher preparation programs, rigor in coursework, field placements, and student teaching in order to gain insight on how to most effectively

improve teacher preparation programs (Cochran-Smith et al., 2015; Gansel et al., 2012; Henry et al., 2014). Though the number of studies is limited, findings indicated that teacher preparation portals can influence the success of teachers and their students. Therefore, further research that examines novice teacher practices and perceptions on preparedness is necessary to make informed adjustments to teacher preparation programs to provide novice-teachers with the opportunity to develop the skills outlined in the Danielson Framework for Teaching (Danielson, 2007; Henry et al., 2014; Cochran-Smith et al., 2015).

Implications

Though it is vital for the project outcomes of the study to come from the findings, after the completion of a thorough literature review, there were already several potential implications. The probable implications for this study center on understanding how to improve teacher preparation in the area of literacy with the potential outcome of improving first-year teacher effectiveness. The tentative direction for the project, depending on the outcome of the data, is to consider possible curriculum changes in the KSU College of Education literacy methods coursework and attached field experiences through the development of a curriculum plan. For instance, based on the literacy instructional skill deficiencies indicated by the data collected in this study the faculty will be able to design opportunities within the curriculum and field work that will support the development of teacher candidates in specified areas with the goal of improving the teacher candidates level of preparation for entry into the profession. Another possible project direction may be to create an action plan to strategically manipulate field

experience requirements for pre-student teaching literacy-related field experiences. Additionally, the emphasis on literacy instruction during student teaching may need to shift. The use of Danielson's Framework for Teaching to strategically inform possible reforms in coursework and field experiences has the potential to ensure reform efforts are rooted in research-based, effective literacy instruction.

Summary

Teachers are a critical within-school factor affecting student achievement (Behrstock-Sherratt, 2016). Considering their impact, it is concerning that education researchers have documented that first-year teachers are often less effective in the essential skills of teaching reading instruction for students with diverse learning needs when compared to their more experienced peers (Damber, Samuelsson, & Taube, 2011; Gansel, Noel, & Burns, 2012; Martinez-Garcia, & Slate, 2011; Whipp, & Geronime, 2015). This qualitative, comparative-case-study had the goal of identifying the instructional differences between the two groups of teachers using the Danielson Framework and the Teacher's College Reading and Writing Project's defined levels of performance for effective reading instruction (TCRWP, 2014).

The review of the literature provides evidence of a gap in understanding of the differences between the instructional practices of first-year and experienced teachers of literacy. Because the literature provides evidence that first-year teachers often report feeling ill-prepared to meet the reading needs of their students and often are less effective than experienced teachers when it comes to reading instruction, an exploration of the differences between first-year and experienced teachers was necessary in order to attempt

to identify, understand and address those disparities. In the study, I used Danielson's (2007) Framework for Teaching to provide guidance on how to best support and train novice teachers of literacy to develop the expertise of experienced and effective literacy teachers through strategically identifying research-based areas of need for novice teachers compared to experienced teachers. The data about the differences in instructional practices between novice and experienced reading teachers promised an avenue to improve teacher preparation through enhancing program offerings and experiences to ensure that preservice teachers have the opportunity to acquire the skills of effective literacy teachers (Danielson, 2007).

In Section 2 of this study, the methodology is explained. It includes a description of the qualitative case study design and its relationship to the problem in order to gain insight on how to improve the preparation of preservice teachers. In addition, Section 2 includes a description of the participants, data collection and analysis methods, and study limitations. Section 3 includes a description of a potential project based on the findings of the study, along with a project evaluation plan and project implications. Finally, Section 4 provides the strengths and limitations, the potential social change impact of the project, and reflections and conclusions.

Section 2: The Methodology

The ILA released a report in 2015 documenting the need for a deeper understanding of the relationship between teacher preparation program design and new teacher effectiveness in literacy instruction (ILA, 2015). The report documented a lack of specific guidelines for teacher training and literacy; it questioned whether the lack of guidelines impacted new teacher effectiveness in literacy. Literacy experts agree that teachers are vital to students' achievement in literacy—an essential skill for school success. Thus, teacher candidates must be prepared to teach reading successfully on their first day of teaching. However, many new teachers report a lack of preparedness (Firmender, Reis, & Sweeny, 2013; Reis, McCoach, Little, Mueller, & Kanikskan, 2011; Sayeski, Budin, & Bennett, 2015; Reis et al., 2011; Roy-Campbell, 2013). The purpose of this study was to collect actionable qualitative data to inform a shift in teacher preparation for literacy instruction in the KSU College of Education by identifying the documented differences in the literacy instructional practices between effective, experienced teachers and first-year teachers of reading (Cuthrell et al., 2014). This section of the paper includes a description of the methodology, including a description of the research approach and design, participants, data collection, data analysis, and limitations.

Research Design and Approach

Through this study, I have worked to determine the differences between the skills and practices of novice reading teachers and those of experienced teachers in order to understand how to improve the preparation of preservice teachers (ILA, 2015; Masuda,

2014). Though the literature provides evidence that first-year teachers find the process of teaching reading challenging and are often less effective than their more experienced counterparts, only a few studies have identified specific reading instructional differences between first-year teachers and experienced teachers (Damber et al., 2011; Connor & Morrison, 2016; Gansel et al., 2012; Hannan, Russell, Takahashi & Park, 2015; Martinez-Garcia & Slate, 2011; Whipp & Geronime, 2015).

For this study, it was necessary to find out more about the instructional practices of both first-year and experienced reading teachers in order to define the differences and then make specific recommendations for program improvement in a literacy teacher preparation program. Because I needed to learn more from participants to understand the phenomenon, a qualitative study was the most useful (Creswell, 2012).

It is important for researchers to consider three factors when deciding between qualitative and quantitative research. First, the methodology must match the research problem. Second, the methodology must align with the needs of the intended audience. Finally, the approach must match the training of the researcher. Based on these factors, I determined that quantitative research was not appropriate for three reasons. First, as required by experimental research, the problem outlined in this study, does not require an explanation of whether an intervention influenced the outcome of teacher practice. Second, correlational quantitative research would not be appropriate because the problem does not require me to determine a relationship or variables in a predictable pattern. In addition, the problem does not require a description of trends for a population, like in survey research (Creswell, 2012). Third, because quantitative research involves collecting

numeric data from a large number of people using instruments with preset questions and responses, it does not fit the needs of the intended audience of teacher educators with the desire to gather descriptive data in order to provide recommendations for supporting the development of preservice reading teachers (Creswell, 2012). Therefore, a qualitative methodology was the most appropriate for this study.

There were several types of qualitative study methodologies to consider, including grounded theory designs, ethnographic designs, narrative research designs, and case study designs. The purpose of grounded theory designs is to explain a process, action, or interaction among people using systematic inductive data collection and analysis guidelines for the purpose of developing a theory (Creswell, 2012; Denzin & Lincoln, 2000). This approach is not appropriate because this study is designed to understand teacher practices and not develop a theory. Ethnographic designs are used to understand the everyday life of a cultural group (Creswell, 2012; Merriam & Tisdell, 2016). In this study, understanding the teachers' culture is not relevant because the point of the study is to understand the use of literacy instruction practices of novice teachers compared to their more experienced peers. Narrative research designs involve telling the story of a single person, reporting their experiences chronologically through stories (Merriam & Tisdell, 2016). Because the focus of this study was to identify the reading instructional practices of new teachers compared to experienced, the narrative approach of studying a single person was not appropriate. Therefore, after reviewing the literature, the best research methodology for this study was a qualitative case study because of the need to illuminate an issue and understand the meaning of what was going on (Gillham,

2000). Gillham (2000) stated that qualitative case studies allow the researcher to "get under the skin of a group or organization to find out what really happens (p. 11)." It was important to learn what first-year and experienced teachers say and what first-year and experienced teachers do during reading instruction to meet all of their students' reading instructional needs to determine the differences between first-year and experienced teachers of literacy. The use of formative or summative evaluation was not necessary for this case study because the goal was not to evaluate a particular teacher education program, as it may be in evaluation research (Bogden & Biklen, 2007). Instead, the goal was to identify the instructional practices of new teachers compared to their more experienced peers in order to make inferences or recommendations to enhance teacher preparation programming for the purpose of supporting preservice teachers' development in these high-need areas.

In the literature, the definition of a case study is somewhat ambiguous due to various views of qualitative scholars (Savin-Baden & Major, 2013). For example, Stake (1995) defines a case by how it is delimited or bounded. Another view is that a case study is a specific research method (Creswell, 2012). While others view a case study as the final narrative of a qualitative study (Slavin-Baden & Major, 2013). Slavin-Baden and Major (2013) argue that it is essential for a qualitative researcher to understand and apply each of these three views to do a case study well. No matter the approach, qualitative researchers agree that a key factor in designing a qualitative case study is bounding the case (Denzin & Lincoln, 2000; Merriam & Tisdell, 2016; Slavin-Baden & Major, 2013; Stake, 1995; Guba & Lincoln, 1981). Naturalists argue that human behavior is time and

context bound, and therefore, use field study to holistically study a phenomenon in its natural environment (Guba & Lincoln, 1981). When designing a case study, researchers must go through the processes of defining the case, bounding the case, and deciding how many cases to use (Slavin-Baden & Major, 2013). As defined in chapter one, the case in this study was the need to explore the differences between first-year and experienced teachers in order to identify, understand and address those disparities. A bounded case is a case with clear limiters (Merriam & Tisdell, 2016; Slavin-Baden & Major, 2013). This particular case study was limited to two groups of reading teachers, first-year and experienced, with specific characteristics based on years of experience, teaching location, and mode of teacher preparation. Table 2 on page fifty-one further explains the limiters of the case. According to Slavin-Baden and Major (2013), the third step in designing a case study is deciding upon how many cases to use. This particular case study was a comparative case study, meaning data came from subcases embedded within the single case using multiple sites (Merriam & Tisdell, 2016). The participants consisted of six reading teachers, three first-year and three experienced, as defined in Table 3 on page fifty-five, from three different schools in the state of South Dakota. It was impossible to have all participants from a single school district, especially given the limits to the grade level of teachers. All new and experienced teachers taught at the 4th or 5th grade level in elementary schools within a sixty-mile radius of my home and place of employment. Table 1 describes the characteristics of the school settings for the study.

Table 1

Description of School Settings

School name (pseudonym)	South Elementary	Central Elementary	North Elementary
Community population estimates for 2016	5734	174,360	855
Number of students in 2016-17	682	906	230
Percentage of students proficient in the 2017 ELA Smarter Balanced Assessment	64.41%	60.9%	37.1%
Proficiency of gap group in the 2017 ELA Smarter Balanced Assessment	37.1%	49.25%	12.5%
Title 1 status	Non-Title 1	Non-Title 1	Targeted Assistance
School classification	Status	Progressing	Progressing

Note. Schools were not selected based on their characteristics, instead the schools were selected because they housed the teacher participants selected to participate in the study. The data from this table was collected from the South Dakota Department of Education (2017) Report Card and the United States Census Bureau (2016) Quick Facts Website.

According to Slavin-Badin and Major (2013), the selection of several sites to conduct research has advantages including the breadth of exposure and opportunities for comparison. It also has disadvantages, which includes not getting an in-depth understanding of any one place (Slavin-Badin & Major, 2013). Though the disadvantages must be considered, in this comparative case study, an opportunity to compare was more advantageous than an opportunity to understand a single site deeply. In addition, the location of the instruction was not the focus of the case. Instead, the instructional practices of the two groups of educators were the focus.

Participants

Purposeful sampling was used to select the participants. Creswell (2012) defines purposeful sampling as a process for selecting participants that will best help the researcher to understand the central phenomenon. There are several types of purposeful sampling strategies to choose from when conducting a case study. The sampling strategy that best fit the needs of this study was maximal variation sampling. This type of sampling strategy allowed me to analyze cases that displayed different dimensions of a phenomenon (Creswell, 2012; Merriam & Tisdell, 2016; Slavin-Baden & Major, 2013). Using maximal variation sampling in this comparative case study allowed me to study the differences between two subgroups of literacy teachers, first-year and experienced. According to Merriam and Tisdell (2016), there are two reasons to use maximal variation sampling. The first reason is to document diversity and the second reason is to identify important common patterns across diversity. Creswell (2012) recommends that the researcher identifies the characteristics of the subgroups and then finds individuals that display the distinctive characteristics. The bounding characteristics for each subgroup of teachers are identified in Table 2.

According to Slavin-Baden and Major (2013), there is not a single right answer about the best number of participants needed in a case study. Creswell (2012) states that when the researcher wants to provide an in-depth picture, it is best to use fewer participants. He goes on to explain that with more individuals, the data will be less in depth and the perspectives will be more superficial. Similar to Creswell, Slavin-Baden

and Major (2013) state that the researcher must reflect on several points to determine the best sample size. These points include

- the research tradition;

- the purpose of the study;

- the type of sampling;

- the amount of data needed from each participant;

- the number of potential participants with the required characteristics (Slavin-Baden & Major, 2013).

Table 2

Characteristics Used for Participant Selection

First-Year Teachers	Experienced and Effective Teachers
Less than 1 year of teaching experiences	Four or more years of teaching experience
Teach in a 4th or 5th grade classroom	Teach in a 4th or 5th grade classroom
Completer of a Traditional Teacher Preparation Program	Rated as effective using the SD Teacher Effectiveness Matrix (See Figure 1)
	• The SD Teacher Effectiveness Guidelines utilizes Danielson as a feedback/evaluation tool. All practicing teachers in the state are trained in the Danielson Framework.
Mixed gender group (if possible)	Mixed gender group (if possible)
Not supervised by researcher during student teaching	Not supervised by researcher during student teaching

Note. Participation was offered to selected teachers who met the guidelines of the study, regardless of gender. Additionally, school demographics and language groups are potential variables that are not included in the participant selection due to the rural and homogenous nature of most classrooms that have the potential to be included in the study.

Based on these points, it was best to have a small sample size for several reasons. First, the purpose of this comparative case study was to gain an in-depth understanding of

the possible differences in instructional practices of experienced teachers and first-year teachers. Second, I needed a significant amount of data from each participant. Finally, few first-year teachers had the required characteristics to participate when limited by grade-level and years of experience due to the small number of KSU program completers of the teacher preparation program each semester. For these reasons, this study had a sample size of six participants total, three experienced and three first-year teachers. The participants are further identified in Table 3. By interviewing and observing the practices of only three first-year and three experienced teachers who fit the selection criteria defined in Table 2, I was able to study each teacher in a fair amount of depth, while still triangulating results of several participants in each category.

In qualitative inquiry, the researcher must gain permissions at several levels to get access to participants. The researcher must obtain permissions from the Institutional Review Board (IRB), school sites, and the individual participants. Because I was unable to determine the sites for my research until after approval due to the limiters of the bounded case, to gain access to the participants, I first sought permissions from the Walden University IRB to conduct research. The IRB application process involved developing a description of the study and developing forms such as an informed consent form (Creswell, 2012). After Walden University IRB provided permission for this project study to be completed, Approval Number 1-23-18-0480384, I completed the following steps to gain access to participants:

1. E-mailed potential first-year teacher participants to gauge interest in participation, as described and approved in my IRB application.

2. Approached potential gate-keepers that could prevent access to participants to seek their permission and obtained a letter of cooperation to submit to the Walden IRB.

3. Obtained final approval via e-mail from the Walden IRB.

4. Obtained consent forms from the first-year and experienced teachers.

In this case study, the gate-keepers were school administrators and principals. It was important to contact the principals and school leaders to explain the goal of the project and potential benefits due to their involvement, which included gaining an understanding of the strengths and needs of first-year educators to improve and support new reading teachers at their point of entry into the profession. In order to collect a letter of cooperation from each district, I sent a letter via e-mail to school district leadership outlining the study procedures, including a description of all research steps and a detailed description of how both their school and the teacher preparation program may benefit from my research study to school district leadership. Additionally, the letter to gate-keepers outlined the measures that would be taken to provide confidentiality of all participating teachers and school districts. I obtained a signed letter of cooperation from designated school district officials in all of the three school districts in which there were potential participating teachers and submitted these letters to the Walden IRB. Upon receipt of the letters, the Walden IRB documented and authorized me to conduct research in each of the school districts.

Upon receiving approval to conduct research, I reached out to the first-year teachers and obtained informed consent. Additionally, at this time, I also asked district

administrators for recommendations on experienced teacher participants from their

school district. Using district administrator recommendation, I reached out to potential

experienced teacher participants to request participation and then obtained informed

consent from each experienced teacher participants. The six participants for the study

from the three different school districts are further identified in Table 3.

Table 3

Participants

Teacher name (pseudonym)	School name (pseudonym)	Experience level	Grade level assignment
Jane	South Elementary	Experienced Teacher	5
Brad	South Elementary	First-Year Teacher	5
Neil	Central Elementary	Experienced Teacher	5
Ethan	Central Elementary	First-Year Teacher	4
Steph	North Elementary	Experienced Teacher	4
Tara	North Elementary	First-Year Teacher	5

Note. It was impossible based on the requirement that teachers must teach at the 4th or 5th grade level to have all participants come from a single district. All schools are located in the state of SD within a 60-mile radius of my home and/or place of employment (KSU).

Researcher-Participant Relationship

It is crucial for the researcher to establish a working researcher-participant

relationship. As a full-time faculty member in the KSU College of Education and an

instructor of several reading methods courses, it is important to acknowledge that I had a

previous working relationship with the first-year teacher participants, as they were all

recent graduates of KSU. As recent graduates of KSU, they took a minimum of ten

credits of literacy methods coursework from me. It is important to note that I was not

responsible for determining a grade or evaluation for any participants. All participants

were practicing classroom teachers and no longer enrolled in a teacher preparation program.

Additionally, KSU is a well-known higher education institution in the state, and it is possible that the experienced teachers from the participating districts had hosted student teachers from the university. The KSU College of Education has a positive working relationship with the local school districts, which, in turn, helped to facilitate a positive working relationship between myself and the participating teachers.

To further support relationship building between the researcher and participants, Creswell (2012) recommends communicating how the study will provide opportunities for the researcher to give back to the participants. In this case, I will give back to participants by analyzing the strengths and needs of first-year teachers and sharing the results of that analysis at the completion of my study.

To ensure that all participants did not feel obligated to participate as a favor due to prior relationships, I emphasized the point that I did not expect them to participate but instead, invited them to participate to order to generate new knowledge about training future teachers and supporting first-year teachers. Finally, participants were invited to review the preliminary analysis of the data to see if my interpretation of the collected data was accurate, using a member checking process (Merriam & Tisdell, 2016). Using a member checking process allowed me to identify any bias or misunderstandings of the meaning of the data collected, making the research findings more credible (Slavin-Baden & Major, 2013; Merriam & Tisdell, 2016).

Bogden and Biklin (2007) identify the two major guidelines for ethics in research with human subjects as obtaining informed consent and not exposing participants to risks that outweigh the potential gains. Additionally, it is essential that participants of the research study enter into the research project voluntarily (Bogden & Biklin, 2007). It is also essential for the researcher to ensure the protection of participant rights. The protection of participants requires the researcher to draft a description of procedures so the participants of the study will have full disclosure of all potential risks. Additionally, it is necessary to ensure confidentiality of participants by masking names and assigning pseudonyms to both individuals and organizations, conducting interviews in private settings and storing interview transcripts and observation field notes on password protected documents on the researcher's computer (Creswell, 2012; Slavin-Baden & Major, 2013).

Based on the recommendations of the case study methodology experts to protect participant rights, I followed all IRB precautions and requirements. I approached potential participants to take part in the research study using the following procedures. Participants received an e-mail invitation to participate as an initial contact. To account for all of the required participant protections, I obtained informed consent from all participants. The informed consent form provided potential participants with a brief description of the study, the criteria for participation, an explanation of how I obtained the participant's names, background information of the study, study procedures, sample interview questions, the voluntary nature of the study, risks and benefits of participation, payment and cost of the study, and privacy information. I further protected the

participants by ensuring confidentiality by masking the names of all schools, districts,

and participants. Table 4 outlines the specific procedures for participant protections.

Table 4

Participant Protection Procedures

Participant recruitment/protection steps		Duration	Exact location	Communication format
Step 1	Sent letter of cooperation to research partner (Kirby State University). Obtained signed letter of cooperation form from College of Education dean. Obtained the e-mails of recommended first-year teachers from the KSU College of Education dean.	2-5 days	Home	E-mail
Step 2	An e-mail invitation to participate was sent to the first-teachers to determine if they were interested in participating in the study.	1 week	Home	E-mail
Step 3	Upon hearing the interest of first-year teacher participation, I contacted their supervisor to share their interest in potential participation in the study. In this e-mail contact, I also shared that I would like to additionally recruit an experienced reading teacher who has been rated as meets expectations to participate in the study. All schools had a willing/qualified experienced teacher participant.	5-10 days	Home	E-mail

(table continues)

Table 4 (continued)

Step 3	Upon agreement of the principals/schools to the participation of the teachers I sent a request and obtained a signed letter of cooperation from each school district principals/administrators of potential participants.	5-10 days	Home	E-mail

Note. As recommended by Creswell (2012) and Slavin-Baden and Major (2013), to further ensure participant protections, all data will be stored securely using password protected documents on my personal computer.

Data Collection

Within the case study method, the researcher has the option to use sub-methods to collect data, including interviews, observations, document and record analysis, and work samples (Stake, 1995; Denzin & Lincoln, 2000; Creswell, 2012; Slavin-Baden & Major, 2013; Merriam & Tisdell, 2016). It is important to ensure that the type of data collection will accurately and sufficiently answer the questions of the study. Often, a multi-modal approach to data collection is the most effective. Using a multimethod approach is a form of triangulation of data, a process of corroborating evidence from different individuals, types of data, or methods of data collection during qualitative research (Creswell, 2012). Ideally, in a study, all forms of data collection will give the researcher similar content, but if not, the researcher must work to understand a more complicated data-set (Gillham, 2000). It is important to note that what people believe and what people do are often two different things; for these reasons, I used a multi-method approach and gathered data from the review of artifacts in the form of lesson plans, lesson observations, and teacher

interviews. Data collection happened in a specific order. Table 5 outlines the specific

procedures for data collection.

Table 5

Data Collection Procedures

Data collection steps		Duration	Exact location	Communication format
Step 1	Schedule observation for each participant	7-10 days	Home	E-mail/phone
Step 2	Obtain lesson planning artifacts along with pre-observation question written responses from teacher participants	48 hours prior to schedule observation	School sites/home	E-mail/in-person
Step 3	Observations of participants' reading instruction.	1-hour observation per teacher	School site	In-person
Step 4	Initial coding of observation data	2-5 days	Home	In-person
Step 5	Interviews with participants.	No longer than 1 week after the observation	School site	In-person

Note. Data collection procedures for each instrument are specifically outlined beginning on page 61. Alignment between the data collection tools and the conceptual framework for the study, the Danielson Framework for Teaching, is apparent since the data collection tools utilize the tenets of the conceptual framework.

It is important to have systems for keeping track of data, and the understandings

that develop over the course of data collection (Creswell, 2012). In the beginning, data

was organized using a cataloging system that used each teacher's disguised name as a

separate category. Each teacher's electronic folder contained their lesson plan, coded

observation data using the protocol and summary form located in Appendix B, and D,

and interview field notes and transcripts. After the collection of all the data, I reorganized the teacher names by the subgroups: first-year and experienced teachers. All data is stored on my personal computer and backed up on a flash drive. Files containing data are password protected. I am the only individual that has access to the data. Data disposal will occur five years after completion of the study by deleting files from the computer and back-up flash drive. Table 6 describes the systems for keeping track of data and the alignment of the data source to the connected research question.

Table 6

Systems for Data Collection and Research Question Connection

Step in the data collection process	Cataloging method	Connected research question
For each teacher participant: - Gather lesson plan - Complete observation - Complete interview	Individual teacher	Question 1 Question 2
Analyze data to determine themes for each sub-group	Subgroups - First-year teachers - Experienced teachers	Question 1 Question 2
Compare data between subgroups to identify differences	Subgroups - First-year teachers - Experienced teachers	Question 3

Note. The following sections specifically define and justify each type of data collection, the data collection instruments, and the processes for data collection and record keeping.

Artifacts. The first type of data collection, artifact analysis, is a valuable source of information for qualitative research. Artifacts can be public or private records (Creswell, 2012). In this study, the artifacts analyzed were the lesson plans developed and

used by the reading teacher to guide instruction. There was not a required lesson plan format. Leaving this open-ended allowed me to analyze how the teachers plan lessons on a daily basis without researcher influence. Though there was no particular lesson plan format, I did ask the teachers to e-mail written responses to a series of questions related to Danielson Domain 1, planning and preparation. Answers to these questions provided me with background knowledge of each teacher's planning process and the teacher's knowledge of his/her students. The questions, found in Appendix B, are guided by the Observation Summary form, found in Appendix D.

Planning and preparation is the first domain in the Danielson Framework (TCRWP, 2014). A lesson planning document is a common data collection artifact for qualitative educational research (Creswell, 2012). Reviewing the lesson plan and pre-observation questions before the observation allowed me to gain a deeper understanding of the observed instruction (TCRWP, 2014). Documents are useful in qualitative research because they use the language and words of the participants and analysis can occur without transcription (Creswell, 2012). Lesson plan and pre-observation question analysis supported me in deconstructing each teacher's skills in the planning and preparation for literacy instruction, which provided the first layer of data needed to answer all three research questions. Because planning and preparation is included as a best practice for effective instruction outlined in the Danielson Framework (TCRWP, 2014), reviewing the lesson plans and pre-observation questions using the procedures outlined above provided me with an opportunity, using the Danielson Framework (2007) as a lens, to see how planning procedures may differ between experienced and first-year teachers.

As outlined in Table 5, lesson plans and pre-observation questions were obtained from the participant 48 hours before the lesson observation to allow time for review. I reviewed the lesson plans using the observation guide, included in Appendix C, as a lens. The observation guide is based on the Danielson Framework for Teaching, a research-based set of components that define effective instruction using a constructivist stance for teaching and learning. The Danielson Framework consists of four domains:

- planning and preparation

- instruction and assessment

- the classroom environment

- professional responsibilities (TCRWP, 2014)

Though the Danielson Framework is composed of four domains, the observation guide does not include the fourth domain, professional responsibilities, because it is difficult to gather evidence of proficiency in this domain using a lesson plan, lesson observation or an interview (TCRWP, 2014). By reviewing the lesson before the lesson observation and providing annotations of instructional skills and practices to look for during the observation, I gathered data focused on the first Danielson Domain: planning and preparation (TCRWP, 2014).

Observations. Creswell (2012) describes an observation as a process of gathering first-hand, open-ended information at a research site. In this case, I observed reading instruction in action for three first-year teachers and also three experienced teachers. Advantages of collecting data through observation were that it allowed me to study the actual behavior of the participating teachers and see the reactions of students in response

to the teacher's reading instruction, allowing me to see what the teachers do during instruction of students. As stated earlier, what people believe and what people do are often two different things. In this case, it was necessary for me, as the researcher, to take on the role of a non-participant observer. A non-participant observer does not become involved with the activities at the site.

Field notes were collected using a specific, scripted observation recording document that I created. The observation recording document, included in Appendix B, guided my focus on specific parts of the reading instruction and allowed me to take low inference notes prior to completing the Observation Summary Form. The observation protocol followed the principles outlined in the Observation Guide and Summary form, included in Appendix C and D. The Observation Guide and Summary form, published by the Teachers College Reading and Writing Project (2014), utilize the tenets of the Danielson Framework to observe reading instruction. They are free to duplicate with attribution (TCRWP, 2014). By observing the planned lessons, data were collected to help answer all three research questions and develop a deep understanding of the instructional skills and practices of both the new and the experienced teachers and the differences between the two subgroups. Therefore, observing instruction allowed me to gather data about the instructional skills and practices of instruction, assessment, and the classroom environment which comprise three of the four Danielson Domains of Effective Teaching: planning and preparation, the classroom environment, and instruction and assessment (TCRWP, 2014).

As outlined in Table 5 on page 60, approximately 48 hours after the analysis of

the lesson plan, I observed the lesson in action in the classroom of each participant. The observation lasted approximately 1 hour. During the observation, I scripted and reflected upon the interactions between the teacher and students, focusing on the second and third Danielson Domains: instruction/assessment and the classroom environment (TCRWP, 2014). Upon entering the room to conduct an observation, I took field notes on the observation recording document to note how the class was set-up and how the teacher was interacting with his or her students, as described in the Teachers Reading and Writing Project Observation Guide, located in Appendix C (TCRWP, 2014). The Observation Guide describes specific classroom environmental features to look for including an inviting space, purposeful arrangement of furniture for a variety of learning activities, and the teacher's ability to communicate clearly and warmly with the children in the classroom (TCRWP, 2014). During the lesson observation, it was necessary to focus on several components of effective teaching: teacher transitions, the content, and communication during any instructional time. Additionally, the observation protocol emphasizes recording observations about what happens if and when the students begin independent practice and if and how the teacher might work with students to meet individual needs. After the observation, I coded each noted instructional skill or practice using the Observation Summary Form. Use of the Observation Summary Form allowed me to see what literacy instructional practices each observed teacher used.

Interviews. After the observation, I interviewed each participant. Interviews are a common data collection tool in qualitative research when researchers ask open-ended questions of the participants to allow the participant to voice their experiences free from

the perspective of the researcher (Creswell, 2012). A one-on-one interview approach was the most effective for my study (Creswell, 2012; Merriam & Tisdell, 2016). Though time-consuming, this provided me with in-depth information about how the teacher's beliefs about reading instruction relate to how he or she teaches (Creswell, 2012). The interview questions are essential to the study because, as stated by Danielson (2014), it is likely that you will not observe all effective teaching practices within a single observation. However, just because I may not have observed the practices outlined in the observation guide and observation summary form, does not mean the teacher is ineffective in these areas. The interview questions allowed both experienced and novice teachers to fill in the blanks from my observations and provide additional evidence of effective teaching practices. Therefore, they gave me a clearer picture of the strengths and needs of each group of teachers. Additionally, Danielson (2017) states that teacher reflection is an effective professional practice, and therefore a professional practice to take into consideration when defining the differences in instructional practices of beginning and experienced teachers. The interview provided the teachers an opportunity to showcase their ability to reflect on their teaching practices.

The interview questions, located in Appendix E, consist of two parts. The first section of the interview relates to the observed lesson. During this part of the interview, I asked the participants questions adapted from the post-conference protocol produced by the TCRWP that align to the observation recording form to more deeply understand the instruction and how it was intended to meet the instructional needs of the students in the class (TCRWP, 2014). A post-observation interview allowed me to gather data about the

literacy instructional skills that were missing or not observable during the lesson

(TCRWP, 2014). The second part of the interview consisted of researcher developed

questions and allowed me to gain insight into the general reading instructional practices

and philosophies used by both first-year and experienced teachers. It is important to

recognize that just because an effective teacher practice is not evident in the observation,

it does not mean that the educator is ineffective in that teaching practice. Instead, there is

simply no evidence of that practice, and the observer needs to continue to look for

evidence of that particular practice (TCRWP,2014). The interview provided me with the

final layer of data or additional evidence to answer all three research questions and fully

understand the instructional practices of each educator by providing data that described

the literacy instructional skills and strategies of planning and preparation, instruction and

assessment and the classroom environment (TCRWP, 2014). This information helped me

to decide how to assess the instructional skills and practices of each teacher as

ineffective, developing, effective or highly effective for each of the three Danielson

Domains represented on the observation summary form rubric (TCRWP, 2014). The

summary form, also based on the Danielson Framework for Teaching, contains a rubric

included in Appendix D that guide how the practices of each teacher were rated.

I interviewed the teachers in person within 1 week after the lesson observation.

Upon gaining permission from participants, the interviews were audio recorded to allow

me to transcribe participant responses. Merriam and Tisdell (2016) outline the three ways

to record data during an interview. Researchers can audio record the interview, video

record the interview or take notes during the interview. For this study, I audio recorded

the interview for transcription and coding. Verbatim transcription of recorded interviews

provides the best data set for analysis (Merriam & Tisdell, 2016).

Role of the researcher. It is important to acknowledge any roles and

relationships that I have had within the setting of the study or with the participants. I have

not played any current or past professional roles in the schools in which the study took

place. As an instructor of literacy methods at KSU, it is important to acknowledge past

relationships with the new teacher participants in the study. Additionally, the KSU

College of Education has working relationships with many school districts in the

surrounding area. Though a working relationship exists with my place of employment

and the schools of participants in the study, it is important to point out that the

participants in this study, all practicing educators, were not being supervised by any

faculty at KSU at the time of data collection. My role in this study was as a

nonparticipant observer, which is defined by Creswell (2012) as an observer that comes

to the site and records notes without becoming involved in the activities of the

participants. Due to former relationships with participants, it is important to acknowledge

potential bias. As stated by Bogden and Biklen (2007), "being a clean slate is neither

possible or desirable; instead, the goal is to become more reflective and conscious of how

who you are may shape and enrich what you do" (p. 38). My prior relationships with

some of the participants helped me to understand the observed instruction and

observation sites at a deeper level. Keeping this in mind, it was still important to interact

with the subjects in a natural, unobtrusive and non-threatening manner to minimize

observer effect and gather the most objective data possible (Bogden & Biklen, 2007). In

addition to controlling bias during observation, in my role as a researcher, I recruited participants, seeking and documenting the required consent signatures from both the teaching sites and individual participants, collected lesson plans, conducted observations and interviewed the participants while maintaining strict confidentiality. Finally, in addition to the triangulation of data to validate findings, I used a member checking process, a process in which each of the participants were asked to review and provide feedback on the preliminary or emerging findings so they may check for the accuracy of my interpretation of their data and the viability of findings in their setting in order to avoid misinterpretation of the data (Creswell, 2012; Merriam & Tisdell, 2016). The participants were provided with the opportunity to provide comments on the level of completion and accuracy of the description, themes, and interpretations of the fairness and representative nature of the findings (Creswell, 2012).

Data Analysis

Data analysis is the process of making sense out of the collected information through a process of consolidating, reducing, and interpreting to answer the research questions (Merriam & Tisdell, 2016). Data collection and analysis occurred concurrently throughout this study. To make the data analysis process more manageable, I completed a primary analysis of data while still in the process of data collection (Bogden & Biklen, 2007; Merriam & Tisdell, 2016). Data collection occurred in a three-step process for each participant. The first step was to review the lesson plan and planning question written responses prepared by each teacher to gather background knowledge about the instruction. The lesson plans and planning questions were annotated before the

observation to determine the most likely instructional skills and practices to look for during the observation. Next, I observed the planned lesson, and finally, interviewed each teacher.

The lesson plan and planning question responses were shared with me at least 48 hours before the observation to ensure time to review. Within 24 hours after the observation, I reviewed the lesson plan and observation notes and completed low inference coding notes according to the observation guide. After the observation, a participant interview took place for each participant within 1 week after the observation in a face-to-face setting. The focus of the interview was both the observed instruction and the teacher's beliefs about literacy instructional practice in general.

I followed Creswell's (2012) six-step process for qualitative data analysis. The six steps in the process included preparing and organizing the data, initial exploration and coding, using codes to develop themes, representing the findings, making interpretations of the findings compared to the literature that informed the research, and conducting strategies to validate the findings. Lesson plan and observation data were coded using a rubric produced in collaboration with The Danielson Group and the TCRWP called the Observation Summary Form, included in Appendix D (TCRWP, 2014). This form enabled me to code the instruction as highly effective, effective, developing or ineffective in three of the four Danielson Domains for teaching: planning and preparation, the classroom environment, and instruction and assessment (TCRWP, 2014). With each teacher's permission, the interviews were audio recorded. The recorded interviews allowed me to transcribe and code the information gathered during the interview.

Coding Procedures

Merriam and Tisdell (2016) outlined a process for coding data that I followed to analyze collected data. The steps included:

- Thinking of the purpose of the study

- Thinking about the lens of the conceptual framework

- Coding data based on both my questions and purpose and guided by the conceptual framework (open coding)

- Looking at all codes and determining the main themes of the study that answered the research questions

- Double checking that the data supported the themes that have been developed

- Combining the code into fewer more comprehensive categories (axial coding)

A qualitative data analysis application called ATLAS.ti facilitated the coding process (Muhr, 2018). ATLAS.ti is a qualitative data analysis application that allowed me to upload documents efficiently, group the documents, code the data and finally categorize the codes based on the themes that emerged. I used ATLAS.ti to code, analyze and compare data collected from both experienced and first-year teachers (Muhr, 2018). Comparing the coded data from first-year and experienced teachers allowed me to gather specific information to answer the third research question for the study which centered on identifying the instructional differences between first-year and experienced teachers. In the following section, I have provided an interpretation of the data that includes

advancing personal views, comparisons between the findings and the literature, and limitations and future research (Creswell, 2012).

Evidence of Quality

To ensure trustworthiness of a case study, Guba and Lincoln (1981) recommend prolonged engagement, persistent observation, triangulation, negative case analysis and member checks. I validated the interpretations of the data through both member checking and triangulation between all three data sources: lesson plans, observations, and interviews (Guba & Lincoln, 1981; Creswell, 2012). It is important to review data that may support alternative explanations to increase the credibility of one's research. Failure to find data that supports an alternative explanation helps to improve the confidence level of the results (Merriam & Tisdell, 2016). Thus, the interpretations in the following section include a description of any outlier information to assess the weight of the evidence and the patterns of data that support or challenge the conclusions (Merriam & Tisdell, 2016).

<div align="center">

Limitations

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Limitations are weakness or problems with the study identified by the researcher (Creswell, 2012). There are several limitations of this study to consider. First, the sample size was relatively small. Creswell (2012) stated that when the researcher wants to provide an in-depth picture during qualitative research, it is best to use fewer participants. However, data from a small sample size is not as transferable. Second, though I did not have the role of supervisor or evaluator with any of the participants at the time of data collection, as an instructor of reading methods at Kirby State University, it is important to

acknowledge that I was instructor of several of the reading methods courses for the first-year teachers who participated in the study. Bogden and Biklen (2007) state that a researcher must understand how his or her personal characteristics and status might impact the researcher-participant relationship. Though no longer in a supervisory position, I was careful to establish a new nonsupervisory relationship with this subgroup of participants. In addition, as a former instructor of the novice teachers during their teacher preparation program, it is possible to have researcher bias. The use of multiple data sources as a form of triangulation helped to reduce the likelihood of bias, as did the audio taping of interview responses and engaging in a member checking process (Creswell, 2012).

Data Analysis Results

Data were collected over a 2-week period and followed the procedures outlined in the methodology section and IRB application. There were three experienced teacher participants: Jane from South Elementary School, Neil from Central Elementary School and Steph from North Elementary School. There were also three first-year teacher participants: Brad from South Elementary School, Ethan from Central Elementary School and Tara from North Elementary School. All names listed for both participants and schools are pseudonyms. Upon obtaining consent from each participant, observations and interviews were scheduled. The teachers sent a draft of their lesson plans as well as their answers to the pre-observation planning questions 48 hours before the scheduled observation. Observations took place during the school day during each participant's scheduled reading instructional time.

Generation of Data

Collection of low inference notes occurred during the observation, and initial coding was completed based on the Danielson Framework Domains using the observation summary form. Interviews took place in person after school or during the teacher's designated planning time within 1 week after the observation. After I carefully transcribed each interview, I went through the initial coding of the data. The participants were invited to take part in a member-checking process to validate the findings. Participants received an e-mail that summarized the themes. Attached to the e-mail was a document, unique to each participant, that connected quotes/evidence gathered during the data collection phase that connected data from that participant to the themes and codes from the study. The e-mail sent to all can be found in Appendix K, along with a sample of one of the member-checking documents.

I uploaded all documents (lesson plans and planning questions, the observation summary form, and the interview transcript) into a qualitative data analysis application, ATLAS.ti to facilitate the data analysis and triangulation process. Each document was analyzed individually through an open coding process, and themes that answered the interview questions were determined based on the research questions and theoretical framework for the study following the six-step data analysis process outlined by Cresswell (2012). I aligned the initial codes to each domain of the Danielson Framework which served as the themes for the results. The themes and subthemes are listed below.

- Domain 1: Planning and Preparation
    - Reading Curriculum

· Planning and Preparation

- Domain 2: Classroom Environment

  · Establishing a Culture of Learning

  · Managing Classroom Procedures

  · Managing Student Behavior

  · Organizing the Physical Space

- Domain 3: Instruction

  o Assessment in Instruction

  o Communicating with Students

  o Engaging the Students in Learning

  o Flexibility and Responsiveness

  o Questioning and Discussion

- Domain 4: Professional Responsibilities

  o Reflecting on Teaching

  o Professional Growth

Triangulation of data between lesson plans, observation, and interviews provided a further layer of credibility with the findings. As a result of the methodology, the themes derived from the data follow the Danielson Framework for Effective Teaching, which was the conceptual framework for the study. I further describe the themes according to each of the three research questions for the study in the following section.

Findings

The identified problem that guided this study was the need to determine the differences between the skills and practices of novice reading teachers compared to experienced teachers to gain insight on how to improve the preparation of preservice teachers. The findings of the study are organized to show how data collected answered the three research questions.

Research Questions 1 and 2. The first subquestion for the study asked: Given the TCRWP's (2014) definition of and levels of performance for effective teaching practices for reading instruction, what skills and practices do experienced and effective teachers of reading use and at what level to enable students to comprehend what they are reading? The second subquestion for the study asked: Given the TCRWP's (2014) definition of and levels of performance for effective teaching practices for reading instruction, what skills and practices do first-year teachers of reading use and at what level to enable students to comprehend what they are reading? The themes as answers to this question included planning and preparation, classroom environment, instruction and assessment, and professional responsibilities. The Observation Guide developed in collaboration by the Danielson Group and The Teacher's College Reading and Writing Project helped me identify evidence of reading instructional practices aligned to each domain of the Danielson Framework. The Observation Summary Form helped me to code the level of effectiveness of each teacher practice by providing specific indicators directly related to reading instruction.

Domain 1: Planning and preparation. In the area of planning and preparation the TCRWP (2104) lists the following criteria to be considered effective:

- instructional outcomes aligned to grade level and/or CCSS as appropriate and engage students in a high level of cognitive development throughout most of the lesson;

- there is a differentiated plan to address nearly all the needs of ELLs or students with disabilities;

- all learning activities and instructional groupings and materials align to objectives and vary appropriately for individual students;

- the lesson or unit has clearly defined structure around which activities are organized, and the progression of activities is even with reasonable time allocations;

- the teacher has a plan to assess and record student progress a few times during the lesson and or plans to use the results for future instruction of student groupings.

I also observed another important factor connected to lesson planning, the extent to which each group of teachers used the curriculum. In the following paragraphs, I will address the answer to Research Questions 1 and 2 focused on the domain of planning and preparation by describing the data collected about both experienced teachers and first-year teachers.

Research Question 1: Experienced and effective teachers and planning and preparation. Table 7 shows the frequency of codes assigned to the experienced teacher

participants for levels of effectiveness in the area of planning and preparation based on

the observation summary form developed by the TCRWP (2014).

Table 7

Domain 1, Experienced Teacher Practice Ratings

Teacher name (pseudonym)	D-planning and preparation	E-planning and preparation	HE-planning and preparation	Totals
Jane	0	1	0	1
Neil	0	1	1	2
Steph	0	1	0	1
Totals	0	3	1	4

Note. The letters in front of the teacher practice stand for the level of effectiveness. D is developing. E is effective. HE is highly effective.

Data documented that all of the experienced and effective teachers that

participated in the study were effective or highly effective in the category of planning and

preparation. For example, Jane (Pseudonym), an experienced teacher participant, shared a

daily lesson plan that included a standard aligned plan for whole group instruction based

on the district adopted curriculum, guided reading groups and "Daily 5" centers. "Daily

5" is a framework for structuring literacy time that includes five different authentic

reading and writing choices for students:

- read to self

- read to someone

- work on writing

- listen to reading

- word work (Boushey & Moser, 2014)

Her plans were aligned to the CCSS and provided a plan for differentiation based on student needs. She also shared her weekly schedule which was clearly defined and structured. The following quote from her interview describes her weekly plan for using the anchor text as a part of whole group instruction:

> For Mondays, we do the whole group. On this day we all read it (the anchor text) together. On Tuesdays, we listen to a reading of the anchor text. It usually lasts about the ten to twelve minutes. Then on Wednesdays, they get to read with the partner and Thursday they read to themselves.

All of these planning characteristics fall in the effective range of the planning and preparation domain. I also coded Jane in the highly effective range in the area of planning for and using assessment in teaching. The highly effective descriptor on the observation summary form states that "a teacher has a plan to assess and record student progress frequently during the lesson and plans to use results for future instruction of individual students (TCRWP, 2014)." Jane had a planned spelling assessment as well as assessments throughout each day of the week with summative assessments of the anchor text scheduled for Fridays of each week. A quote from the interview describes how she used the data collected each week for small group differentiated instruction:

> If there's anyone below the 80% mark, I pull them on Monday during group time, we review last week's information, and then I know where to make connections for this week for them. So, I do look at that data every Friday. Then I can see where they are at and what they need to work on.

The experienced teachers all had a balanced approach to using the district adopted curriculum. All teachers at least used the provided curriculum as a guide, and all teachers strayed from the curriculum when needed, though the amount that each experienced teacher used the curriculum appeared to depend upon the district. Table 8 shows the frequency of codes assigned to experienced teacher participants describing how they used the curriculum.

Table 8

Domain 1, Experienced Teachers Use of Curriculum in Planning and Preparation

Experienced teacher names (pseudonyms)	Balance between using the curriculum and not	Curriculum driven	Not curriculum driven
Jane	0	5	2
Neil	2	1	1
Steph	0	2	3
Totals	2	8	6

Note. Using a curriculum as a guide was not included as a category in the Observation Summary Form to define effective teaching, however, it was a noted difference between teacher groups, so it is included in the study.

Neil (pseudonym), an experienced teacher who was new to using a curriculum, provided the following quote during the interview to describes his process of using the district adopted curriculum:

So, this is the first year that I've had a set curriculum for ELA in my career. So, for many years of my career, I didn't have any curriculum. I didn't have one that I used. I pulled resources and curriculums from everywhere. So that's kind of how I was brought up as a teacher, and so that is how I still operate. I use the curriculum, but it's just more of making sure I'm touching the required points, and

there are awesome resources in this curriculum. However, my natural teaching is

to go where the group needs me to help them as learners in each area.

Similarly, Steph described how using the curriculum is all about balancing

between using the curriculum and pulling from other resources. Steph is an experienced

4th grade teacher from North Elementary School. Her district is encouraging her to move

away from strictly using the curriculum. Her comments were as follows:

I do know that they want us to kind of go away from that (using the basal

curriculum) the only reservations we have is the consistency between the grades,

you know. It's just nice to know that these are the skills that kindergarten is

covering, that 1st grade is covering, 2nd grade and so on. So, yeah, it's outdated. It

is old. We all have to do a lot of grabbing and finding resources elsewhere, but

that's the only thing that is stopping me from doing that completely is just wanting

to have a little bit of continuity between the grades.

In conclusion, data documented that experienced and effective teachers were as a

whole effective in the area of planning and preparation and worked to balance between

using the curriculum and alternative resources.

Research Question 2: First-year teachers and planning and preparation. Table 9

shows the frequency of codes assigned to the first-year teacher participants for levels of

effectiveness in the area of planning and preparation based on the observation summary

form developed by the TCRWP (2014).

Table 9

Domain 1, First-Year Teacher Practice Ratings

Teach name (pseudonym)	D-planning and preparation	E-planning and preparation	HE-planning and preparation	Totals
Brad	1	3	0	4
Ethan	1	1	0	2
Tara	2	0	0	2
Totals	4	4	0	8

Note. The letters in front of the teacher practice stand for the level of effectiveness. D is developing. E is effective. HE is highly effective.

Data documented that all of the first-year teachers that participated in the study were developing or effective in the category of planning and preparation. Each teacher had some areas in which they were considered developing and some areas in which they were considered effective. I coded Brad from South Elementary School and Ethan from Central Elementary School as effective in planning and preparation overall on the Observation Summary form. However, I coded Tara from North Elementary School as developing overall in planning and preparation. An interesting factor to note between the three first-year teachers is that both Brad and Ethan were highly dependent on using the curriculum, while Tara avoided using the curriculum which may have had an impact on her planning and preparation ratings. On the assessment summary form, Brad's documented strengths were in having a plan for differentiation using a guided reading group structure, having all learning activities align to the pre-determined objectives which were derived from the CCSS and having a clearly defined organizational structure for activities. His next steps include improving the cognitive level of planned activities and having a plan for using assessment from each lesson to inform instruction. Ethan was

effective in determining instructional outcomes aligned to grade level Common Core

Standards. His whole class lesson plan was cognitively demanding. To plan his lesson, he

highlighted on the curriculum book the objectives, strategies for modeling, pieces of text

they would read and the discussion questions he would ask. When students broke off into

work time, he had a plan for differentiated instruction that included independent reading

in which students read silently at their reading level while he conferred with students one-

on-one. Ethan was developing in the area of planning how assessments could be used to

inform instruction. Tara was overall developing in the domain of planning and

preparation. Her plans for reading were mostly standards-aligned, and she had a structure

and plan in place to individualize and differentiate instruction that included the use of

"Daily 5" rituals and routines. Figure 2 shows the plan submitted by Tara. Instead of

aligning her reading lesson plans to reading standards, they were aligned with language

standards and focused on expanding vocabulary for root words and suffixes, in all but

one group.

Figure 2. Sample First-Year Teacher Lesson Plan. Tara submitted a lesson plan for the entire week. This figure shows her plan for the day I observed.

Tara had a plan for differentiating instruction within the groups based on the MAP assessment results, as described in the interview that follows:

Well, I choose the standard because a lot of the students really struggled in that area on the MAP test. And so I chose that standard because I knew that they all need to have a better understanding of it. And so that's kind of how I choose every week. This is what we need to work on because I notice they didn't do very good on that.

The plan noted that the fourth group was going to be reading a chapter from the book *Gilly Hopkins*. However, the lesson was not aligned to a standard and did not have a planned focus other than reading the assigned pages.

Similar to the experienced teachers, the way first-year teachers used the curriculum varied from teacher to teacher in the first-year teacher group. Two of the first-year teachers used the provided curriculum heavily, while one of the first-year teachers avoided using the curriculum. Table 10 documents the curriculum related codes given to each first-year teacher.

Brad, a 5th grade teacher from South Elementary School, described how he used the curriculum to drive his instruction and reflected on the changes he wants to make as he becomes more experienced.

So, it's pretty much laid out for us. Now as a first-year teacher, I probably don't make as many changes as I will be starting next year because now I understand what it looks and what I want to have happen. It doesn't mean I'm going to totally deviate from it (the curriculum); there are some things in the curriculum that the

district wants us to include. They want us to do certain things every week with the

anchor texts with those strategies that specifically go along with their instructional

reading books for each group, so we have to stay on that course. I pretty much

stayed on what the district wants for a schedule. The instructional coaches help

me with that regarding just the basic structure, like the group settings and how

many times I meet with each group. As a 5th grade team, we talk about what

lesson we're going to stay on, so we are all on the same one together.

Table 10

Domain 1, First-Year Teachers Use of Curriculum in Planning and Preparation

Names of first-year teacher participants (pseudonym)	Balance between using the curriculum and not	Curriculum driven	Not curriculum driven	Wants to move past just using curriculum	Totals
Brad	2	4	0	2	9
Ethan	0	10	0	1	11
Tara	0	0	3	0	3
Totals	2	14	3	3	23

Note. Using a curriculum as a guide was not included as a category in the Observation Summary Form to define effective teaching, however, it was a noted difference between teacher groups, so it is included in the study.

On the other hand, Tara a 5th grade teacher from North Elementary School

described how she avoids using the curriculum to plan reading and provides her rationale:

I plan as I wish. I don't use my reading curriculum. I just use it for like spelling

and grammar, which is outside of the reading time that you saw. I just felt like the

curriculum was a lot of whole group work, and I knew what I knew I wanted to do

small group work and because we were doing the MAP testing and we've been

invested in it, I felt like I should probably utilize that as much as I can. I felt like

that's been a big help to me. I think maybe if I didn't have the MAP test. It would have been more challenging for me to set up small groups because I would have only been able to go off one piece of testing or information.

In conclusion, data documented that the first-year teachers demonstrated that, as a whole, they were moving toward being effective in the area of planning and preparation. Data indicated that the first-year teachers that were more dependent on the reading curriculum seemed to have stronger and more strategic lesson plans.

Domain 2: Classroom environment. The TCRWP (2014) defined an effective reading classroom environment using five categories which include creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behaviors, and organizing the physical space. The Danielson Observation Guide for Reading Workshop, included in Appendix C, provided examples of what effective teaching practices look like in this category when explicitly looking at reading instruction. To lead a reading classroom with respect and rapport, the teacher must interact in a caring and respectful way with the students through both his or her words and body language. To establish a culture of learning the teacher must convey the message that the work they are doing is challenging but that students are capable of achieving it. In response, the observer should see evidence that the students have a sense of urgency and understand the importance of the work that is being done. To manage procedures, in a reading classroom the teacher should be able to effectively manage whole group as well as small group instructional arrangements while also facilitating smooth transitions to ensure the maximization of instructional time. Behaviors

should be managed successfully in a way that does not interfere with the learning of the remainder of the class. Finally, the classroom space should be pleasant and inviting. It should be clear that the space is used for literacy learning as noted by what is on the walls. There should be space for the children to do the work of reading and writing with a purposeful arrangement of furniture (TCRWP, 2014). In the following paragraphs, I will address the answer to research questions 1 and 2 focused on the domain of classroom environment by describing the data collected about experienced teachers and first-year teachers.

Research Question 1: Experienced and effective teachers and classroom environment. Table 11 shows the codes connected to the classroom environment theme and the number of times evidence from the data collected from experienced teachers were coded as developing, effective and highly effective in the domain of classroom environment.

Data documented that all of the experienced teachers that participated in the study were effective or highly effective at maintaining a literacy classroom environment. I coded all three experienced teachers as highly effective in the area of creating an environment of respect and rapport. The TCRWP (2014) provided the following criteria for a highly effective environment of respect and rapport:

- classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals

- students exhibit respect for the teacher and contribute to high levels of civility among all members of the class

- the net result is an environment where all students feel valued and are comfortable taking intellectual risks (TCRWP, 2014)

Table 11

Domain 2, Experienced Teacher Practice Ratings

Teacher names (pseudonyms)	Jane	Neil	Steph	Totals
D-Establishing a culture of learning	0	0	0	0
D-Managing classroom procedures	0	0	0	0
D-Managing student behavior	0	0	0	0
E-Environment of respect and rapport	0	0	0	0
E-Establishing a culture of learning	1	0	1	2
E-Managing student behaviors	0	0	0	0
E-Managing classroom procedures	2	0	0	2
E-Organizing physical space	1	0	0	1
HE-Environment of respect and rapport	1	2	1	4
HE-Establishing a culture of learning	1	3	0	4
HE-Managing classroom procedures	0	1	1	2
HE-Managing student behavior	1	1	1	3
HE-Organizing physical space	0	1	1	2
Totals	7	8	5	20

Note. The letters in front of the teacher practice stand for the level of effectiveness. D is developing. E is effective. HE is highly effective.

In my observations of Jane's 5th grade classroom, I noted that during the lesson the teacher and students interacted in a positive and caring way. The students appeared to feel comfortable answering questions, and if they answered a question incorrectly, the teacher respectfully helped the student to understand why. Additionally, the other students in the room supported students who did not know an answer. Similarly, when I entered and observed in Neil's 5th grade classroom, I noted that he was giving instructions to a small group of students about what to do on their computers, while the

remainder of the students in the room were quiet and focused and engaged with reading or writing activities. The atmosphere in the room was both relaxed and on-task. Finally, in Sara's 4th grade classroom, when entering I noted that the teachers and students were having fun playing a Sparkle game, which is a spelling activity as an opening to reading. The classroom was cheerful. The students and teacher were laughing and cheering each other on, and one student said, "This is so much fun!" All children were engaged in the literacy work. All interactions in these three classrooms were highly respectful, and the teachers and students had a quality rapport.

Jane and Sara were both labeled in the effective category for establishing a culture of learning based on evidence gathered during the observation. The students in both classrooms showed a commitment to learning by remaining engaged throughout the entire lesson. In addition, the teachers were engaged with students throughout the entire lesson. I coded Neil as highly effective in the area of classroom environment. In addition to the high level of engagement of both him and his students, he and his students took it to the next step in conveying high expectations and understanding the importance of what they were learning. The following series of student and teacher interactions provides an example of this. Neil asked his students to participate in a small group activity in which they picked out a quote and worked on determining the author's purpose for writing the quote. All students worked in their small groups. Neil decided to work with one of the small groups and after some discussing with that group, he called the whole class to attention by saying, "We need some help. My group was talking about a quote in the article. We are not sure why the author wrote it. If we don't know why – then it is a waste

of time. Can someone help us?" Several students provided help to the group. For example, a student said, "so you can learn more about why the author wrote the article and what they are thinking." After several exchanges Neil reiterated the directions to students, giving the following directions:

> With your table group pick out one quote together to determine the author's purpose. Coming up with your response is going to be challenging. Are you ready for the challenge? Your job is not to show your learning. Instead, your job is to use the quote to better explain the author's purpose.

Neil worked tirelessly to ensure the students understood the high expectations for the task and the reason why they were doing the activity, providing evidence that he was highly effective at establishing a culture for learning.

Managing procedures and student behaviors are critical to a quality classroom environment for literacy. Observations from Jane's classroom provided evidence that she is effective at managing procedures, while observations from Neil and Steph's classrooms provided evidence that they were highly effective in this area. All three experienced teachers were labeled as highly effective at managing student behaviors. While managing procedures in a 4th or 5th-grade reading classroom, the TCRWP (2014) point out that students will need to transition several times perhaps from a reading mini-lesson to centers and guided reading or independent reading. In these times of transition, instructional time should be maximized, meaning very little time should be lost during transitions. As students' progress through the year, the routines for these transitions should become automatic. This type of student autonomy and mastery of the routines and

procedures was apparent in Steph's 4th grade reading lesson. For example, during guided

reading and "Daily 5" time, a group of students that was reading together went to get

paper and crayons/markers to respond to what they were reading. They helped

themselves to the materials and did not interrupt the teacher working with the small

group. The students in the class were independent without any direction from the teacher

and they focused on the task they were assigned. There was quiet non-disruptive talking

going on that was focused on the task. During this worktime there were four transitions as

students switched tasks. All transitions required no prompting from the teacher and took

one minute or less. The big idea behind managing student behavior in a reading

classroom is communicating clear expectations for both learning behaviors and as well as

behaviors in general. The elements of teacher competency in this area are laying out

expectations, monitoring student behavior and responding to the students in a sensitive

and positive way. The behavior issues in the experienced teacher classrooms were barely

visible during the observation. All teachers were subtle and proactive in their approach to

managing behavior. In Jane's classroom she occasionally pointed at a spot in a book or

used private and quiet cues to keep students focused. In the interview Jane described a

process she used, handing out a little red cue card to remind students to focus. This was

done so privately and subtly that I did not notice it during the observation. In Neil's 5th

grade classroom there were no observable instances of student misbehavior. Neil was

talking with one young man when I entered the room about his Chromebook usage in a

previous lesson. The discussion that took place between the teacher and the student was

quiet and respectful and the young man got right to work using his Chromebook in a way that met the expectations at the completion of the discussion.

In the area of organizing the physical space of a reading classroom, I coded experienced teachers as either effective or highly effective. Effective organization of space is defined by the TCRWP (2014) as being safe and providing all students with equal access to learning activities. Also, the furniture arrangement is appropriate to the learning activities. In a highly effective physical environment, students contribute to the use or adaptation of the physical environment to adapt learning. In both Neil's and Steph's classrooms, the students moved to their ideal spots for learning. There were choices for types of seating and students could access materials on their own when needed. During Jane's observed lesson, students did not move freely or re-arrange the environment. That said, on the day I was observing, the intent was whole class instruction as a part of a unit introduction. For this activity students did not need to rearrange or move about the room for success.

Research Question 2: First-year teachers and classroom environment. Table 12 shows the codes connected to the classroom environment theme and the number of times evidence from the data collected from experienced teachers were coded as developing, effective and highly effective in the domain of classroom environment.

Evidence from lesson observations and interviews showed that first-year teachers were either categorized as developing or effective in the domain of classroom environment when related to reading instruction.

Table 12

Domain 2, First-Year Teacher Practice Ratings

First Year Teacher Names (Pseudonyms)	Brad	Ethan	Tara	Totals
D-Environment of respect and rapport	1	0	0	0
D-Establishing a culture of learning	4	1	1	6
D-Managing classroom procedures	1	0	0	1
D-Managing student behavior	2	2	1	5
E-Environment of respect and rapport	0	1	1	2
E-Establishing a culture of learning	0	6	1	7
E-Managing classroom behaviors	2	3	0	5
E-Managing classroom procedures	0	2	2	4
E-Organizing physical space	1	1	1	3
HE-Environment of respect and rapport	0	0	0	0
HE-Establishing a culture of learning	0	0	0	0
HE-Managing classroom procedures	0	0	0	0
HE-Managing student behavior	0	0	0	0
HE-Organizing physical space	0	0	0	0
Totals	11	16	7	33

Note. The letters in front of the teacher practice stand for the level of effectiveness. D is developing. E is effective. HE is highly effective.

Based on the observation of reading instruction, Brad, a 5th grade teacher, had the most difficulty in the area of establishing a classroom environment conducive to reading instruction. I coded Brad as developing in several areas related to the classroom environment. For instance, when evaluating the environment of respect and rapport, I observed that though most students were respectful in the classroom, there were several that did not follow the expectations and routines. Brad responded to these behaviors consistently but with uneven results. Similarly, Brad was developing in the area of creating a culture of learning. For instance, when the lesson began, Brad asked the students to get out materials and then asked students to read the directions on their own. Little was done to set the stage for the lesson or let students know why the lesson was

interesting or important. As a result, many of the students simply appeared to be going through the motions. There were observable student misbehaviors during both instruction and work time. Brad consistently monitored behavior and responded to misbehavior respectfully, but the loss of instructional time occurred due to the need to manage behavior. When managing transitions and routines, the students needed many reminders of expectations, and because of this, there was some additional loss of instructional time. Brad did effectively organize the physical space. The room organization was suitable for whole class mini-lesson, small group work centers and guided reading groups. Students had easy access to the materials they needed to be successful and were able to access them on their own.

Both Tara and Ethan, first-year 4th grade teachers were labeled as effective in creating an environment of respect and rapport. For example, using the provided curriculum as a guide, Ethan started his lesson by setting the expectations for productive group work and reminded students to use the anchor chart posted on the wall. I coded Ethan as effective in the area of establishing a culture of learning in his classroom, which it appeared was partially due to the guides provided by the curriculum. In the interview Ethan stated:

> It's (training students for effective discussion) big in our curriculum. And we really work on reflecting, setting expectations and then reflecting at the end of the lesson. We also work on how we should talk to somebody with our discussion prompts, ways to agree or disagree with somebody, and how can we add on in the discussion.

 Additionally, I coded both Tara and Ethan as effective in managing routines. To provide an example of this, Tara effectively utilized a "Daily 5" routine to allow her to work on targeted literacy skills with small groups of students. Students were able to make transitions quickly with minimal prompting from the teacher. In conclusion, two of the three first-year teachers were well on their way to be effective in the Danielson Domain of Classroom Environment.

Domain 3: Instruction and assessment. The rubrics produced by the TCRWP (2014) identified five areas that teachers must be successful in to be considered effective in instruction and assessment. These areas include communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility and responsiveness. The Danielson Observation Guide for Reading Workshop, included in Appendix C, provided examples of what effective teaching practices look like in this category during instruction. For example, the teacher's instructions and expectations must be clear and address misunderstandings. Students must be engaged in the work of reading and writing rather than merely watching the teacher throughout the lesson. Assessment should drive instruction throughout the lesson, and the teacher should share with students the work quality expectations. And finally, during instruction teachers should have a broad repertoire of strategies that they can access to respond to students' needs, questions and interests during instruction (TCRWP, 2014).

Research Question 1: Experienced and effective teachers and instruction and assessment. Table 13 shows the codes connected to the instruction and assessment theme

and the number of times evidence from the data collected from experienced teachers were coded as ineffective, developing, effective and highly effective in the domain of instruction and assessment.

Neil showed effective and highly effective traits in the area of instruction and assessment. Similar to Steph, Neil took the time to carefully introduce the purpose of the lesson, which was determining author's purpose when reading informational text. Not only did he explain the task, but he also modeled expectations and checked for understanding. Neil was strategic about using assessment in instruction several times throughout the lesson. He checked in with students by questioning and listening and making on the spot adjustments. He also used Google Classroom as a tool to help students self-assess and share their thinking with him. To close the lesson, he asked students to respond to two prompts related to the reading and writing portion of the lesson. In addition, as a part of the literacy block that I observed, students had time for independent reading and writing. During this time Neil conferred with several students. During conferencing, he took anecdotal notes. I was unable to see what he wrote down but did hear him talk quietly with several of the students during conferences. In his conferences he was strategically asking questions and providing students with next steps based on their answers. For instance, after asking a student to analyze a character carefully, he told the student, "Here is what I want you to do while you read today, I want you to think about these characters and when you are done, I want you to write two things about these characters." He handed the student two sticky notes to complete this task and

then confirmed that he understood. Based on my observations of Neil using assessment to flexibly respond to student needs, he was coded as highly effective in these two areas.

Table 13

Domain 3, Experienced Teacher Practice Ratings

Experienced Teacher Names (Pseudonyms)	ET-P1	ET-P2	ET-P3	Totals
I-Communicating with students	0	0	0	0
I-Engaging students in learning	0	0	0	0
I-Flexibility and responsiveness	0	0	0	0
D-Assessment in instruction	0	0	0	0
D-Communicating with students	0	0	0	0
D-Engaging students in the learning	0	0	0	0
D-Flexibility and responsiveness	0	0	0	0
D-Questioning and discussion	0	0	0	0
E-Assessment in instruction	2	1	1	4
E-Communicating with students	2	1	3	6
E-Engaging students in the learning	3	0	3	6
E-Flexibility and responsiveness	2	1	1	4
E-Questioning and discussion	3	0	2	5
HE-Assessment in instruction	1	2	0	3
HE-Communicating with students	2	2	0	4
HE-Engaging students in learning	0	4	0	4
HE-Flexibility and responsiveness	1	2	0	3
HE-Questioning and discussion	0	2	0	2
Totals	16	15	10	41

Note. The letters in front of the teacher practice stand for the level of effectiveness. I is ineffective. D is developing. E is effective. HE is highly effective.

Research Question 2: First-year teachers and instruction and assessment. Table 14 shows the codes connected to the instruction and assessment theme and the number of times evidence from the data collected from experienced teachers was coded as ineffective, developing, effective and highly effective in the domain of instruction and assessment.

Table 14

Domain 3, First-Year Teacher Practice Ratings

First-year teacher names (pseudonyms)	Brad	Ethan	Tara	Totals
I-Communicating with students	1	0	1	2
I-Engaging students in learning	0	0	1	1
I-Flexibility and responsiveness	0	0	1	1
D-Assessment in instruction	1	5	2	8
D-Communicating with students	2	0	2	4
D-Engaging students in the learning	2	1	0	3
D-Flexibility and responsiveness	0	2	0	2
D-Questioning and discussion	0	2	1	3
E-Assessment in instruction	2	2	0	4
E-Communicating with students	1	1	0	2
E-Engaging students in the learning	1	2	1	4
E-Flexibility and responsiveness	1	0	0	1
E-Questioning and discussion	0	1	0	1
HE-Assessment in instruction	0	0	0	0
HE-Communicating with students	0	0	0	0
HE-Engaging students in learning	0	0	0	0
HE-Flexibility and responsiveness	0	0	0	0
HE-Questioning and discussion	0	0	0	0
Totals	11	16	9	36

Note. The letters in front of the teacher practice stand for the level of effectiveness. I is ineffective. D is developing. E is effective. HE is highly effective.

Based on evidence from the collected data, I mostly coded first-year teacher participants as developing in the area of instruction and assessment. Though there were several areas some of the teachers were also coded as effective, it is also important to acknowledge there were four instances where I coded them as ineffective. This was the only Danielson Domain the first-year teachers were marked in the ineffective category. Reading instruction is a domain that is likely to have a significant impact on their students' growth and development in the area of reading (TCRWP, 2014). Reading instruction was particularly challenging for Brad and Tara. For example, to begin the

lesson, Brad asked the students to get out the materials and read the instructions on their own before beginning the whole class lesson. Little was done to set the stage for the lesson or let the students know why what they are doing was interesting and important. Additionally, during the connection phase of the lesson, Brad asked the students to work in small groups to determine a new heading title. He provided brief instructions but did not model. As a result, engagement in the task was mixed. Some students attempted to complete the task, while others chatted amongst themselves. The teacher monitored the students who were working, but the question strategies he used seemed to serve the purpose of prompting the students to get back on task, rather than encourage deeper thinking. The focus of teacher student interactions appeared to be on behavior management instead of ensuring the students understood the reading concept. Additionally, Brad noted that flexibly responding to student needs was a challenge and when asked about this in the interview he stated:

> I think another major challenge is giving each student exactly what he/she needs to become a better reader. I think we try to generalize students in groups just because we don't have the individual time to spend with them. For the most part, we try to get them in groups with their peers to give them the best opportunity to grow. I feel like that's the best we can do right now, but it doesn't mean there are no other things we can do out there. For instance, I have three kids that are really struggling just to fluently read basic sentences and I got some kids that are reading you know, a crazy amount of words per minute. So that's by far for me the toughest part, making sure I am giving them what they need.

Tara also had difficulty communicating with students and engaging students at a deeper level. Because it was not a requirement, Tara avoided using the curriculum to guide instruction and instead planned small group lessons based on standards the students had indicated a difficulty with based on benchmark assessment results, attempting assessment-driven teaching. All instruction occurred in small groups. Two groups of students played a game related to Greek and Latin prefixes and suffixes, one group did a worksheet related to Greek, and Latin prefixes and suffixes and another group participated in a literature circle. No matter what the students were doing in small groups, Tara took a minimal amount of time to set the stage for the lesson and explain the focus concepts. During small group instruction, several times students responded with an incorrect answer. Instead of helping students arrive at the correct answer through scaffolding and ensuring they understood, she provided the answer and moved on to the next question. The students who were playing the game were engaged in the lesson and were enjoying the competition, but it seemed more like they were guessing answers than really mastering the concept.

Ethan was more successful in the area of instruction and assessment compared to the other two first-year teachers. Ethan depended on the curriculum guide to support his teaching and often read directly from the teacher's manual. The teacher's manual included a high-quality introduction to the lesson which included expectations for group work as well as learning outcomes. Ethan effectively used the questioning and discussion strategies from the teacher guide to engage students in a thoughtful whole group discussion about an informational text that required students to provide textual evidence

to support their argument about the value of video games. All students in the class were productively engaged in the discussion. After completion of the whole class lesson, the students transitioned to independent reading time. During this time Ethan planned to confer with several students. This time did not go as smoothly as the whole class lesson because student engagement decreased. There was not a specific purpose set for independent reading and students sat where they pleased which created some distractions. The conferences were overall effective. Ethan used the curriculum produced conference guides to facilitate the conferences. Students were asked to share about their book, read a small section aloud while Ethan took notes, and they were asked to re-tell the passage. At the end of the conference Ethan asked the students to set a goal. The goals set were basic and not necessarily related to what happened in the conference; for instance, one student's goal was to "read the words correctly." In the interview, when asked about a challenging part of teaching reading, Ethan responded similarly to Brad, saying,

> I think the hardest part is conferring and getting to understand each student and figuring out for each individual student what he/she is lacking or what he/she is struggling with. When it is your first year, and you are working with your first group of students, especially in an age group that you may not be familiar with, understanding what they are lacking is challenging. I think the other big thing from a first-year standpoint is that maybe not having a ton of strategies to pull out for specific things or not knowing what I can do for struggling or advanced students.

In conclusion, effectively communicating with students and flexibly responding to student needs based on assessments was a challenge for these three first-year teacher participants. These findings are similar to that of Knoll and Lenard's (2013) study that found first-year teachers had challenges in determining and meeting student needs whether or not a district provided a basal curriculum.

Domain 4: Professional responsibilities. Though the Danielson Framework is composed of four domains, the observation guide does not include the fourth domain, professional responsibilities, because it is difficult to gather evidence of proficiency in this domain using a lesson plan, lesson observation or an interview (TCRWP, 2014). Therefore, teacher participants were not coded ineffective, developing, effective, or highly effective in this area. However, Danielson (2013) defined several areas to look for in regard to professional responsibilities that include reflecting on teaching, maintaining accurate records, communicating with families, participating in the professional community, growing and developing professionally, and showing professionalism. Though I was unable to determine a level of effectiveness, I did uncover some themes related to professional responsibilities while interviewing the participants. The identified themes were reflecting on teaching and growing and developing professionally.

Research Question 1: Experienced and effective teachers and professional responsibilities. The experienced teachers reflected on their lesson success but also spent time talking about how they had changed as a teacher over the course of their career. Neil provided an interesting reflection about what he does when a lesson is not going as

planned. He stated that if a lesson is not going well, he changes what he is doing as soon as possible to maximize instructional time, specifically saying:

> When you are presenting something, you expect a certain amount of confusion and you keep saying things like okay, stay with me, and you bring them to where they need to be. But if it gets to a certain point and there's either disengagement or confusion to the level that you feel like, either I am not communicating well, I'm having a hard time relating anything to them or they are not ready for what I am teaching, then I will make a change right away. I remember the first year of teaching and student teaching; sometimes you plow through stuff because you have no idea what else you are going to do right now. But, after you get to a certain point, I mean we have so much stuff to teach that we are not going to take an hour trying to push through something that is not going to be effective. There's so much stuff to do and so many different ways to approach it that it is not worth me taking more than ten to fifteen minutes of their time if it is not working.

In the interview, all three experienced teachers discussed this point of plowing through lessons in their early years because they did not know what else to do. However, they noted that as their confidence increased and they had more strategies, they became more effective at being flexible and responding to student needs.

In addition to reflecting on their growth as a teacher. all three experienced teachers shared that they had quality opportunities for professional growth, and all three had earned their master's degree over the course of their career. Additionally, Steph reflected on how attending workshops has helped her grow as an educator, saying,

Well, I could continually go to workshops. I'm going to Jill Eggleton for my

second time this summer. I'm going to a teacher leadership conference this

weekend. I went back and got my master's in teaching, learning and leadership. I

think it was great. It was a great program, and I think it's so important because as

much as education changes, we have to be on top of our game and on our toes.

In conclusion, it is apparent that taking part in the professional responsibilities of

reflection and professional growth opportunities have an impact on experienced teachers'

abilities to teach reading effectively.

Research Question 2: First-year teachers and professional responsibilities. The

first-year teachers were also able to reflect upon the success of their lessons. Their

reflections focused on what they wanted to do better during the observed lesson. For

instance, in the interview Ethan stated as follows,

I think that I could engage better when students are working in groups by joining

in their discussions and not just listening and asking questions to clarify their

thinking. I sometimes have something to say, but I just kind of go on because they

are staying on task and I don't want to interrupt their conversation.

Similarly, Brad reflected the success of his lesson, saying:

I think if I were to give it (his lesson) a 1-10, one being good and a ten being bad,

I would probably give it a five. I think some of the behaviors I have in this class

make it difficult for me to stay focused on what I need to teach. Unfortunately,

this is one of the weeks where it was more difficult than others. I was kind

disappointed in the lesson overall.

All three first-year teachers seemed to have an understanding of what they wanted to do better as they continued through the remainder of their first-year teaching.

In the area of professional growth and development and participating in a professional community, two of the three first-year teachers referenced working with instructional coaches. In his interview Brad said,

> I pretty much stayed on what the district wants for a schedule. And the instructional coaches helped me with that in terms of just basic structure like the group settings and like how many times I meet with each group and as a 5th grade team.

Overall, at this point in their career, the first-year teachers' opportunities for professional growth were limited to working with instructional coaches and collaborating with colleagues.

Research Question 3. Research indicates that novice teachers report feeling underprepared to meet the diverse reading needs of students (Damber, Samuelsson & Taube, 2011; Martinez-Garcia & Slate, 2011; Whipp & Geronime, 2015; Kraft & Papay, 2014). Additionally, findings from several studies indicated that teachers of literacy with fewer than 3 years of experience were not as successful as teachers with more experience. Based on this evidence, the purpose of this study was to identify the specific differences in the practices of first-year teachers compared to experienced teachers in the area of reading instruction. Based on the purpose of the study, the third research question was: Based on the data analysis of teacher reading instruction using the Observation Summary Form (TCRWP, 2014), what are the identified differences in the reading instruction skills

and practices and levels of performance of experienced, effective teachers compared to first-year teachers? After identifying the practices of both subgroups of teachers compared to the four Danielson Domains of Effective Teaching, this section will describe the identified differences.

Domain 1: Planning and preparation. In the area of planning and preparation, I coded experienced teachers as effective or highly effective, while I coded first-year teachers as developing or effective using the observation summary form. All teachers that participated in the study planned lessons that were aligned to the standards and had methods for differentiating the instruction for individual student needs. Both groups of teachers were using benchmark assessment data to group students and determined appropriate text for students. A documented difference between the two groups of teachers was having a strategic plan for assessment during teaching. For example, Neil, an experienced teacher, used anecdotal notes during conferring and used Google Classroom as a way to have students communicate their self-assessments at the end of the lesson. Jane, an experienced teacher, started her lesson with a pre-test for spelling words, and students immediately used their results to begin preparing for the week. In addition, she used strategies like having the students follow along with their finger and using non-verbal communication as informal assessments throughout the lesson. On the other hand, two of the three first-year teachers did not have plans for assessment during teaching other than listening to students' responses during whole group and small group instruction. Ethan, a first-year teacher, did take it a step further to confer with two

students during independent reading time, took notes and provided feedback using a conferencing form.

Another documented difference between the two groups of teachers is the use of the curriculum. All experienced teachers had a balanced approach to using the curriculum. The first-year teachers either fully used the curriculum and carried the curriculum book to read from during instruction, or in the case of Tara, did not use the curriculum at all. It is important to acknowledge that the district the teacher was in likely had an impact on the use of the curriculum. Using the curriculum was not required at North Elementary, where Tara and Steph taught. At Central Elementary and South Elementary, teachers were encouraged to use the curriculum to guide instruction and teachers were to collaborate across the grade level to ensure they were using a similar scope and sequence.

Domain 2: Classroom environment. In the domain of classroom environment, I coded experienced teachers as effective or highly effective, while I coded first-year teachers as developing or effective using the observation summary form. While all experienced teachers effectively created an environment of respect and rapport, managed routines and behaviors, and established a culture of learning, there were mixed results in the first-year group. I coded one first-year teacher as developing in all areas of classroom environment other than physical space. This teacher spent much of the time managing the classroom, which impacted his instruction. The other two teachers had difficulty in managing behaviors and establishing a culture of learning in parts of their lesson but were

coded as effective in these areas during other parts. All first-year teachers were effective in organizing the physical space of the reading classroom.

Domain 3: Instruction and assessment. This Danielson Domain had the most noticeable difference when comparing first-year teachers and experienced teachers. Experienced teachers were effective in communicating with students, engaging students in the learning, questioning and discussion, assessment in instruction, and flexibility and responsiveness. I coded all three experienced teachers as highly effective during parts of their instruction, especially in the area of communicating with students and being flexible and responsive. This area was the only area in which I coded the first-year teachers in the ineffective level of performance. I coded two of the three teachers as ineffective at least one time in the area of communicating with students, and I coded one first-year teacher as ineffective in the area of engaging students in learning, flexibility and responsiveness. Though I coded all three first-year teachers as being effective occasionally during instruction, overall their level of performance was developing, with twenty codes of developing and twelve codes as effective to represent the group. Assessment in instruction was an area that was developing for all three first-year teachers, which is a potential reason why being flexible and responsive was a challenge for them. Ethan, from Central Elementary, was most successful in communicating with students, but he was highly dependent on his curriculum and often read it directly to ensure he was communicating learning goals and expectations.

Domain 4: Professional responsibilities. This domain had the least amount of notable differences, which would make sense since it was not included in the TCRWP

(2014) data collection tools. The most notable difference was in the area of professional growth and development. The experienced teachers mentioned far more opportunities to partake in professional development in the area of reading, which would make sense since the experienced teachers had been in the profession for 9-11 years.

Salient Data and Discrepant Cases

Though there were noted differences between first-year and experienced teachers in all four Danielson Domains, the most salient difference was in the area of instruction, specifically with communicating with students and being flexible and responsive to student needs. Danielson (2007) stated in her framework for teaching that, "as teachers remain in the profession gaining experience and developing expertise, their performance becomes more polished (p. 38)." She goes on to say, "when teachers are new to the profession, it is not unusual for teachers to be overwhelmed by the various aspects of the task and even for their best-laid plans to go awry (Danielson, 2007, p. 38)." These statements are certainly consistent with the findings of this study.

Though there were no discrepant cases, it is important to acknowledge that there were other factors that could have impacted the results. First and foremost, the differences between the schools of the participants had the potential to impact teacher practices in reading. The small rural school where Tara and Steph taught labored under Smarter Balanced test results that indicated their students performed the lowest of all three. In this school the adopted curriculum was old, and teachers were encouraged to move away from using it. I noted this in both the observations of planning and preparation and in the interviews of both the first-year and experienced teachers. Jane and

Brad taught in a mid-sized school district. This school district was performing the best of the three according to Smarter Balanced results. There was a district adopted curriculum, and it was required for teachers to use the curriculum and participate in collaborative planning. Neil and Ethan taught in a large school district and had similar Smarter Balanced assessment results as South Elementary. This school district adopted a brand-new curriculum this school year with the expectation that teachers would use the curriculum as a part of their instruction. Interestingly, the size of the school and student performance data did not appear to impact teachers' performance ratings on the observation summary form. However, use of the district adopted curriculum did, especially when it came to first-year teachers.

Evidence of Quality

Data collection and analysis procedures carefully followed all guidelines described in the methodology section. Teachers submitted lesson plans via e-mail along with pre-planning questions. A sample set of teacher answers to the pre-observation planning questions can be found in Appendix G. I collected observation data using a scripted observation form by entering low inference notes and doing preliminary coding. A sample scripted observation form can be found in Appendix H. Each teacher was interviewed within 1 week of the observation. I transcribed each interview, and a sample transcription can be found in Appendix I. Using information from the lesson plans and pre-observation planning questions, the observation summary form, and the transcribed interview, I completed an observation summary form for each participant to code the level of effectiveness in each domain of the Danielson Framework. A sample observation

summary form can be found in Appendix J. Data was uploaded into Atlas.ti, a qualitative data analysis software, and the codes and themes were entered and triangulated using Creswell's (2012) six-step process for data analysis. Aligned with the sixth step in the data-analysis process outlined by Creswell (2012) to validate the data, a member checking process took place in which the participants received an e-mail summary of the themes and a personalized document summarizing the theme-connected quotations. A sample of this can be found in Appendix K.

Summary

Danielson (2007) stated that there are two distinct but related characteristics of teachers who have developed expertise in their craft. First, they have developed automaticity and second, they can "see" more and read into what is happening in the classroom. This is consistent with the finds of this study. The novice teachers have not developed automaticity in any of the areas of the Danielson Framework; that said, the most challenging area for novice teachers compared to experienced teachers across the board was in instruction, especially in the areas of communicating with students, using assessment during instruction and being flexible and responsive to student needs. Though experience does not always equate to expertise, Danielson points out that it is a requirement of growing expertise and stated teachers should expect to take around 5 years to exhibit proficient skills in all areas. It is obvious that teacher preparation cannot provide 5 years of literacy teaching experience before candidates enter the field to ensure their candidates have developed automaticity in their teaching practices. However, as noted across several research studies, teacher preparation in literacy education may be

able to impact the literacy achievement crisis in our schools by making literacy a universal focus of teacher education programs (Matsko & Hammerness, 2014; Putman, Greenberg & Walsh, 2014; Sayeski, Budin & Bennett, 2015). Coursework and syllabi at KSU currently have a significant emphasis on fieldwork. However, cooperating teachers who host the teacher candidates often dictate what happens in those experiences. Based on the data collected in this study, it is critical that teacher candidates develop more automaticity in the area of reading instruction. A potential project to target developing teachers' automaticity is the development of a university hosted literacy clinic offered to local elementary students and facilitated by KSU faculty and teacher candidates. The development of a literacy clinic would provide more opportunities for teacher candidates to develop the skills of effective instruction in reading under the strategic guidance of KSU faculty. The development of a literacy clinic has the potential to provide teacher candidates with more opportunities for fieldwork in the identified areas of need for first-year teachers as determined by this research study. By housing the clinic on campus, teacher educators will have more control over the skills emphasized during fieldwork. The use of Danielson's Framework for Teaching to strategically inform possible reforms in coursework and field experiences through the development of a literacy clinic has the potential to ensure reform efforts are rooted in research-based, effective literacy instruction.

Section 3 includes an explanation of the project. The explanation includes a brief description of the project, a curriculum plan for two 16-week reading methods courses at

KSU. The section also includes an explanation of the purpose, level, scope, and sequence of the plan and a description of materials, units, objectives, and assessments.

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Section 3: The Project

Introduction

I designed my project, a curriculum plan, with an attached reading clinic experience for two literacy methods courses: Preparing Preservice Teachers to be Flexible and Responsive and Strategic Reading Teachers (see Appendix A). The goal was to improve preparation for preservice teachers in reading. The project includes a detailed description of its purpose, level of learners, and a scope and sequence. It also includes two 16-week syllabi for a series of two reading methods courses, each of which includes supervised participation in newly designed reading clinics at two partner, rural, Title 1 elementary schools. One course is an introductory reading methods course, while the other is an advanced course centered on literacy assessment and remediation. The syllabi include the goals and objectives along with a detailed plan of the modules, assignments, clinic experiences and assessments.

As I reported in Section 2 of this study when observing both experienced and first-year reading teachers, the most notable difference was that novice teachers have not developed automaticity in any of the areas of the Danielson Framework. However, the most challenging area for novice teachers compared to experienced teachers was in instruction, especially in communicating with students, using assessment during instruction, and being flexible and responsive to student needs. The goal of the curriculum plan with the attached reading clinic experience is to create a partnership between two rural elementary schools, funded by Title 1, and the university teacher preparation program to support pre-service teachers in developing the skills and

dispositions needed to become more effective, flexible, and responsive reading teachers. The purpose of the clinics will be two-fold. First, they will provide preservice teachers of literacy with an opportunity to develop the skills of flexible and responsive literacy instruction and assessment under close guidance and support of both university faculty and master reading teachers. Second, it will support the literacy growth and development of recommended kindergarten through 5th grade children through targeted, point-of-need, one-on-one, and small group reading instruction provided by preservice teachers and guided by university reading methods faculty.

Rationale

The problem addressed in this study was the need to identify the differences between the skills and practices of novice teachers and those of experienced teachers in reading instruction to gain insight into how to improve the preparation of preservice teachers (ILA, 2015; Masuda, 2014). Through data collection and analysis, I learned that first-year teachers need to develop their skills in reading instruction, assessment, and they need to flexibly respond to student needs during instruction. In response to the uncovered specific needs of first-year teachers, I created a curriculum plan to improve two reading methods courses at KSU by developing a reading clinic based on a partnership between two rural elementary schools and the university teacher preparation program. University faculty supervise the on-site school literacy clinics as preservice teachers practice the critical skills of reading instruction.

After observing both new and experienced teachers, interviewing each one, and reviewing their lesson plans, the analysis of the data began. Based on triangulation of all

three qualitative data sources, I determined that first-year reading teachers need further

support and practice as they develop automaticity in instructional skills in reading,

including clearly explaining reading strategies, understanding assessments with the goal

of informing instruction and being flexible and responsive to student needs. In addition to

providing sound pedagogical knowledge for preservice teachers, teacher educators must

also provide opportunities to apply what they learn to real-world situations that include

the challenges of working with struggling readers with the support and feedback of expert

educators in all four domains of the Danielson Framework for Effective Teaching

(Hayden, Rundell & Smyntek-Gworek, 2013; Danielson, 2007). According to Maloch

and colleagues (2015), practicum experiences that are supported by mentor teachers are

critical to development of preservice teachers but go on to point out that in the vast

majority of teacher preparation programs cooperating teachers with no formal training are

assigned to this role, which is currently the case at KSU. In this scenario, cooperating

teachers tend to provide feedback based on their own experiences, but do not provide

much opportunity for preservice teachers to reflect on practice and take on the agency as

a learner through practice (Maloch et al., 2015). The literacy clinic designed as a part of

the project attached to this study will provide opportunities for preservice teachers to

apply the research-based pedagogical skills they are learning through reading methods

courses in authentic experiences with support, feedback, and opportunities to reflect on

their practice for continuous improvement. A university–rural school partnership that

includes clinically rich teacher education has the potential to positively impact both the

academic growth of struggling readers in the school and the preparation of preservice

teachers to meet diverse student needs upon their entry into the profession (Hoppy, 2016).

Review of the Literature

To find current and applicable studies to support my project development, I searched the following databases: ERIC, Education Research Complete, and SAGE Research Complete. The following search terms and Boolean phrases were used to select research that was related to both my research results and project selection, a curriculum plan for improving teacher preparation in reading: *novice reading teachers, reading methods, literacy methods, improving teacher preparation for reading, teacher preparation for reading, reading clinic, literacy clinic,* and *university school partnerships.* After reviewing the abstracts of the studies, my literature search was narrowed. All literature was uploaded into ATLAS.ti and research was read and annotated with codes in order to synthesize and determine themes in relation to the genre and content of my project.

This literature review is connected directly to the findings of this project study. Findings of the study indicated that first-year teachers had challenges in each domain of the Danielson Framework while teaching reading, but the most significant challenges in comparison to their more experienced peers were related to reading instruction and assessment, specifically, communicating with students, understanding assessment and being flexible and responsive reading teachers. The first years of teaching are challenging and a time of great learning for educators (Hopkins & Spillane, 2014). First-year teachers often report a disconnection between practice learned in their preparation program and

their current assignment (Conderman, Johnston-Rodriguez, Hartman, & Walker, 2013).

By connecting the literature review to the collected data and project, my goal was to

determine what is needed to improve teacher preparation in the area of reading to prepare

better preservice teachers in the skills defined as most challenging based on the outcome

of this study. The development of a curriculum plan with a connected reading clinic

experience to support teacher preparation has the potential to lead to positive social

change for preservice teachers who attend KSU and in turn, improve the outcome of

reading instruction in their classrooms during their first years of teaching. The literature

review begins with a discussion of theory related to the genre of a curriculum plan for

improved reading methods instruction and continues to describe how theory guided the

development of the project. Next, there is an analysis of the content of the project

compared to the literature.

Project Genre

Similar to the findings of this project study, Hayden, Rundell, and Smyntek-

Gworek (2013) pointed out that while novice teachers are rule-oriented, carefully

following the curriculum and class routines, expert teachers demonstrate an ability to be

flexible and opportunistic in planning and teaching. In the early years of practice,

educators need to build their bank of skills and knowledge in making instructional

decisions by trying out strategies and ideas and reflecting on their impact on student

learning (Hayden et al., 2013). Hayden and Chiu (2013) described the task of gaining

expertise in teaching reading, stating:

A fundamental task for novice teachers, those engaged in practicum, clinical

experiences, student teaching, or the first year of practice is the development of

reflective practices that lead to adaptive expertise. Adaptive expertise in teaching

requires skillful, fluid blending of deep, varied content knowledge with extensive

pedagogy while balancing the unpredictability of people and environments.

Teachers who manage this balance are enacting reflective practice by combining

thought and analysis with action in practice and reflective teachers become

adaptive experts who can identify instructional roadblocks and generate and enact

successful responses (p. 133).

Danielson (2007) pointed out that it can take up to 5 years for novice teachers to

develop automaticity and expertise in all domains of teaching. For this reason, it is

critical that preservice teacher preparation programs in reading provide domain specific

clinical experiences that allow preservice teachers to both observe master teachers and

put theories into practice in settings carefully supervised and guided by both faculty and

expert teachers (Meyers & Gray, 2017; DeGraff, Schmidt & Wadell, 2015; Dennis,

2016). Though it is impossible for teacher preparation programs to provide 5 years of

domain-specific experience prior to the start of the first-year teaching, exemplary teacher

preparation programs include carefully supervised clinical experiences that are

strategically connected to coursework in order to scaffold preservice teachers' abilities to

effectively teach reading (DeGraff et al., 2015; Preston, 2016). For this reason, based on

the findings of this study and a review of the literature, a curriculum plan that carefully

ties reading methods coursework with two one-semester clinical experiences is an appropriate project genre to solve the identified problem.

Reading clinics. Research indicates that reading clinics that serve struggling readers are optimal for supporting preservice teachers in developing the skills of being an effective reading teacher. For instance, a study conducted by Leader-Janssen and Rankin-Erickson (2013) described how preservice teachers participated in a twelve-week supervised setting in which they worked in a one-on-one tutoring situation with struggling readers based on data. Supervisors provided notes and feedback on teaching, data collection, analysis, reflection, planning skills and teaching decisions at each session. At the conclusion of the course and clinic experience, preservice teachers stated they knew they could teach reading and credited this to specific evidence of student learning and increased comfort with teaching methods. Similarly, Hayden and Chiu (2013) carried out a study in which preservice teachers participated in a reading clinic with an opportunity to work with one child for two 60-minute sessions per week under the supervision of master teachers who provided specific feedback. Findings from their study indicated that this experience developed novice teachers' skills in identifying skill deficits of students, diagnosing needs, and individualizing instruction (Hayden & Chiu, 2013). Opportunities for preservice teachers to develop skills in reading clinics closely supervised by university faculty and/or master teachers who have been trained in providing specific and strategic feedback can improve teacher preparation in reading (DeGraff, Schmidt & Wadell, 2015; Hayden & Chiu, 2013; Leader-Janssen & Rankin-Erickson' 2013; Meyers & Gray, 2017; Ortlieb & McDowell, 2015; Scales et al., 2018).

University/school partnerships. Several researchers indicated that partnerships between university teacher preparation programs and elementary schools can support the development of high-quality reading clinics by developing preservice teachers' abilities to both teach reading and elementary students' skills in reading (Bastian, Lys & Pan, 2018; Dennis, 2016; Hoppey, 2016; Leader-Janssen & Rankin-Erickson, 2013; Ortlieb & McDowell, 2015; Maloch,et al., 2015). For instance, Dennis (2016) developed a partnership between two elementary schools as a part of a literacy clinic experience that supported preservice teachers' abilities to remediate reading instruction and worked to improve a teacher preparation program in reading by carefully balancing clinical experiences with coursework. Their two-stage experience began with teaching rounds or opportunities to strategically observe expert teacher practice, followed by authentic practice teaching after carefully planning with peers, university, and school-based supports. Findings indicated positive results and documented that alumni successfully provided reading instruction in similar settings to their clinical experiences with a deeper understanding of the needs of their students and ability to use the inquiry process to continue their learning as professional educators (Dennis, 2016).

Similarly, DeGraff, Schmidt and Wadell (2015) studied a partnership between a teacher preparation program and local urban school that utilized a field-based model to reform literacy teacher preparation through a framework that begins with a representation of practice (observation), moves into decomposition of practice (debriefing the observation), and ends with approximation of practice (applying the practice in a literacy clinic setting). School principals, instructional leaders, and teachers identified children

who would benefit from additional literacy support to participate in the clinic. Children were placed in leveled literacy groups, and two preservice teachers were assigned to work with the groups. University students began by planning and teaching interactive read-aloud lessons and moved into guided reading lessons. Findings indicated that preservice teachers saw value in the authentic task of a literacy clinic connected course and were able to take responsibility for children's learning. Additionally, teacher educators appreciated how the framework allowed them to differentiate their reading methods instruction (DeGraff et al., 2015).

One of the most frequent criticisms of teacher education is the need for increased and aligned clinical experiences with diverse students. School-university partnerships offer an encouraging strategy for improving preservice teacher preparation in reading (Hoppy, 2016). As indicated in the scholarly literature, a curriculum plan that includes strategic coursework connected to reading clinic experiences across two-semesters prior to student teaching has the potential to better prepare preservice teachers at KSU for the complex job of effective reading instruction prior to their entry into the profession (Bastian, Lys & Pan, 2018; DeGraph et al., 2015; Dennis, 2016; Hoppey, 2016; Leader-Janssen & Rankin-Erickson, 2013; Knacksted, Leko & Siuty, 2018; Ortlieb & McDowell, 2015; Maloch,et al., 2015; Sayeski, 2015). Therefore, to strategically connect reading methods coursework to domain-specific reading clinic experiences through a university-elementary partnership, the curriculum plan will utilize Grossman's (2011) Framework. The framework includes a three-step process for learning to employ effective teaching

strategies: Representation of Practice, Decomposition of Practice, and Approximation of Practice (Grossman, 2011).

Project Content

To ensure teacher preparation programs meet the call for their graduates to be prepared to teach reading on Day 1, teacher educators must prioritize the knowledge available, including that of evidence-based learning, the teaching-learning process, technology and data (Sayeski, 2015). Findings from this study provided actionable data about what specific reading instructional skills first-year teachers found the most challenging. First-year teacher interviews, lesson plans, and observations from this study documented that compared to their more experienced peers, first-year teachers had the most challenges in the area of assessment and instruction for reading, including communicating with students, using assessment during instruction and being flexible and responsive to student needs. Therefore, this curriculum plan emphasizes these concepts as required content in the syllabi and attached clinic work.

Course and clinic content. There are five essential components of reading instruction that teachers must be prepared to address when teaching reading to ensure the students in their class develop into proficient readers with the capacity to comprehend text: phonemic awareness, phonics, fluency, vocabulary, and comprehension (Honig, Diamond, & Gutlohn, 2013; Sayeski et al., 2015). Also, extensive research shows that, regardless of their learning challenges, students grow more as readers when provided with systematic and explicit instruction in reading (Honig et al., 2013; Ortlieb & McDowell, 2015). Reading methods coursework and domain-specific field experiences

should provide opportunities for preservice teachers to observe evidenced-based best practices, spend time deconstructing evidence-based best practices to both learn the language of the practice and understand the intentions and meaning behind specific practices, and finally be afforded scaffolded support as they apply the practice in an authentic context in each of the five key areas of reading instruction (DeGraff et al., 2015; Grossman, 2011).

Communicating with students. First-year teacher participants in this study stated the need to more deeply know and understand reading strategies to more effectively support their students as readers. Following this same idea, Iwai (2016) stated:

In order to support all students, including struggling students, teachers must implement effective strategies to teach their students well. One effective technique is the use of metacognitive reading strategies. Metacognitive strategies are routines and procedures that allow individuals to monitor and assess their ongoing performance in accomplishing a cognitive task (p. 110).

On top of knowing effective reading strategies, it is critical for effective reading teachers to be able to use professional judgment as a part of instructional decision making about content, pacing and groupings of students in order to meet their students learning needs with the grade level standards (Roskos & Neuman, 2013; Scales et al., 2018). A focus of the curriculum plan with the connected reading clinic for novice preservice teachers in the first semester course, K-8 Reading Methods, will be to emphasize preservice teachers understanding of reading strategies, how to effectively and flexibly communicate these strategies with elementary students, and allow them to implement strategies related to

each of the five critical areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (Honig et al., 2013; DeGraff et al., 2015; Iwai, 2016; Koch & Sporer, 2017; Scales et al., 2018).

Assessment-driven teaching. Findings from this study and related literature document that in addition to needing to be able to effectively and explicitly communicate reading instruction to students, effective teachers must be able to assess student reading difficulties, determine and plan for instruction to meet those needs and provide appropriate instruction in one-on-one, small group, or whole group settings (Hayden et al., 2013; Leader-Janssen & Rankin-Erikson, 2013; Ortlieb & McDowell, 2015; Zoch, 2016). However, this is challenging for novice teachers and must be addressed in preservice preparation (Leader-Janssen & Rankin-Erikson, 2013). For instance, similar to what was said by first-year teacher participants in this study, a preservice teacher in Leader-Janssen and Rankin-Erikson's (2013) study shared that it was challenging to know what to do after they find out a student is not good with specific reading skills. The authors of the study attributed this to, "the participants' awareness of their lack of pedagogical content knowledge at the beginning of this experience" (pp. 14). By the end of the experience, Leader-Jannsen and Rankin Erikson (2013) documented that the course connected literacy clinic experience helped preservice teachers have a much higher sense of self-efficacy related to teaching reading by the end of the semester.

Authors of similar research studies have also noted positive results in using course-connected reading clinic opportunities in teacher preparation to develop preservice teachers' abilities to use assessment to provide strategic reading interventions.

For instance, findings from Ortlieb and McDowell's (2015) study of preservice teachers' experiences in a reading clinic in which they implemented an assessment cycle for reading with 3rd grade students that included individual assessment, planning, instruction, and evaluation showed positive growth and development for both the 3rd grade readers and the preservice teachers. Similarly, in Hayden and colleagues' (2013) study in which novice teachers worked on linking assessment, instruction and student learning through goal-directed teaching and systematic, intentional inquiry into practice, findings indicated that through this process that novice teachers became more sophisticated in solving problems of practice. For these reasons, the curriculum plan for the second semester advanced reading methods course and clinic experience: K-8 Literacy Assessment and Remediation will focus on the assessment and intentional interventions in the five key areas of reading instruction (Honig et al., 2013; Hayden et al., 2013; Hayden, Rundell & Smyntek-Gworek, 2013; Ortlieb & McDowell, 2015).

Summary of Project Genre and Content Literature

Both theory and literature support the use of a curriculum plan for the genre of the project for this study. The problem of this study will be addressed using similar methods of connecting reading methods coursework to reading clinic experiences employed through a teacher preparation program and elementary school partnership. The literature and theory surrounding effective teacher preparation for reading instruction support the project content.

Project Description

The project's overarching goal is to create a partnership between two rural title-one funded elementary schools and the university teacher preparation program to support pre-service teachers in developing the skills and dispositions needed to be effective, flexible and responsive reading teachers. The development of a curriculum plan combined with the university-school partnership will facilitate a reading clinic experience for KSU preservice teachers. The purpose of the curriculum plan is to provide preservice reading teachers with an opportunity to develop the skills of flexible and responsive literacy instruction and assessment. An added benefit of the preservice teachers' participation in the reading clinic will be the support the preservice teachers provide to the literacy growth and development of recommended kindergarten through 5th grade children through targeted reading instruction.

Project Structure and Objectives

There will be two groups of preservice teachers that will be targeted through the curriculum plan and attached reading clinics. The first group of preservice teachers will be newly admitted to the teacher education program and enrolled in their first reading methods course, K-8 Reading Methods. The second group of preservice teachers will be enrolled in an advanced reading methods course, Literacy: Assessment and Remediation. This course is typically taken the semester before student teaching. A partnership between the university and two rural title-one elementary schools will facilitate the clinic experience. The clinic work will take place at the schools on alternating Friday's. The preservice teachers will be assigned to carry out clinic work over the course of two

semesters while enrolled in the attached courses. The faculty appointed to teaching the course will be responsible for supervision of the reading clinic experiences for 12 hours of clinic time per pre-service teacher, per course.

K-8 Reading Methods: Introductory course and clinic. K-8 Reading Methods is a 16-week introductory reading methods course for students newly enrolled in the college of education at KSU. The goal of this course will be to develop preservice teachers' abilities for effective communication with students centered around best practices, developmentally appropriate reading instruction, engaging students in the learning, questioning, and discussion through closely tied coursework and attached literacy clinic work. The objectives for the course include the following:

- Students will understand how to plan for and organize a classroom space for successful reading instruction, including:
  - o understanding how students learn
  - o the need for creating a community of learners
  - o the importance of scaffolding and differentiation
  - o the need for assessment driven instruction
- Students will understand the importance of balanced literacy instruction and the necessary instructional strategies that are a part of a balanced literacy program
- Students will learn how students learn to read, including:
  - o the stages of reading development
  - o supporting the youngest readers

- o the reading process

- o phonemic awareness, the alphabetic code, phonics

- o vocabulary

- Students will gain a beginning understanding of assessment and differentiation for reading instruction, including:

  - o types of assessment

  - o text readability

  - o assessment to drive instruction

  - o differentiation for the success of all students including struggling readers and English learners.

- Students will become familiar with strategies that are effective to teach informational reading and reading within the content areas such as science, social studies, and math

- Students will understand how to support students in reading fluency

- Students will understand how to support students in reading comprehension

- Students will understand how to use direct instruction and modeling of reading strategies to support students reading development

- Students will apply their knowledge of effective reading instruction to design reading lessons for K-8 students to teach during a level II field experience, including, but not limited to:

  - o read aloud

- o reading workshop

- o guided reading

- Students will understand the importance of professionalism, ethics, collaboration and reflection in the field

Since findings from the study indicated that a challenge for first-year teachers was to communicate reading strategies with their students during instruction, an emphasis will be placed in the Danielson Domain of Instruction with a focus upon communicating with students. As documented in the course/clinic schedule in Appendix A, students will have the opportunity to observe and deconstruct master teachers communicating with students using various reading instructional strategies. They will then apply what they have learned by planning for implementing similar instruction as a part of the reading clinic experience, following Grossman's (2011) framework: representation of practice, decomposition of practice, and approximation of practice. Preservice teachers will meet face-to-face for lecture, discussion, modeling and peer teaching practice on Monday and Wednesday. Students will participate in a 2-hour reading clinic experience on alternating Fridays and at one of our partner schools to ensure there is no more than a ten-to-one student to professor ratio. During this time students will strategically observe master reading teachers and have hands-on experience working with small groups of students under the supervision of their professor. They will develop and teach small group lessons to students across several grade levels. A curriculum plan that includes strategic coursework connected to the reading clinic experience has the potential to better prepare preservice teachers at KSU for the complex job of effective reading instruction prior to

their entry into the profession (Bastian, Lys & Pan, 2018; DeGraph et al., 2015; Dennis, 2016; Hoppey, 2016; Leader-Janssen & Rankin-Erickson, 2013; Knacksted, Leko & Siuty, 2018; Ortlieb & McDowell, 2015; Maloch,et al., 2015; Sayeski, 2015).

Literacy Assessment and Remediation: Advanced course and clinic.

Literacy Assessment and Remediation is a 16-week advanced reading methods course for students who have completed K-8 Reading Methods. The goal of this course will be to build on preservice teacher's abilities for effective communication through student-centered, research-based, developmentally appropriate reading instruction from their reading methods course. Participation in the course will develop preservice teachers' abilities to use formative and summative literacy assessments to inform instruction and become flexible and responsive reading teachers through closely-tied coursework and a literacy clinic experience. This goal connects to the findings of this study which documented that first-year teachers found that in addition to needing more practice in effectively communicating with students during reading instruction, using assessment during instruction and being flexible and responsive to student needs was also a challenge. The objectives for the course include:

- The students will demonstrate and apply principles of reading assessment and corrective instruction for elementary and middle-level students in the five key areas of reading instruction:
  - phonemic awareness
  - phonics
  - fluency

- o vocabulary

- o comprehension

- The students will understand how to communicate and report student progress to students, parents, and administrators in a variety of ways

- The students will gain strategies on how to integrate assessment into daily reading and classroom discussions

- The students will gain an understanding of how to structure reading class for individual, small group, and whole class instruction, including goal setting for each

- The students will gain strategies of record-keeping to track students' literacy strengths and weaknesses

- The students will learn the benefits of and strategies for conferring with students about their reading

- The students will plan small strategy group instruction, based on student needs

- The students will learn to use technology effectively to motivate students, enhance instruction while planning lessons, and communicate with parents

Continuing to follow Grossman's (2011) framework in this advanced course, students will meet Monday and Wednesday for face to face coursework and have an opportunity to practice their skill set of reading assessment and remediation during the reading clinic on alternating Friday's. Preservice teachers will be partnered during the clinic work to both get hands-on practice while at the same time observing and providing peer feedback during the reading assessment and remediation process. Findings from several studies in

the review of the literature documented that a reading clinic with attached reading assessment and remediation coursework can help preservice teachers develop their ability and confidence to analyze literacy assessment results to support K-12 students strategically and help them grow as readers (Hayden et al., 2013; Leader-Janssen & Rankin-Erikson, 2013; Ortlieb & McDowell, 2015; Zoch, 2016). A specific course schedule that outlines how the goals and objectives of the course and clinic will be met can be found in Appendix A.

Potential barriers and solutions. I have identified several barriers that will need to be considered and accounted for to achieve full implementation including funding, developing relationships with partner schools and the families of students who will participate in the clinic, available space for the reading clinic at partner schools, and scheduling the clinic within the school day.

Grant funding and community partnerships have the potential to address budgetary barriers. Both the school and the university will already have some of the required supplies for full implementation. Regarding available space for the clinic, it will be important to think creatively. Ideally there will be an open room for the clinic experience, however, with the current state of funding in education, it is likely that the university and partner school will need to think outside of the box when establishing a space for the clinic. If collaboration is thoughtful and strategic, the materials, space, and schedule can be acquired and developed in a way that is affordable for both the university and partner schools. Finally, to ensure elementary students are permitted to participate in the clinic, it will be critical for university faculty to collaborate with administration and

teachers to get recommendations for child participation and acquire the required parental permissions.

A limitation to consider will be the small faculty size for the reading methods coursework for full supervision of the preservice teachers' clinic experience. Currently, I am the only instructor of both courses. A benefit to using a clinic model instead of the current traditional model of field experiences in which the preservice teachers are spread across many schools in many districts and classrooms is that all preservice teachers will be in the same location as their course instructor to allow for a more closely supervised, consistent, and scaffolded experience. Often in traditional field experiences, cooperating teachers take on the role of mentor and supervisor. In these instances, the cooperating teachers rarely have formal training and the preservice teachers experience may or may not closely align with what they are learning during their methods coursework (Maloch et al., 2015). Having preservice teachers attend the clinic on alternating weeks in small groups for extended time periods will allow for manageable supervision and a more strategic clinic experience that will benefit both the preservice teachers and the elementary students that are getting support through the clinic.

Timeline, roles, responsibilities and required materials. A timeline for implementation of the adapted coursework and newly developed reading clinics can also be found in Appendix A. The timeline includes five phases. Phase 1, from January to May, is the planning phase. During this time, the researcher will arrange meetings with the KSU dean and field experience coordinator to apply for funding, identify partner schools for the clinic, and meet with partner school faculty. Upon receiving funding and

approval of the curriculum plan, Phase 2, preparation, will begin. During this phase, I will finalize syllabi, order and prepare supplies, and identify and prepare space in the partner schools through collaboration with partner school administrators and master teachers. For successful implementation of the clinic, the instructor and clinics will require the following supplies: an extensive library of leveled literature for a variety of grade levels for read-aloud and small group instruction, furniture to set up the clinic areas as a reading classroom, reading assessment systems, and general classroom supplies. Phase 3, implementation, will begin in August and continue until the first semester ends in December. During this phase the course instructor and clinic facilitator will lead preservice teachers through the curriculum plan and reading clinic work. At the end of the semester, Phase 4, evaluation, will take place so that Phase 5, developing next steps, can be grounded in the data collected during the implementation of the project. The next section contains a more extensive outline of the project evaluation plan.

Project Evaluation Plan

The goal of the course-aligned clinics will be two-fold. The first goal is that they will provide preservice teachers of literacy an opportunity to develop the skills of flexible and responsive literacy instruction and assessment under the close guidance and support of both university faculty and master reading teachers. The second goal will be that implementation of the clinic will support the literacy growth and development of recommended kindergarten through 5th grade children through targeted intentional reading instruction and interventions using small group and one-on-one reading instruction provided by preservice teachers and supervised university reading methods

faculty. Both the goals and the course objectives align to the findings of the study that first-year teachers need more support and practice to develop the skills of effective communication during reading instruction along with the ability to understand reading assessment data to provide strategic, informed, and differentiated reading instruction to their students. The course goals and objectives can be found in the syllabi for each of the courses in Appendix A.

To evaluate the success of the program; I will use a traditional evaluation design to measure the achievement of the goals and objectives designed for the project (Slavin-Baden & Major, 2013). I will collect pre- and post-implementation data using the preservice teachers' numerical self-assessment rating on a scale from 1 to 4. I will also collect preservice teachers' reflections of their knowledge and confidence level in each of the course objectives before participation in the course aligned clinics and after the course aligned clinics. The instructions for the evaluation state, "this form will be used as a pre- and post- assessment of your course and reading clinic experience. Rate yourself in each objective using the scale below and provide a rationale." The project evaluation plan aligns with the qualitative nature of the study and the reflective processes for evaluation in similar education research (Hayden & Chiu, 2013). By gathering evaluation data about the course objectives before and after, I will be able to document preservice teachers' perceptions of their growth in the critical reading instructional concepts identified in this study as challenging for first-year teachers.

Key stakeholders for the results of the project will be KSU university students and faculty, including the course instructor and clinic supervisor, the field experience

coordinator and the dean for the college of education. Additionally, the partner school faculty, including administrators and teachers will likely be interested in learning about the results of the project. When new teachers enter the classroom, they are expected to take on the same responsibilities as teachers with much more experience. The process of new teachers taking on the classroom teaching responsibilities is highly-complex (Hannan et al., 2015). Due to the complexities of teaching reading, data suggests that novice teachers typically produce less student growth in reading than experienced teachers (Hannan et al., 2015). Therefore, it is critical that teacher preparation programs work to continuously improve their programs to ensure first-year teachers are as prepared as possible to be effective at their point of entry into the profession. Gathering data about the effectiveness of this data-driven program designed to improve teacher preparation in reading at KSU will be an essential part of the continuous improvement process.

Project Implications

To ensure teacher preparation programs meet the call for their graduates to be prepared on Day 1, teacher educators must use actionable data about what preservice teachers need the most along with their knowledge of research-based, effective reading instructional practices to inform their preparation programs (Sayeski, 2015). This project has the potential to be significant because it was designed using actionable data drawn from this study that focuses on the most significant reading instructional challenges for first-year reading teachers compared to their more experienced peers. Considering the complexities associated with teaching in a classroom with diverse literacy learning needs, researchers have documented that the transition from student teaching into the first-year

in the classroom is a challenge, and often due to this challenge, novice teachers are less effective in their first-year (Cochran-Smith et al., 2015; Kraft & Papay, 2014). Though it is impossible to give first-year teachers the 5 years of experience it may take for them to develop automaticity in teaching prior to entering the profession (Danielson, 2007), domain-specific reading clinics strategically connected to coursework and designed based on data collected about first-year teacher challenges in reading have the potential to more effectively prepare novice teachers to meet the demands of teaching reading effectively upon their entry into the profession (Bastian, Lys & Pan, 2018; DeGraph et al., 2015; Dennis, 2016; Hoppey, 2016; Leader-Janssen & Rankin-Erickson, 2013; Knacksted, Leko & Siuty, 2018; Ortlieb & McDowell, 2015; Maloch,et al., 2015; Sayeski, 2015). The designed project has the potential to support positive social change by providing strategic opportunities for preservice teachers to apply the research-based pedagogical skills they are learning through reading methods courses in authentic experiences with support, feedback, and opportunities to reflect on their practice for continuous improvement. A university-rural school partnership that includes clinically rich teacher education has the potential to positively impact the preparation of preservice teachers in the critical area of reading and have a positive impact on the academic growth of struggling readers in the partner schools as well as the growth of the students of participating preservice teachers in their first-years of teaching (Hoppy, 2016). If documented as effective, this model of using a course-aligned, domain-specific reading clinic experience to prepare preservice teachers in the area of reading instruction before

student teaching can be replicated in similar teacher preparation programs continue to

improve teachers in the challenging and crucial area of reading instruction.

Section 4: Reflections and Conclusions

Introduction

Literacy development is critical for children's success in school and life. With the diverse literacy needs of children in schools and the more rigorous literacy demands required upon exiting school by the CCSS, preservice teachers must leave their preparation programs with the ability to teach reading skillfully (Leader-Janssen & Rankin-Erickson, 2013). But even if one is highly prepared, the initial years of literacy teaching can be challenging (Hayden & Chiu, 2013; Leader-Janssen & Rankin-Erickson, 2013; Ortlieb & McDowell, 2015; Sayesk, Budin & Bennett, 2015; Scales et al., 2018). Many educators report feeling underprepared to meet the needs of students who struggle with reading (Sayesk, Budin, & Bennett, 2015). Similar to the findings of Sayeski et al. (2015), findings from this study indicated that two of the bigger challenges for novice teachers were to (a) identify students' specific issues and (b) determine what they needed to learn and then instruct them strategically in order to meet their reading needs. Recent research indicated that reading clinic field experiences connected to coursework on literacy methods—which provides preservice teachers with intentional feedback, support, and guidance from teacher educators—can improve novice teacher practice (Leader-Janssen & Rankin-Erickson, 2013). Based on the findings of this study and a review of the literature as a project related to the problem, I developed a reading methods curriculum plan that includes a university and rural school partnership and the development of a reading clinic. The purpose of the project is to hone each preservice teacher's ability to assess children's literacy skills, select text and strategies to meet

students' needs, and plan and to carry out strategic, data-driven, instruction to ensure
struggling reader success with the support and feedback of teacher educators and mentor
teachers (Ortlieb & McDowell, 2015).

In this section, the project strengths and limitations are shared along with
alternatives for remediation of the problem. I also analyze new learning from my project
study and reflect upon my growth as a scholar, practitioner, project developer, and
researcher. Finally, the applications of this study's results, along with the directions and
implications for future research are addressed.

Project Strengths and Limitations

It is vital for teacher preparation programs in reading to use the knowledge
available about research-based reading instruction, the teaching and learning process, and
any available data to inform the critical work of ensuring that novice teachers are
prepared on Day 1 to teach reading effectively (Sayeski, 2015). A strength of this project
is that it utilizes the data from this study (as well as research about the evidence-based
best practices in both teacher preparation and effective reading instruction) as a guide for
developing a reading clinic experience which is closely aligned with reading methods
coursework, while implementing those practices in an authentic setting. This project
follows the recommendations of the International Reading Association's findings, which
outlined the characteristics of exemplary programs that prepare preservice and in-service
teachers for reading instruction, which include "carefully supervised apprenticeship
experiences and modeling of student-centered learning by both faculty and school
personnel" (DeGraff et al., 2016, p. 368). A strength of the project is its focus on

allowing preservice teachers to be scaffolded through the process of effective reading instruction by means of specific observations that are followed up with a deconstruction of the how and the why of the observed instructional practices. This gradual release of responsibility will lead to opportunities for preservice teachers to plan for and implement those types of practices with feedback and support from master educators in a consistent partner clinic location (DeGraff et al., 2016).

Danielson (2007) stated that it could take up to 5 years for teachers to develop automaticity and flexibility in all domains of instruction. A limitation of this project and study is that it is impossible to provide preservice teachers with the amount of time needed to develop as effective educators during their preparation program. Following and supporting educators in their first years of teaching is likely necessary to ensure continued growth and development in the practices of teaching reading.

A second limitation that must be considered and accounted for is the limited faculty resources to support the large numbers of preservice teachers participating in the designed clinic experiences. It will be critical for KSU to be thoughtful about how they assign faculty workload as a part of a reading clinic, as the time and work needed for the reading clinic and curriculum plan will be significantly more than the current workload assignments.

Recommendations for Alternative Approaches

I considered several alternative solutions to the problem. Based on Danielson's (2007) belief that it can take up to 5 years for first-year teachers to become proficient in all domains of effective teaching, a professional development program focused on

mentoring that supports novice teacher's development in reading instruction also has the potential to have an impact on the practice of first-year reading teachers (Davis et al., 2016; Hannan et al., 2016; Kraft & Papay, 2014; Noll & Lenhart, 2013; DeAngelis et al., 2013). However, because first-year teachers from KSU are hired to teach in many districts across the state and country, a quality mentoring program is challenging. In addition, to be effective mentors of first-year teachers, master teachers must have the training, intrapersonal skills and leadership abilities required to make this type of program run successfully (Davis et al., 2016; Hannan et al., 2016; Kraft & Papay, 2014).

A second more elaborate approach to a reading clinic experience was also considered. Hoppy (2016) described a university/rural school partnership that both supported preservice teacher's opportunity to grow and develop the skills of effective reading teachers and supported the growth and continued development of in-service teachers through job-embedded professional development and a graduate program. This type of program has the potential to have a strong and positive impact on both the preservice and in-service teachers' instruction along with the reading development of children enrolled in the school (Hoppy, 2016). However, due to the limitations of faculty workload, I decided that it would be best to begin with the reading clinics for preservice teacher development and consider adding the in-service professional development and training opportunities if additional resources become available

Scholarship, Project Development and Evaluation, and Leadership and Change

My current role as an instructor of reading methods will transition to an assistant professor position upon my completion of this program. Scholarship will be a new

expectation as I transition into a tenure-track position. During my time completing my project study through Walden University, I established new skills as a scholar that I will be able to apply to my professional role. Through coursework, the proposal process, data collection, and analysis, I have developed new techniques and strategies to define a problem by identifying a gap in practice and designing research questions and methodologies that both align with the gap and will provide an answer to the research questions. I am thankful for my committee as they have provided me with both constructive and critical feedback in both the research and writing process. Finally, I have learned about the importance of my scholarship and its potential impact on preservice teachers, in-service teachers, and PK-12 students.

My coursework and research through Walden University have expanded my knowledge base about the most effective training methods for teacher preparation in reading to ensure teacher candidates exit their programs as prepared as possible to meet the literacy needs of their future students with a positive impact on my role as a practitioner of teacher preparation in reading. Since I currently work as an educator preparing preservice teachers of reading, I have had cause to carefully reflect on the content of my courses and make strategic improvements to ensure preservice teachers are prepared to be effective reading teachers at KSU.

Upon analysis of the collected data in this study, I learned about the importance of developing a project in the form of a solution to the identified gap in practice. I am excited about the development of my project for this study, as the development and implementation of a reading clinic using a university/school partnership have great

potential to improve pre-service teachers' ability to teach reading more effectively upon program completion. With the design of the program already complete, I am one step closer to making the proposed reading clinic a reality for the teacher candidates at KSU. This project is a way for me to be a change agent for teachers and students in my local community and state, and I am excited about my growth in this area of data-driven problem solving with the goal of creating positive social change. With this experience, I will be able to use my new understanding and confidence to continue to impact positive social change as an education researcher and leader

Reflection on Importance of the Work

Reading achievement is critical to success in school for our K-12 children, and teachers play a crucial role in their students' reading development (ILA, 2015). Because reading achievement is considered critical to success in school, it is essential that teacher candidates are prepared to deliver reading instruction at a high-level of effectiveness at their point of entry into the classroom, yet many novice teachers report feeling underprepared to teach reading in a way that meets all students' diverse learning needs (Firmender, Reis, & Sweeny, 2013; Reis, McCoach, Little, Mueller, & Kanikskan, 2011; Sayeski, Budin, & Bennett, 2015; Reis et al., 2011; Roy-Campbell, 2013). Findings of this study agreed with this premise and documented that some of the most challenging components for first-year teachers of reading are effective and explicit communication of reading strategies and an ability to use formative information about students in a way that is flexible and responsive to student needs to move their reading growth forward. This information is important because it provides actionable data to inform continuous

improvement efforts for teacher preparation in the area of reading which has potential to impact and continue to improve P-12 students reading skillsets (CAEP, 2013; Cuthrell, 2014; Parker & Dennis, 2015). The design of a new curriculum plan for existing reading methods courses and the newly developed reading clinic plan and rural school partnership is exciting because of its foundation in the research for exemplary teacher preparation programs which include carefully supervised clinical experiences that are strategically connected to coursework to scaffold preservice teachers' abilities to teach reading (DeGraff et al., 2015; Preston, 2016). My work on this study will add to the body of research in the much-needed area of teacher preparation for reading instruction. My project study will be the beginning of my continued work as a researcher, professor, and practitioner of reading instruction. I am excited about my next steps as a self-driven, lifelong learner, and active participant in the education research community.

Implications, Applications, and Directions for Future Research

My study has significant potential to impact positive social change at the individual, organizational, and policy levels. First and foremost, organizationally, it will impact the teacher preparation strategies and programs at KSU because it individually ensures more strategic and improved preparation for future reading teachers at KSU. This change has the potential to positively impact individual first-year teacher practices in the area of reading and thus the reading skill sets of their prospective students. On a policy and society level, this study adds to the body of research on effective teacher preparation for reading. With the current concern that the teacher workforce is younger, less experienced, and often more likely to leave the profession than ever before (DeAngelis,

Wall, & Che, 2013; Hannan, Russel, Takashi, & Park, 2015; Martinez-Garcia, & Slate, 2011) and the increasingly diverse reading needs of elementary students (Reis, McCoach, Little, Muller, & Kaniskan, 2011; CCSSO, 2016), it is critical that educator preparation programs are working on continuous improvement efforts to ensure teacher candidates are as prepared as possible to effectively enter the teaching profession especially in the essential area of reading (CAEP, 2013; ILA, 2015).

Continued research in this area is critical as we learn more about effective reading instruction and teacher preparation. The project designed with the goal of solving the identified problem provides avenues for future research on the impacts of the reading clinic on novice teacher reading practice. There are opportunities to gather a variety of data upon implementation of the new University/school partnerships. Initially, the researcher can gather qualitative data about the growth and development of preservice reading teachers upon execution of the course-aligned reading clinic experience. Later, participants of the clinic can be followed into their first years of teaching to determine the potential impact on their reading practices. The ILA has called for teacher preparation improvement in the area of literacy and documented a lack of explicit guidelines for literacy teaching in teacher preparation programs across the United States (Putman, Greenberg, & Walsh, 2014; NCTE, 2006; ILA, 2015). Continued research in this area has the potential to inform and shape guidelines for teacher preparation in the critical area of reading instruction (Masuda, 2014).

Conclusion

The local problem addressed in this study stems from the concern that novice teachers are typically less effective at reading instruction when compared with teachers who have more experience (Damber, Samuelsson, & Taube, 2011; Gansel, Noel, & Burns, 2012; Martinez-Garcia, & Slate, 2011; Whipp, & Geronime, 2015). Therefore, the purpose of this study was to identify the differences between effective, experienced teachers and first-year teachers of reading to guide the KSU educator preparation program in the area of reading (ILA, 201; Masuda, 2014). Findings indicated that the most challenging area for novice teachers compared to experienced teachers across the board was in reading instruction, especially in the areas of communicating with students, using assessment during instruction and being flexible and responsive to student needs. It is critical that novice teachers enter the profession prepared on day one to teach reading using these instructional skills.

Reading is a skill that impacts a student's success across all subject areas and student needs in each classroom in the area of reading are diverse. Improving literacy teacher preparation programs using the proposed reading clinic and curriculum plan project based on the collected data has the potential to impact the literacy achievement of K-12 students (DeAngelis et al., 2013; ILA, 2015). All teachers, no matter the content or grade level taught, are teachers of reading, and they must be prepared to support the diverse reading needs of all students. If documented as effective, this model of using a data-driven, course-aligned, domain-specific reading clinical experience to prepare preservice teachers in the area of reading instruction can be replicated in similar teacher

preparation programs and continue to improve teacher preparation in the crucial area of

reading and have a broader impact on the reading achievement of K-12 students.

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Appendix A: The Project

Reading Methods Coursework with Embedded Reading Clinic

Preparing Preservice Teachers to be Flexible, Responsive and Strategic Reading Teachers

Curriculum Plan for Improving Teacher Preparation in Reading through the Implementation of Reading Coursework Aligned with a Reading Clinic Experience

Designed by: Katie Anderson

July 2018

Curriculum Plan Overview
Reading Methods Aligned Reading Clinic Experience

Purpose – The curriculum plan and connected reading clinic will create a partnership between two rural, title-one funded elementary schools and the university teacher preparation program. The purpose of the course-aligned clinic will be two-fold. First, it will provide preservice teachers of literacy an opportunity to develop the skills of flexible and responsive literacy instruction and assessment under the close guidance and support of both university faculty and master reading teachers. Second, it will support the literacy growth and development of recommended kindergarten through 5th grade children through targeted intentional reading instruction and interventions using small group and one-on-one groupings provided by preservice teachers and supervised university reading methods faculty. Faculty will provide scaffolded support and feedback while preservice teachers observe instruction, reflect upon instruction, plan instruction, assess students' reading abilities, and reflect on student learning.

Level of Learners-There will be two groups of learners that will be targeted through the literacy clinic:
1) Preservice teachers who meet the following criteria:
    a. Admitted to the KSU College of Education Elementary Education or Elementary and Special Education Program
    b. Enrolled in one of the following courses:
        i. K-8 Reading Methods (Novice Preservice Teachers)
        ii. K-8 Introduction to Literacy Assessment and Remediation (Advanced Preservice Teachers)
2) K-5 students who are enrolled in one of the two partner districts who meet the following criteria:
    a. Recommended due to limited growth in reading or specific reading need
    b. Have parental permission for participation

University/School District Partnership- The university will partner with two rural school districts located within driving distance of the university. Though there is a high demand for rural teachers, especially in our rural state, rural schools typically do not have the same opportunities for partnerships with universities (Hoppey, 2016). The partnership will benefit the schools, the students of the schools and teacher candidates by providing an opportunity for coursework that is tightly coupled with high-quality literacy clinic experiences that are supported and supervised closely by university faculty and master teachers.

Summary- Two groups of preservice teachers will participate in the literacy clinics: novice preservice teachers and advanced preservice teachers. The novice preservice teachers will be enrolled in the first reading methods course of the KSU education program titled K-8 Reading Methods, while the advanced will be enrolled in the second course titled Introduction to Literacy Assessment and Remediation. The clinic will take place at the schools on alternating Friday's for two-hour periods of time over the course

of a semester for each course for a total of one year of clinic experience. University preservice teachers enrolled in each course will be divided into two groups of 8-12 and will be assigned to one of the schools where they will be provided with opportunities to apply their learning from coursework with the supervision of their instructor. To strategically connect reading methods course work to a domain specific reading clinic experience through a university-elementary partnership, the curriculum plan will utilize Grossman's (2011) Framework. The framework includes a three-step process for learning to employ effective teaching strategies: Representation of Practice, Decomposition of Practice, and Approximation of Practice in both the novice and advanced reading methods classes and clinics (Grossman, 2011).

The course goals, objectives, lessons, and clinical experiences are outlined in the syllabi that follow, along with a 16-week schedule for both courses that includes a summary of course work and aligned clinic work.

Phase Implementation

Phase 1: Planning – January to May
- Meeting between myself, the dean and field experience coordinator
- Apply for funding to support clinic
- Identify partner schools
- Meet with administrators and master teachers
- Plan for reading clinic experience

Phase 2: Preparation – May to August
- Finalize syllabi
- Order and prepare supplies
- Meet with administrators and master teachers
  - Identify space for clinic in partner schools
  - Go over syllabi and plan for reading clinic

Phase 3: Implementation –August to December AND January to May
- Pre-Evaluation Survey: Evaluations are connected to the findings of the study. Students enrolled in the course/clinic will self-assess in each of the course objectives that are connected to the findings of the study as outlined below.
  - Novice preservice teachers
    - Course objectives are related to effectively instructing K-8 students through communicating reading strategies related to the 5 critical areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension)
  - Advanced preservice teachers
    - Course objectives are related to using assessment and progress monitoring to provide strategic reading intervention strategies based on student needs
- Course work and clinic (See draft of potential syllabi)

Phase 4: Evaluation
- Post-Evaluation Survey: Post-evaluations will be the same as the pre-evaluations and will be used to measure growth in the course-work and clinic objectives which are aligned to the results of this research study.
  - Novice preservice teachers
  - Advanced preservice teachers

Phase 5: Next Steps
  - Meet with university faculty and administrators to go over the results of the evaluation and begin planning for the next school year
    - Strengths and needs of the program

<u>Draft: Course Syllabus-Novice Reading Methods Course and Reading Clinic Experience</u>

Course Prefix, Number, and Title:

ELED 450: K-8 Reading Methods

Credits:

3

University Name:

Kirby State University (Pseudonym)

Course Meeting Time

Monday and Wednesday 9:00-9:50 – Course Work
Alternating Fridays 8:00 to 10:00-Literacy Clinic

Course Catalog Description:

Students develop an understanding of the research and tools in inquiry of K-8 reading; the ability to design, deliver, and evaluate a variety of instructional strategies and processes that incorporate learning resources, materials, technologies, and state and national curriculum standards appropriate to K-8 reading; the ability to assess student learning in K-8 reading; and to apply the knowledge, skills, and attitudes to real life situations and experiences. Includes a Literacy Clinic experience to apply reading instructional strategies with elementary students with an emphasis on effective communication during instruction. Requires admission to the Teacher Education Program.

Course Prerequisite(s):

Enrollment/admission into the College of Education's Teacher Preparation program.

LIBM 205: Children's Literature

Technology skills:

A variety of technology will be utilized in this course. Students should feel comfortable with word processing, using the internet, and mobile devices, web-based software etc.

Course Materials:

Required textbook(s):

Revel for Literacy for the 21st Century: A Balanced Approach -- E-Book Access Card (7th Edition) ISBN: 9780134303208

Jennifer Serravallo (2015). The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers.

Required supplementary materials:

A Copy of the Common Core State Standards
Various Supplemental Materials will be made available to you throughout the course and clinic experience

Course Delivery and Instructional Methods:

Monday/Wednesday: Students enrolled in the course will meet on campus. During this time students will participate in lectures, discussion, modeling, and peer teaching among others.

Friday: To ensure small groups of college students to the professor ratio, students will alternate Fridays and participate in a 2-hour literacy clinic experience at one of our partner schools. During this time students will strategically observe Master Reading Teachers and have hands on experience working with small groups of students under the supervision of their professor. They will develop and teach small group lessons to students across several grade levels.

Course Goal:

The goal of this course will be to develop preservice teacher's abilities for effective communication with students centered around best practice, developmentally appropriate reading instruction, engaging students in the learning, questioning and discussion through closely tied course work and attached literacy clinic work. These skills will provide a scaffold for students as they work to develop their abilities to use formative and summative literacy assessments to inform instruction and become flexible and responsive to student needs in the advanced Literacy Methods Course: Literacy Assessment and Remediation.

Student Learning Outcomes:

The course learning objectives are aligned specifically with the Teacher Education programs adopted INTASC standards and Danielson Framework. These are listed & aligned below as a reference.

INTASC STANDARDS	Danielson Framework
Standard #1: Learner Development **Standard #2:** Learning Differences **Standard #3**: Learning Environments **Standard #4:** Content Knowledge **Standard #5:** Application of Content **Standard #6:** Assessment **Standard #7:** Planning for Instruction **Standard #8:** Instructional Strategies **Standard #9:** Professional Learning and Ethical Practice **Standard #10:** Leadership and Collaboration	**DOMAIN 1: PLANNING & PREPARATION** • Content & Pedagogical Knowledge • Knowledge of Students • Setting Instructional Outcomes • Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments **DOMAIN 2: CLASSROOM ENVIRONMENT** • Environment of Respect & Rapport • Establish Culture of Learning in Classroom • Managing Classroom Procedures

	Managing Student Behavior
	Organizing Physical Space
	DOMAIN 3: INSTRUCTION
	• Communicating with Students
	• Using Questioning & Discussion Techniques
	• Engaging Students in Learning
	• Using Assessment in Instruction
	• Demonstrating Flexibility & Responsiveness
	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
	• Reflecting on Teaching
	• Maintaining Accurate Records
	• Communicating with Families
	• Participating in professional Community
	• Growing & Developing Professionally
	• Showing Professionalism

Course Objectives	**INTASC Standards** (Interstate New Teacher Assessment and Support Consortium)	**Danielson Framework**	**Assessment** Success in the course objections will be assessed using the following strategies. Assessments may be modified based on student needs
1. Students will understand how to plan for and organize a classroom space for successful reading instruction, including • Understanding how students learn • The need for creating a community of learners	1, 3, 7	Domain 2 Domain 3	In Class: Reading, Reflection, Projects (Common Core/Balanced Literacy Final Paper) Clinic: Master Teacher Observation and Reflection

• The importance of scaffolding and differentiation • The need for assessment driven instruction			Literacy Clinic Lesson Planning, Implementation and Reflection
2. Students will understand the importance of balanced literacy instruction and the necessary instructional strategies that are a part of a balanced literacy program	1, 3, 5, 6, 4, 8	Domain 3	In Class: Reading, Quizzes Concept Map, Planning (Common Core/Balanced Literacy Final Paper)
3. Students will understand the Common Core Reading Standards and be able to unpack the standards into learning targets or objectives when planning grade appropriate reading lessons.	1, 4	Domain 1 Domain 3	In Class: Unpacking of standards into implicit and explicit learning targets, lesson planning for both peer teaching and Literacy Clinic Common Core/Balanced Literacy Final Paper
4. Students will learn how students learn to read, including: • The stages of reading development • Supporting the youngest readers • The reading process • Phonics, phonemic awareness, the alphabetic code • Vocabulary	1, 2	Domain 1 Domain 2 Domain 3	In Class: Reading, quizzes, discussion In Class Practicum Experience (Peer-Teaching) Clinic: Master Teacher Observation and Reflection Literacy Clinic Lesson Planning, Implementation and Reflection
5. Students will gain a beginning understanding of assessment and differentiation for reading instruction. • Types of assessment	2, 6, 7, 8	Domain 1 Domain 3	In Class: Reading, quizzes, discussion In Class Practicum Experience (Assessing work

• Text readability • Assessment to drive instruction • Differentiation for success of all students including struggling readers and English learners.			samples/assessment results from literacy clinic) Clinic: Master Teacher Observation and Reflection Appropriate Text Selection for Literacy Clinic Work Assessment driven teaching decisions.
6. Students will become familiar with strategies that are effective to teach informational reading and reading within the content areas such as science, social studies, and math.	4, 5, 7, 8	Domain 1 Domain 3	In Class: Reading, quizzes, discussion In Class Practicum Experience (Peer-Teaching) Clinic: Master Teacher Observation and Reflection Literacy Clinic Lesson Planning, Implementation and Reflection
7. Students will understand how to support students in reading fluency.	4, 5, 7	Domain 1 Domain 3	In Class: Reading, quizzes, discussion In Class Practicum Experience (Peer-Teaching) Clinic: Master Teacher Observation and Reflection Literacy Clinic Lesson Planning, Implementation and Reflection
8. Students will understand how to support students in reading comprehension.	4, 5, 7	Domain 1 Domain 3	In Class: Reading, quizzes, discussion

			In Class Practicum Experience (Peer-Teaching) Clinic: Master Teacher Observation and Reflection Literacy Clinic Lesson Planning, Implementation and Reflection
9. Students will understand how to use direct instruction and modeling of reading strategies to support students reading development.	8	Domain 1 Domain 3	In Class: Planning for instruction In Class Practicum Experience (Peer Teaching) Clinic: Literacy Clinic Participation and Reflection
10. Students will apply their knowledge of effective reading instruction to design reading lessons for K-8 students to teach during a level II field experience, including, but not limited to: • Read Aloud • Reading Workshop • Guided Reading	7, 8	Domain 1 Domain 3	Reading Quizzes Master Teacher Observation and Reflection In Class Practicum Experience (Peer Teaching) Literacy Clinic Lesson Planning, Implementation and Reflection
11. Students will understand the importance of professionalism, ethics, collaboration and reflection in the field	9, 10	Domain 4	Literacy Clinic Dispositions Survey (Completed by Professor, Student, Literacy Clinic Master Teacher)

Evaluation Procedures:
Assessments:

Course Work will be assessed via:

1) Reading Quizzes
2) Peer-Teaching Practicums assessed using The TCRWP (2014) Observation Summary Form Found in Appendix D

Literacy Clinic Work will be Assessed through the following tools:
3) Student Reflections
4) Observation Protocol
5) The TCRWP (2014) Observation Summary Form Found in Appendix D
6) Disposition Survey

Final examination:

Literacy Clinic Portfolio
Final Reflective Paper

Performance standards and grading policy:

EVALUATION PROCEDURES: Final grades will be based on the quality of completed assignments and successful completion of the Literacy Clinic. I believe that some of the work we do in class is for learning, while other work we do is for assessing. For this reason, some of the work we do in class may not be graded, however, it will be necessary as a reference when completing future assignments.

LATE WORK POLICY: All assignments and projects are due on the dates as announced in the D2L course room. Late work will not be accepted without contacting the instructor for permission. In case of an emergency or illness, it is your responsibility to contact me prior to the assignment deadline to make arrangements to turn in the assignments after the scheduled due date. In the case of a true emergency an extension may be granted. In the case of an organizational error, if you are granted permission to turn in an assignment late it will be reduced 50% and only accepted late within 1-week of due date. After the one-week time period the grade entered will be a 0. There will be no opportunity to turn in work after the deadline if I am not contacted ahead of time. I reserve the right to not grant permission, especially if a pattern of poor organizational behavior exists.

Grading Scale (%)

A 100 – 94

B 93 - 85

C 84 - 77

D 76 – 69

F Below 69

Tentative Course Outline and Schedule:

Approximate Course Pacing Guide-
As in all good teaching practice, the exact pacing will be modified to fit the needs of the class. Know that the topics may take more or less time depending on the response of the class. The

work for this class will likely include but is not limited to the reading and assignments listed below. The schedule listed is tentative.

Module 1 (Monday/Wednesday)	Week	Course Objective	Reading Assignments/Quizzes	Assignments
Module 1: Creating a Vision for a Quality Literacy Environment a. Building a Community of Readers in your classroom b. Introduction to Structures in the Reading Classroom-Components of a Balanced Literacy Program c. Understanding and Unpacking the Common Core Standards d. Teaching Structures	1	1	The Classroom Environment - First Last and Always - Article Revel Ch 1.1-1.9 + Quiz	Classroom Environment Discussion - In class
	2	2	Revel Ch. 10 + Quiz Revel - Assigned Compendium of Instructional Procedures. (Due Monday of Week 2) In Class - Website: http://www.k12reader.com/category/balanced-literacy/	Balanced Literacy concept Map
	3	3	In Class - Common Core Standards Website/Booklet	Written Report -Common Core, Balanced Literacy and Observation Summary
Literacy Clinic Week Module 1 (Friday)	Group		Task	Location
Week 1	All Students		Pre-Observation Meeting – Introduction to the Contextual Factors of Students at Partner Schools	KSU Campus
Week 2	Group 1		Master Teacher Reading Instruction Observation	Partner School 1
Week 3	Group 2		Master Teacher Reading Instruction Observation	Partner School 2
Module 2 (Monday/Wednesday)	Week	Course Objective	Reading Assignments/Quizzes	Assignments
Module 2 - Understanding how	4	2, 4, 7	Revel 5.1, 5.2 + Quiz	Share Common

students develop as readers - From the youngest Readers to the Most Fluent Readers. • Reading Foundational Skills (concepts or print, Phonics, Phonemic Awareness, Fluency).			In Class- Common Core Foundational Standards	Core Foundational Standard - Frayer Model Terminology Presentation Common Core Foundational Standard Quiz
	5	2, 4, 7	Revel 4.1-4.4 + Quiz Revel 6.1 and 6.3 + Quiz Reading Strategies Book Goal 1, Goal 3, Goal 4	In class/Out of Class Collection of Foundational Skill Lesson Ideas ~Print Concepts ~Phonological Awareness ~Phonics ~Fluency
	6	2, 4, 7	Reading Strategies Book Goal 1, Goal 3, Goal 4	Foundational Reading Lesson - Peer Teaching Activity.

Literacy Clinic Module 2 (Friday)	Group	Task	Location
Week 4	All Students	Planning for Foundation Teaching Lessons	KSU Campus
Week 5	Group 1	K-1 Foundational Lesson Literacy Clinic Teaching Day	Partner School 1
Week 6	Group 2	K-1 Foundational Lesson Clinic Literacy Teaching Day	Partner School 2

Module 3 (Monday/Wednesday)	Week	Course Objective	Reading Assignments/Quizzes	Assignments
Module 3 -Reading Comprehension and Instructional Strategies for	7	6, 8, 9	Revel Ch 8.1 - 8.4 + Quiz Revel Ch. 9.1 - 9.4 +Quiz	Common Core Literature and Informational

Teaching Reading Comprehension for • Fiction • Non-Fiction • Digital Text			Common Core Standards for Literature	Standards Terminology Quiz
	8	6, 8, 9	Week 9- Monday- Revel 2.1, 2.5 + Quiz Revel 7.1-7.3 + Quiz Wednesday Reading Strategies Book Goal's 5, 6, and 7 + BookSnaps Choose a book to read aloud (See Teaching Social Justice Book List For Ideas)	Planning for and Practicing in Front of Peers – Reading Aloud Lesson with Reading Strategy Modeling
	9	6, 8, 9	Revel 7.1-7.3 + Quiz Revel 12.1, 12.3 + Quiz	In Class - Participate in Informational Reading Lesson - Adobe Spark Assignment
	10	6, 8, 9	Planning For/Practicing Reading Comprehension Lesson For	Plan and Peer Teaching Activity
Literacy Clinic Module 3 (Friday)	**Group**		**Task**	**Location**
Week 7	All Students		Planning/Practicing Read Aloud Lesson with literature	On Campus
Week 8	Group 1		Teaching Read Aloud Lesson (Modeling a Reading Strategy) Grades 2 and 3	Partner School 1
Week 9	Group 2		Teaching Read Aloud Lesson (Modeling a Reading Strategy) Grades 2 and 3	Partner School 2
Week 10	Group 1		Teaching a Small Group Informational Reading Comprehension Lesson Grades 4 and 5	Partner School 1

Week 11	Group 2		Teaching a Small Group Informational Reading Comprehension Lesson Grades 4 and 5	Partner School 2
Module 4 (Monday/Wednesday)	Week	Course Objective	Reading Assignments/Quizzes	Assignments
Module 4: Teaching All Students What they Need to Know. a. Understanding the importance of assessment and differentiation AND b. Text-Level Complexity- Helping students pick a "just right" book. c. Intro: Using assessment data to strategically plan lesson (4 weeks)	11	5	Revel Ch 3.2, 3.3 + quiz Revel Ch 11.1, 11.2 + quiz	In Class - Leveling Text Activity. In Class- Supporting Struggling Reader Activity.
	12	5	Revel Running Records	Assess Student Work Samples Set a Goal Choose a Possible Text to work with student Field Experience Assessment- Remediation Task
	13	1-11	Benchmark Assessments - DIBELS	Guest Speaker

	14	1-11	Preparing to Confer Based on Advanced Literacy Methods Students Assessment Data	Data-Driven Teaching
Literacy Clinic Module 4 (Friday)	**Group**		**Task**	**Location**
Week 12	Group 1		Observing Advance Literacy Method Students Giving a Running Record/Hosting Conferences	Partner School 1
Week 13	Group 2		Observing Advance Literacy Method Students Giving a Running Record/Hosting Conferences	Partner School 2
Week 14	Group 1		Under Guidance of Advanced Literacy Method Students-Plan and Lead a Reading Conference based on student data	Partner School 1
Week 15	Group 2		Under Guidance of Advanced Literacy Method Students-Plan and Lead a Reading Conference based on student data	Partner School 2
Final Preparation and Final	Week	Course Objective	Reading Assignments/Quizzes	Assignments
Final	15	1-11	Literacy Clinic Reflection and Contextual Factors Paper.	Final Assessment
	16	1-11	Literacy Clinic Debrief	

Draft: Course Syllabus – Advanced Reading Methods Course and Reading Clinic Experience

Course Prefix, Number, and Title:

ELED 459: Literacy: Introduction to Assessment and Remediation

Credits:

3

University Name:

Kirby State University (Pseudonym)

Course Meeting Time

Monday and Wednesday 11:00-11:50 – Course Work
Alternating Fridays 10:00 to 12:00-Literacy Clinic

Course Catalog Description:

Emphasis on research in identification of reading problems, current trends, and utilizing prescriptive teaching for remediation. Students will profile a learner through observation, formal and informal tests, and instructional recommendations. Course utilizes state and national curriculum standards for reading. Includes an Advanced Literacy Clinic Experience.

Course Prerequisites:

Enrollment/admission into the College of Education's Teacher Preparation program.

LIBM 205: Children's Literature

ELED 450

Technology skills:

A variety of technology will be utilized in this course. Students should feel comfortable with word
processing, using the internet, and mobile devices, web-based software etc.

Course Materials:
Required textbook(s):

Boushey, G., & Moser, J. (2009). 1st Edition. The CAFE Book. Stenhouse Publishers

The Daily 5 (Second Edition): Fostering Literacy in the Elementary Grades by Gail Boushey and Joan Moser, Publishing Company: Stenhouse Publishers

Jennifer Serravallo (2015). The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers.

Required supplementary materials:

A Copy of the Common Core State Standards
Various Supplemental Materials will be made available to you throughout the course and clinic experience

The university will provide you with access to the Fountas and Pinnell Benchmark Assessment System, and leveled text resources.

Course Delivery and Instructional Methods:

Monday/Wednesday: Students enrolled in the course will meet on campus. During this time students will participate in lectures, discussion, modeling, practice assessment and analysis among others.

Friday: To ensure small groups of college students to the professor ratio, students will alternate Fridays and participate in a 2-hour literacy clinic experience at one of our partner schools. During this time students will be partnered and will alternate between observing a classmate using an observation protocol and feedback process and having hands on experience working with individual and small groups of students across several grade levels to carry out assessment, and strategic instruction under the supervision of their professor.

Course Goal:

The goal of this course will be to build on preservice teacher's abilities for effective communication through student-centered, research-based, developmentally appropriate reading instruction from their reading methods course and will build upon these skills by developing their abilities to use formative and summative literacy assessments to inform instruction and become flexible and responsive reading teachers through closely tied course work and a literacy clinic experience.

Student Learning Outcomes:

The course learning objectives are aligned specifically with the Teacher Education programs adopted INTASC standards and Danielson Framework. These are listed & aligned below as a reference.

INTASC STANDARDS	Danielson Framework
Standard #1: Learner Development **Standard #2:** Learning Differences **Standard #3**: Learning Environments **Standard #4:** Content Knowledge **Standard #5:** Application of Content **Standard #6:** Assessment **Standard #7:** Planning for Instruction **Standard #8:** Instructional Strategies **Standard #9:** Professional Learning and Ethical Practice	**DOMAIN 1: PLANNING & PREPARATION** • Content & Pedagogical Knowledge • Knowledge of Students • Setting Instructional Outcomes • Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments **DOMAIN 2: CLASSROOM ENVIRONMENT** • Environment of Respect & Rapport • Establish Culture of Learning in Classroom • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space

Standard #10: Leadership and Collaboration	DOMAIN 3: INSTRUCTION • Communicating with Students • Using Questioning & Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility & Responsiveness DOMAIN 4: PROFESSIONAL RESPONSIBILITIES • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Participating in professional Community • Growing & Developing Professionally • Showing Professionalism

Course Objectives	INTASC Standards (Interstate New Teacher Assessment and Support Consortium)	Danielson Framework	Assessment Success in the course objections will be assessed using the following strategies. Assessments may be modified based on student needs
1. 1) The students will demonstrate and apply principles of reading assessment and corrective instruction for elementary and middle level students in the five key areas of reading instruction: a. Phonemic Awareness	1, 2, 6, 8	Domain 3	Running Records Conference Plans Strategy Group Plans

b. Phonics c. Fluency d. Vocabulary e. Comprehension			
2) The students will understand how to communicate and report student progress to students, parents, and administrators in a variety of ways.	9, 10	Domain 4	Parent Blog Student Profiles
3) The students will gain strategies on how to integrate assessment into daily reading and classroom discussions.	6, 7	Domain 2 Domain 3	Running Records Daily 5 Plans and Teaching
4) The students will gain understanding on how to structure reading class for individual, small group, and whole class instruction, including goal setting for each.	2, 3, 5	Domain 2	Daily 5 Plans and Teaching
5) The students will gain strategies of record-keeping to track students' literacy strengths and weaknesses.	6	Domain 3 Domain 4	Student Profile Assessment Binder
6) The students will learn the benefits of and strategies for conferring with students about their reading.	2, 5	Domain 2 Domain 3	Reading Response Final Reflection Conference Plans and Teaching
7) The students will plan small strategy group instruction, based on student needs.	1, 2, 3, 4,5, 6, 7, 8	Domain 2 Domain 3	Strategy Group Plans and Teaching
8) The students will learn to use technology effectively to motivate students, enhance instruction while planning lessons, and communicate with parents.	5, 7, 8	Domain 1 Domain 2 Domain 3 Domain 4	SeeSaw Classroom SeeSaw Parent Blog

Evaluation Procedures:
Assessments:
Course Work will be assessed via:
7) Running Record Data
8) Conference Plans

9) Peer-Teaching Practicums assessed using The TCRWP (2014) Observation Summary Form Found in Appendix D

Literacy Clinic Work will be Assessed through the following tools:
10) Student Reflections
11) Student Reading Profiles
12) The TCRWP (2014) Observation Summary Form Found in Appendix D
13) Disposition Survey

Final examination:

Literacy Clinic Portfolio

Performance standards and grading policy:

EVALUATION PROCEDURES: Final grades will be based on the quality of completed assignments and successful completion of the Literacy Clinic. I believe that some of the work we do in class is for learning, while other work we do is for assessing. For this reason, some of the work we do in class may not be graded, however, it will be necessary as a reference when completing future assignments.

LATE WORK POLICY: All assignments and projects are due on the dates as announced in the D2L course room. Late work will not be accepted without contacting the instructor for permission. In case of an emergency or illness, it is your responsibility to contact me prior to the assignment deadline to make arrangements to turn in the assignments after the scheduled due date. In the case of a true emergency an extension may be granted. In the case of an organizational error, if you are granted permission to turn in an assignment late it will be reduced 50% and only accepted late within 1-week of due date. After the one-week time period the grade entered will be a 0. There will be no opportunity to turn in work after the deadline if I am not contacted ahead of time. I reserve the right to not grant permission, especially if a pattern of poor organizational behavior exists.

Grading Scale (%)

A 100 – 94

B 93 - 85

C 84 - 77

D 76 - 69

F 68 and below

Tentative Course Outline and Schedule:

Approximate Course Pacing Guide-

As in all good teaching practice, the exact pacing will be modified to fit the needs of the class. Know that the topics may take more or less time depending on the response of the class. The work for this class will likely include, but is not limited to the reading and assignments listed below. The schedule listed is tentative.

Module 1 (Monday/Wednesday)	Week	Course Objective	Reading Assignments/Topics/Tasks	Assignments
Module 1: Introduction to Assessment Driven Remediation and Procedures that Foster Independence to Allow For Differentiation Based on Student Needs	1	1, 2, 4, 8	Daily 5 Chapter 1-3	Reading Response
	2		Café Chapter 1 - 3	Reading Response
	3		Introduction to Fountas and Pinnell Benchmark Assessment System and Running Records Where to Start Word Test	Reading Response

Literacy Clinic Week Module 1 (Friday)	Group	Task	Location
Week 1	All Students	Planning for Daily 5	KSU Campus
Week 2	Group 1	Teach a Daily 5 Introduction Lesson Where to Start Word Test	Partner School 1
Week 3	Group 2	Teach a Daily 5 Introduction Lesson Where to Start Word Test	Partner School 2

Module 2 (Monday/Wednesday)	Week	Course Objective	Reading Assignments/Topics/Tasks	Assignments
Module 2 – Assessments that Can Inform Instruction	4	1,3,5	Running Record Training	In Class Running Record Video Practice (Coding

				Reading Errors)
	5		Running Record Training	In Class Running Record Video Practice (Coding Reading Errors)
	6		Data Analysis (Quantitative and Qualitative)	In Class Running Record Video Practice (Analyzing Reading Errors)
	7		Drawing Conclusions about a Child's Reading Strengths and Needs	Setting Goals for Students Based on Data
	8		Tracking Assessment Results and Student Progress (Informal Running Records While Conferring)	Record Keeping Binder
Literacy Clinic Module 2 (Friday)	Group		Task	Location
Week 4	All Students		Running Record Training/Peer Practice	On Campus
Week 5	Group 1		Fountas and Pinnell Running Record Administration grades 3-5	Partner School 1

Week 6	Group 2	Fountas and Pinnell Running Record Administration grades 3-5	Partner School 2
Week 7	Group 1	Fountas and Pinnell Running Record Administration grades K-2	Partner School 1
Week 8	Group 2	Fountas and Pinnell Running Record Administration grades K-2	Partner School 2

Module 3 (Monday/Wednesday)	Week	Course Objective	Reading Assignments/Topics/Tasks	Assignments
Module 3 – Using data to inform instruction-Conferring with Children and Strategy Group Instruction	8	**1, 3, 4, 5, 6, 7, 8**	Café Chapters 4 and 5 Reading Strategy Book Conference Planning for Assigned Students	Conference Plan with Rationale
	9		Forming Student Groups Based on Data	Groups with Rationale
	10		Planning Small Group Reading Lessons	Strategy Group Plan with Rationale

Literacy Clinic Module 3 (Friday)	Group	Task	Location
Week 8	All Students	Team Planning Time: Reading Conferences and Strategy Group Instruction	On Campus
Week 9	Group 1	Conferring and Strategy Group Instruction (3-5)	Partner School 1

	Group 2		Conferring and Strategy Group Instruction (3-5)	Partner School 2
Week 10				
Module 4 (Monday/Wednesday)	**Week**	**Course Objective**	**Reading Assignments/Topics/Tasks**	**Assignments**
Using Technology to Enhance Assessment Driven Teaching and Parent Communication	11 - 12	2, 4, 8	Building Your EdTech Ecosystem (Provided to Students) Seesaw Introduction Video	Setting Up Your See-Saw Classroom and Parent Blog
Module 5 (Monday/Wednesday)	**Week**	**Course Objective**	**Reading Assignments/Topics/Tasks**	**Assignments**
Profile your learner- understanding what the next steps may be Communicating with Parents and other Stakeholders	13	1, 2, 3, 4, 5, 6, 7, 8	Analyzing Student Growth Toward Goal	Student Profiles
	14		Parent Teacher Conferences	Mock Conference With a Peer
	15		Reflecting on What you Learned and Reflecting on How You Impacted Student Learning	Final Report
Literacy Clinic Module 4 (Friday)	**Group**		**Task**	**Location**
Week 11	All Students		Preparing to Peer Coach Reading Methods Students	On Campus
Week 12	Group 1		Peer Coaching of Novice Reading Method Students - Giving a Running Record/Hosting Conferences (K-2)	Partner School 1

Week 13	Group 2	Peer Coaching of Novice Reading Method Students - Giving a Running Record/Hosting Conferences/Teaching Small Strategy Group Lessons (K-2)	Partner School 2
Week 14	Group 1	Peer Coaching of Novice Reading Method Students - Giving a Running Record/Hosting Conferences/Teaching Small Strategy Group Lessons (3-5)	Partner School 1
Week 15	Group 2	Peer Coaching of Novice Reading Method Students - Giving a Running Record/Hosting Conferences/Teaching Small Strategy Group Lessons (3-5)	Partner School 2

Final Preparation and Final	Week	Course Objective	Reading Assignments/Quizzes	Assignments
Final	16	All	N/A	Final Project – Student Profile and Records plus Reflection

Evaluation Plan

For Novice Preservice Teachers

Directions: This form will be used as a pre- and post- assessment of your ELED 450 Reading Methods Course and Reading Clinic Experience. Rate Yourself in Each Objective using the scale below and provide a rationale.

4-I am very familiar with this objective and could apply the connected skills and knowledge independently in my own classroom.

3- I could pass a test about this topic and could apply it in a classroom with help.

2- I have heard of it but am not ready to apply this in a classroom.

1- I am unfamiliar with this concept.

Course Objectives	My Self-Assessment Rating	Rationale-Why did you decide to rate yourself in this way. Provide specific information or examples.
1. Students will understand how to plan for and organize a classroom space for successful reading instruction, including: • Understanding how students learn • The need for creating a community of learners • The importance of scaffolding and differentiation • The need for assessment driven instruction		
2. Students will understand the importance of balanced literacy		

instruction and the necessary instructional strategies that are a part of a balanced literacy program		
3. Students will understand the Common Core Reading Standards and be able to unpack the standards into learning targets or objectives when planning grade appropriate reading lessons.		
4. Students will learn how students learn to read, including: • The stages of reading development • Supporting the youngest readers • The reading process • Phonics, phonemic awareness, the alphabetic code • Vocabulary		
5. Students will gain a beginning understanding of assessment and differentiation for reading instruction. • Types of assessment • Text readability • Assessment to drive instruction • Differentiation for success of all students including struggling readers and English learners.		
6. Students will become familiar with strategies that are effective to teach informational reading and reading within the		

content areas such as science, social studies, and math.		
7. Students will understand how to support students in reading fluency.		
8. Students will understand how to support students in reading comprehension.		
9. Students will understand how to use direct instruction and modeling of reading strategies to support students reading development.		
10. Students will apply their knowledge of effective reading instruction to design reading lessons for K-8 students to teach during a level II field experience, including, but not limited to: • Read Aloud • Reading Workshop • Guided Reading		
11. Students will understand the importance of professionalism, ethics, collaboration and reflection in the field		

Evaluation Plan

For Advanced Preservice Teachers

Directions: This form will be used as a pre- and post- assessment of your ELED 459 Literacy Assessment and Remediation Course and Reading Clinic Experience. Rate Yourself in Each Objective using the scale below and provide a rationale.
4-I am very familiar with this objective and could apply the connected skills and knowledge independently in my own classroom.
3- I could pass a test about this topic and could apply it in a classroom with help.
2- I have heard of it but am not ready to apply this in a classroom.
1- I am unfamiliar with this concept.

Course Objectives	My Self-Assessment Rating	Rationale-Why did you decide to rate yourself in this way. Provide specific information or examples.
The students will demonstrate and apply principles of reading assessment and corrective instruction for elementary and middle level students in the 5 key areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.		
2) The students will understand how to communicate and report student progress to students, parents, and administrators in a variety of ways.		
3) The students will gain strategies on how to integrate assessment into daily reading and classroom discussions.		
4) The students will gain understanding on how to		

structure reading class for individual, small group, and whole class instruction, including goal setting for each.		
5) The students will gain strategies of record-keeping to track students' literacy strengths and weaknesses.		
6) The students will learn the benefits of and strategies for conferring with students about their reading.		
7) The students will plan small strategy group instruction, based on student needs.		
8) The students will learn to use technology effectively to motivate students, enhance instruction while planning lessons, and communicate with parents.		

Appendix B: Pre-Observation Questions and Scripted Observation Recording Document

Note-The pre-observation planning questions and scripted observation recoding document was researcher created with the intent to take low inference notes prior to completing the published Observation Summary Form using the Observation Guide. The procedure described by the authors of the Observation Guide and Observation Summary form are: During the observation cycle using the Danielson Framework, an observer takes low-inference notes. Following the observation, the observer organizes those notes by coding them according to the component for which they provide evidence. The observer can pencil in ratings as he/she observes, but the ratings are not done until after the post conference and conversation with the teacher.

The authors of both The Observation Guide and Observation Summary Form state that they can be reprinted with attribution on the document. The Danielson Observation Guide for Reading and Writing workshop is in Appendix C.

The planning questions that will be submitted with the teacher's lesson plan will provide data related to Danielson Domain 1: Planning and Preparation. The answers to the planning questions and the low inference notes will be used to guide what is recorded in on the Observation Summary Form that will be used to synthesize and code the low inference notes.

Pre-Observation Planning Questions:
- Tell about your students, including any students with special needs.
- How does today's teaching fit into the larger sequence of skill development?
- What are the children already proficient at in the curriculum that sets up today's work?
- What are your learning outcomes of this lesson? In other words, what do you want students to understand and be able to do?
- How will you engage students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group?
- How will you differentiate instruction for different individuals or groups of students in the class?
- How and when will you know whether the students have learned what you intend?
- What feedback are you giving students and what is it based on?
- How are students self-assessing?

Scripted Observation Recording Document Danielson Domains 1-Planning and Preparation 2-Classroom Environment 3-Instruction Use this document to script/provide a detailed summary of your observation of the lesson Use the Danielson Observation Guide for Workshop to list all Danielson Domains in which you see evidence of in the left column of the document. After the observation use the Danielson Domain Coding Document to synthesize the coded low-inference notes and decide which components can be rated as ineffective, developing, effective and highly effective for the teacher being observed.		
Danielson Domain Evidence	Teacher	Students Response to Teacher
	Entering The Room/Prior to Lesson-General Observations	
	Transition to Lesson	
	Mini Lesson/Lesson/Read Aloud	
The Connection		
Teaching		
Active Engagement		
The Link		
	Independent Practice/Student Work Time	

	Conferring/Research/Decide/Feedback/Teach
	Small Group
	Share Time/Debrief

Appendix C: Danielson Observation Guide for Workshop

Danielson Observation Guide for Workshop

This observation guide is meant to help observers know times during a reading or writing workshop (and during other components of balanced literacy) when one of Danielson's elements or another is apt to be particularly prominent. This will help you (the observer) see evidence that is before your eyes. The guide will also teach you to self-assess and make improvements. Bear in mind that effective teaching will not always follow this (or any) template. If the element is not evident at this time, however, that is not evidence of level 1—it simply is no evidence, suggesting the observer needs to continue looking for evidence. And surely any element can be seen at many other times.

Upon Entering the Room

2e Organizing Physical Space

As soon as you step in the door, scan the room to get a sense of the learning environment. Does the room feel *pleasant and inviting?* Does the teacher seem aware that the room is her *silent curriculum*, representing her stance towards literacy learning? Is there evidence that the teacher has tried to make the children feel welcome (perhaps there are different areas/nooks in the room)? Look to see if the arrangement of furniture seems purposeful, perhaps with clear functions for one part of the room and another. Does the room seem to be a statement about what matters (to that teacher, to those kids)? The room should feel well-kept and *safe*.

3A Communicating with Students

If you have a chance to talk to students, ask them what they have been learning related to the subject at hand, and ask them specifically to tell you about items on a chart that seem relevant to the teaching you will be observing. You want to see if *students can explain what they are learning*. Your knowledge of prior instruction—gleaned from the charts and/or from these interactions, will help you see instances where today's teaching is *situated within broader learning* (the title of the relevant chart generally names the broader goal).

A teacher's ability to communicate with students can also be seen when the teacher gives directions that will initiate the transition to a new activity. Does the teacher *give clear directions?* For example, if students come to the meeting area for a minilesson or read aloud and they are carrying whatever the teacher has asked them to bring, this is evidence that the teacher's directions were clear.

Transition

2c Managing Classroom Procedures

Presumably, early in your observations, the teacher will shift students to whatever it is the teacher wants you to observe. Perhaps the teacher convenes the class for a minilesson or a read aloud, for example, or channels students towards social studies centers. As students are asked to transition from one learning activity to another, look to see how *instructional time is maximized*. Do students *know what to do and where to move?* There should be *very little lost time during transitions*. Is there evidence that *students know where things go and that they play an important role in the handling of supplies?* Best of all, do *students take initiative in the management of transitions*, perhaps hurrying a classmate, or reminding others to bring materials to the meeting area. If this is a beginning of the year observation, routines may not seem as automatized, and now you will look for whether the teacher coaches in ways that help not just with managing today but also with showing students expectations that last beyond today ("Whenever you come to the meeting area, remember..."). Early in the year, the teacher may take students through a more step-by-step transition, highlighting specific expectations ("Come quickly, not dawdling.") However, at a later time in the year, you would expect to see that most routines are nearly automatic and students do not need to be told how to perform them successfully.

Notice, too, whether students are sitting with long term partners, as this shows that the teacher has created routines in place that allow time to be used efficiently.

2d Managing Student Behavior

Transitions can be a time when students misbehave, and an instance of misbehavior can happen in anyone's classroom. Just as students' errors in reading reveal a lot and are crucial in a running record, instances of student misbehavior, whenever they occur, will reveal a lot to an observer. Does the teacher seem *attuned to what is happening*, able to anticipate some potential problems and to handle them before they become an issue? When students do still misbehave, does the teacher *address the misbehavior early and with subtlety*, in a way that *respects the dignity* of the student? Is *positive behavior reinforced?* Does the teacher convey that *positive behavior matters because it allows for learning* ("We don't want to waste a minute of reading time!")?

2e Organizing Physical Space

As students transition to different parts of the room, look for evidence of how well the classroom *environment has been organized to allow for the learning activities*. When students gather in the meeting area, are *all students able to see and hear so they can participate actively?* If students are moving off to work independently, *is the room aligned to the learning activities? Students may even take initiative to adjust the physical environment*. You might see students close the classroom door to block out noise, pull chairs or rug squares or pillows into a circle, or take rug squares into the hallway if they are going there to work. Does a student suggest

something should be added to a chart? The use of resources is part of this component, so look to see if the teacher seems to be making *effective use of resources* which, in a reading/writing workshop, will be apt to include charts, schedules for the day, and either reading logs, Post-its, baggies, or writing notebooks (paper)/folders. If the teacher will be using technology (even charts—they count!) in a minilesson or read aloud, is this handled smoothly and without wasted time? Notice if there are any modifications in the resources—writing notebooks, paper choice, texts—or in the physical environment (a special place to sit or work) to accommodate students with special needs.

Minilesson

Connection

2a Creating an Environment of Respect and Rapport

During the Connection, watch to see the teacher's rapport with the students. Look to see how the teacher connects with student's right at the start of the lesson. The *teacher's body language should indicate warmth and caring toward the students*; leaning toward them and conveying interest and engagement through facial expressions indicate the teacher values this opportunity to teach something important. Is there evidence of an attentiveness to help all students feel ready to learn?

2b Establishing a Culture for Learning

Listen for evidence during the connection that the teacher is conveying *the educational importance* of the work, perhaps by talking about the fact that she thought hard about the most important thing she could teach, or by suggesting that the lesson she would be teaching is one that adults need as well, or by showing her own *passion for the content*. This may be a time when the teacher conveys the *value of hard work and perseverance,* by saying something like, "You'll have the chance to work really hard on..." Perhaps during the connection the teacher expresses surprise that some students' previous work didn't represent the *high standards* to which the class aspires. The connection in a minilesson often sets the tone of and captures the norms for the unit.

3c Engaging Students in Learning

The Connection is a key time to notice engagement, and this is the centerpiece of the Framework. The teacher should work to get all students to feel *intellectually engaged* in the lesson. Keep your vision on students and watch to see if they show signs of increasing engagement—do they lean forward, do their eyes track the teacher, do their facial expressions indicate interest? Do they seem curious and eager for what is coming next? Students might widen eyes, chuckle, gasp, look back and forth at each other in reaction to what the teacher has said, and all this reflects engagement. If students do not seem engaged, notice whether the teacher seems aware of this.

Does the teacher try to re-focus them ("Let's stop and do a quick one minute stretch."). Perhaps the teacher tells a high-interest example, touches a student's shoulder, stands up to command attention, speaks with more animation, or makes bolder gestures. The questions are, 'Does the teacher make an effort to recruit engagement?' and 'Does that effort work?'

The engagement that matters most is intellectual, so notice the teaching point and notice whether students are being taught something that will channel them to engage in thinking work, not just busy work. You will want to see *minds on* engagement.

3a Communicating with Students

You want to see the teacher beginning the lesson with passion, energy and imagination—possibly *using metaphors or analogies to bring content to life,* or using an example. When she uses visual analogies, she might make gestures or show pictures to reinforce these analogies. If she provides a quote, you will want to see her saying this quote in a way that pops out its importance.

In the Connection, the teacher is apt to *communicate the instructional purpose of the lesson*. It is not uncommon that the teacher also positions the new content into the *broader context of prior learning*, perhaps by referencing an anchor chart into which today's new teaching point will fit, or by referencing students' prior work. You'll see that the teaching point, if stated clearly and highlighted, helps set the focus of the lesson and the *purpose for the learning*.

Teaching

3a Communicating with Students

The *teaching* component of a minilesson is a time for you to especially notice if the teacher explains the content in a way that is clear enough that it *develops students' conceptual knowledge* or extends their repertoire of strategies. You are looking to see that the teacher is teaching in such a way that later, *students will be able to explain this content* to each other. Notice whether the teacher *conveys strategies* students might use, perhaps even *modeling* them. Doe the teacher use grade appropriate academic language? For example, does the fourth grade teacher ask kids to synthesize rather than signal them to hook things together? After the teacher demonstrates or explains, look for evidence that the teacher reflects on and debriefs the demonstration in ways that will help students hold onto what they have just been taught.

3c Engaging Students in Learning

Continue to watch students for the signs of engagement described above—look for eyes on the teacher and responses such as alert posture, laughter, gestures and nods that suggest engagement—and look to see if the teacher seems aware of the ebb and flow of student engagement and works to recruit that engagement, perhaps by picking up the pace of a lesson, by incorporating names of students into the teaching, by calling for "thumbs up" or choral refrains to show engagement.

If the teacher uses a text or another example during this component of the minilesson, are those *materials selected to be engaging?* If the teacher demonstrates during the teaching, as is common, you'll see that before the most effective demonstrations, teachers recruit kids to participate (not just to watch). Notice if the teacher *sets students up to actively participate, rather than to simply watch,* perhaps clarifying the students' role in the demonstration with a message such as, "I'm going to demonstrate. As you watch, will you list three things you see me doing? Later you'll have the chance to..." Better yet, does the teacher recruit kids to engage in the activity along with the teacher, perhaps by saying, "Let's all try this..." or "Will you help me...?" and then recruiting kids to be thinking in their minds about what they would do while the teacher demonstrates that same strategy. Perhaps the teacher tries to *cognitively engage* the students by slowing down her thinking

in ways that scaffold kids to do the same thinking alongside her. ("What could we do to...?", "How might we try that? Hmmm...", "How might that go...?") Certainly the effective teacher will *pace instruction,* providing enough wait time so that students are actually starting to formulate answers or thoughts before the teacher proceeds to model his own thinking/work. Students' participation may be evident in instances when it's all they can do to keep from blurting out what they would do, or in instances when they mouth along with the teacher, or nod in assent when the teacher does something, as if conveying, "Yes! That's how I would have done that too!" Ideally, students do not just hang on their teacher's words—there is a sense that they are mentally (or physically) involved in the work of the demonstration.

2b Establishing a Culture of Learning

Look for evidence that the teacher conveys the message that this work is challenging, but that students are capable of achieving it, with some hard work. Instruction that highlights the importance of rethinking, of revising, of lifting the level of one's work towards clear goals all provides evidence for 2b. When the teacher conveys a passion for the subject, satisfaction in working hard to do something very well, this is evidence of 2b.

3d Using Assessment in Instruction

There are a few ways you might see evidence of teachers using assessment in instruction during this portion of the minilesson. First, often the content of the minilesson or the tips embedded into an effective teaching component may *convey the assessment criteria*—that is, the characteristics that show something is well done. Students need to know *what high quality work looks like.*

Then, too, assessment-based instruction occurs when the teacher is taking the pulse of the classroom. The teacher can do this during the teaching component of a minilesson by monitoring the class for engagement and evidence of positive or less-than positive behavior. This could be seen as 2d, managing student behavior, but it can also be evidence for 3d, if teachers regard student behavior as indicators of cognitive engagement, and tweak their instruction accordingly.

Active Engagement

3a Communicating with Students

When the teacher channels students to engage in the Active Engagement portion of a minilesson, this is a key time to observe whether *directions and procedures are clear*, whether the teacher has taught students *strategies they can use when working independently and in partnership*, whether the teacher *anticipates or addresses misunderstanding*, and whether *students can contribute to, extend, or explain the content.* Look to see if students understand what to do during the Active Engagement and if they are able to draw upon what the teacher has taught them in the teaching component of the minilesson.

2c Managing Classroom Procedures

If students shift smoothly between listening and "turning to talk" or "stopping to jot," this is evidence of seamless routines. Notice, too, whether students initiate ways to improve upon those routines. If a partner is absent, does another partnership incorporate the lone student? If someone needs to record the conversation, do students initiate doing this?

3b Using Questioning and Discussion Techniques

There are several ways in which an observer might see evidence of 3b during the Active Engagement portion of a minilesson, although minilessons are not always the perfect venue for demonstrating distinguished levels of 3b. That is, although high level questions can be posed in a minilesson, students are often taught to ask questions and rewrite and reread in texts. The brevity of a minilesson (ten minutes) means this is rarely a great time for full-fledged student led discussions, save for (in a curtailed way) between two partners. There are many better times in the day to observe student-run discussions.

That said, some minilessons will teach students to ask *high-level questions (or a series of questions/prompts)* such as those that proficient readers/writers/researchers ask of themselves and each other. For example, a minilesson might teach readers to ask, "Why might the author have done this? How might this connect to what the text is *really* about?" A minilesson might teach writers to reread, asking certain questions of a draft. In either case, during this portion of the minilesson, students might practice asking those questions of their own reading or writing. Hopefully the teacher will also have taught students *to justify or explain their thinking* with examples, citations, and reasons.

Sometimes the teacher will launch the active engagement by issuing a question or a charge to all students: "Why don't you try rereading...and thinking about..." This charge may be worded more as *a series of prompts* than as questions; the important thing is that the work *challenges students cognitively;* that there are *multiple possibilities for appropriate responses (or answers)* and that this is open-ended. It is not "Can you guess what is on my mind and fill in the blank in my sentence?" Rather, teachers and kids should ask questions that are divergent, with teachers supporting children's work that is DOK levels 3&4.

During partner discussions, you will want to look to see if partners ask each other to explain their thinking, to cite examples. Once the teacher has listened to partner conversations, he or she might cite what two partners said as a way to lift the whole class's understanding.

3e Demonstrating Flexibility and Responsiveness & 3d Using Assessment in Instruction

These components are twins. An effective teacher is always *reading the pulse of the class* and *altering instruction* accordingly. Although minilessons are pre-planned, during the Active Engagement time teachers can listen, and assess quickly. When students have been channeled to practice or apply what they have learned, the teacher is given a very quick window into what students have made of the instruction. If students don't understand, the *effective teacher tailors instruction based on that quick assessment.* The teacher may coach small clusters, voice over to the whole class, select students to demonstrate or share in ways that *address misconceptions, provide critical feedback,* or may actually devise a second active engagement on the spot, this time providing clearer or added *scaffolds.*

Link

3a Communicating with Students

The link is a key time to watch for *clear directions and procedures* that transition students from the meeting area to their independent work. Listen for the teacher repeating the teaching point and reinforcing the big goal of the lesson as well as *tying this to the broader curriculum.*

2b. Establishing a Culture for Learning

Sometimes in the link, the teacher may again convey that the content is significant. Look to see if the link sends students off with purpose, ready to tackle important work. Does the teacher's sendoff compel students to move off with a sense of urgency?

2c. Managing Classroom Procedures

It's no small feat to help an entire class of students make the transition from a minilesson to work time. Look for transitions that *maintain momentum and maximize instructional time.* Little time should be wasted between the minilesson and independent work time. Watch to see if the teacher helps students develop routines that make transitions happen quickly, creating a classroom that seems to *"run itself."* Students may even participate in helping each other get started!

Independent Practice

As you observe the room

2c Managing Classroom Procedures

This component will come up now in two ways. First, how does the teacher manage both the whole class and the small groups? Are kids able to self-monitor enough that it is possible for one or more small groups to function while the rest of the class also works productively? Then, too, 2C related to whether there is evidence that kids know how to participate in a small group, with the teacher or without the teacher, whatever the case might be. Do students share in the responsibility *of managing transitions* and group procedures? Do they have routines for talking with each other? Do they take initiative to make the group go well or to *using materials effectively*? This might mean that class members collect materials needed from the writing center or library, or they consult classroom charts for guidance.

2b Establishing a Culture of Learning

Gauge the culture of learning that has been established, looking for a classroom that is almost *business-like*, where there is a clear sense that *important work is being undertaken.* One might see a sense of urgency shown in students who get right to work after the minilesson, whose body language conveys investment in the work. Watch for indications that work is done and then self-assessed and improved, as this shows high *expectations for the quality of work, effort, and persistence?* Watch, also, for evidence that students consult a chart or a mentor text or another student for help lifting the level of work.

2d Managing student behavior

Notice if the teacher has his or her hand on the pulse of the room. Also, look for indications that students know the code of expected behavior. Hopefully a subtle reminder from the teacher, a gesture, a look is sufficient to channel kids. For example, if the teacher notices kids inappropriately talking and moves near them, quieting them with her presence. Look to see if kids self-monitor (and ideally, help each other), to follow the code of expectations. Do they whisper reminders to each other, suggest a discussion is too repetitive?

3b Using Questioning and Discussion Techniques

Observers, talk to students to see if the intellectual work they are doing as they read and write involves higher order thinking. Do you see that students have internalized the kinds of questions that proficient readers and writers ask of themselves and each other—questions like, "What is good in my work that I can build on and what doesn't work that needs to be revised? What is the central idea in this text and how does the author get it across?" Look for *high-level thinking* and *metacognition.* For instance, you might observe a student looking for evidence to test the strength of a theory. Or questioning what a character or an author has done.

3c Engaging Students in Learning

Are there scaffolds in place to help support all students to be as engaged as possible in their reading/writing? Does the teacher pay attention to student engagement and work to promote it, doing such things as 'book buzzes,' 'table compliments to a writer,' the use of thumbs up or stars to signal, "Good work—keep it up?"

The highest levels of student engagement during reading/writing will be evident if students are not just reading or writing but are working on something as they do this—perhaps collecting evidence of a theory, perhaps thinking about how a book is like or unlike another, perhaps working to show not tell. That is, the highest levels of engagement show not only engagement in literacy but also in goal driven, purposeful work. Look to see if students are working with tools in ways that show their intellectual agency—materials like revision strips, mentor texts, checklists, dictionaries, and so on.

3d Using Assessment in Instruction

Observers, the best way to see evidence of 3d is to talk to a reader/writer and ask questions such as, 'What are you working on as a reader/writer? That is, what would it mean to do this really, really well? What are you aiming to do?' You are looking for evidence that the student has a clear criterion that he or she is aiming towards and is working with deliberateness towards goals. If you ask, 'What do you think you do well? Less well?' you should see the students can self-assess. You may see students gauging their work against a learning progression.

Conferring

2b Establishing a Culture of Learning

Observe the culture of learning to see how students listen and engage during conferences. How do they hold themselves accountable to the work that is clearly defined in the culture the teacher sets up in the classroom? If the year is well underway, do students understand that it is their responsibility to discuss their ongoing learning during the conference? If it is the beginning of the year, does the teacher help the student to assume that role? Students should be able to speak with a fair amount of *precision in thought and language* as they express their intentions, thoughts and goals. There should be a sense that the student is undertaking work that involves a high level of *cognitive energy, and that the classroom is a place where the teacher and students value learning and working hard.*

3b Using Questioning and Discussion Techniques

Look to see that the teacher uses high level research questions *designed to get the reader or writer to be metacognitive* and to talk about his work. You will want to see the teacher *build on and use the student's responses and evidence in his work to questions* to pose follow-up probing questions that *elicit evidence of student understanding,* and to conduct a few lines of inquiry. *Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level. That is, when exploring a topic, a teacher might begin with a series of questions* meant to gauge a student's understanding or ensure they are *"on board."*

You should see the teacher initiating an active discussion with the student about his or her work and be able to elicit next steps or to confirm the student understands what has been taught. These questions are often those without "correct" answers, but instead see the kinds of questions that *promote student thinking.* At the highest levels of the framework, the teacher will need to do very little eliciting. Instead, he or she will have taught students to take responsibility for their own learning, and as a result, a student will share his or her thinking freely, make unsolicited comments, and formulate his or her own questions. ("I'm trying to make this part of my essay really convincing," a student might say, "So, I'm trying to figure out how to do that.")

3d Using Assessment in Instruction

Look over evidence that the teacher has *reviewed previous conferences and notes, or looked at data from assessments and tucked this into plans* for this conference and ones to follow on future days. During the conference, the teacher should discuss the accountability of the student to prior conferences. Perhaps this means asking how specific work has gone for the student since their last conference. For example, "Last time we talked about... Can you show me how that has been going for you?" As the teacher questions the student, he or she will pay close attention to evidence of student understanding. This often requires follow-up questions and further prompting. For instance, "You say you are working on , can you tell me a bit more about how and where you are doing that?"

2a Creating an Environment of Respect and Rapport

Right from the start of the conference there should be a *sense of genuine warmth and caring from this teacher toward this student.* This may be conveyed verbally, through gestures and eye contact, or by proximity to the student.

3d Using Assessment in Instruction

You can look for how the teacher is *monitoring student learning* as the student talks about his or her reading or writing. The compliment should feel informative, with clear indication that the teacher has assessed what the student has done well. The teaching should be clearly based in the data the teacher has gathered, both by listening to the student and studying his or her work.

Look for signs that the teacher is assessing what the student does and says in the moment, as well as the degree to which the student actually does what the teacher asks him or her to do. The teacher will often stay with the student as he or she begins to try out new learning, and provide tips and guidance as needed. As the student works, the teacher also provides *high-quality feedback* that is *specific and focused on improvement.*

3e Demonstrating Flexibility and Responsiveness

In the middle of the conference, you are looking to see how responsive the teacher is to what the research has shown about this student. You will want to see the teacher *building upon what the student has said in order to extend the work the student is doing.* You will also want to see how the teacher responds if the student is having difficulty during the conference; how flexible is the teacher and does he or she *have alternative methods if the student does show difficulty*?

3a Communicating with Students

You are looking to see how clearly the teacher explains the content and links the teaching to the larger curriculum (the teacher should make this teaching feel like it is work the student can take to another piece). Look to see how the student communicates his practice and what he is doing. Notice how the teacher brings mentors or other support documents to the conference, helping to establish a clear vision for the work the student is aiming for.

3c Engaging Students in Learning

You are looking to see that this conference is *cognitively challenging* for the student and that the student is not passively listening when the teacher begins to show/explain a strategy. You will want to see that the teacher involves the student, perhaps giving the student a chance to try out what was shown or not modeling but asking the student to try out the work and then coaching into what the student needs.

2b Establishing a Culture for Learning

At the end of the conference, look to see that the teacher sends the student off in a way that conveys the importance of the work and raises the urgency of it so that the reader or writer is eager to resume working.

3a Communicating with Students

You are looking to see how clear the teacher's feedback and directions are for the student's next steps. The work ahead should feel worthy, but the instructions around how to tackle it should be crystal clear. The teacher might ask the student to write down her goal/next steps or to repeat what she will do as the teacher scribes this. The teacher might also help the student create a tool or "game plan" that will help her to work independently after the conference.

3d Using Assessment in Instruction

You are looking to see how the teacher records what she has learned from this conference in a way that can inform next steps with this student. This will likely include jotting a bit about the work done with the student on this day, as well as future goals/next steps. You should also note how a teacher checks in on whether the students is transferring something from prior conferences and holding him or herself accountable to what was already taught.

Small Group

At the start

3a Communicating with Students

You are looking to see that the teacher makes the purpose of pulling this group of students together clear and provides a clear explanation of the content to be taught.

3d Using Assessment in Instruction

The purposes for this group should be based on data and the teacher should make that clear to the students at the start.

In the middle

3c Engaging Students in Learning

Throughout the small group work you are looking to see that the students are engaged; they are "minds on" and each student is cognitively challenged. You want to see all students participating and involved. Students are *actively working*, and the teacher motivates them to work *persistently even when the tasks are challenging*.

3b Using Questioning and Discussion Techniques

As the group progresses, you will likely see the teacher getting the students engaged in practicing work and then coaching into this work. When the teacher coaches, this will usually be in the form of a *question (or a series of questions/prompts)*, either about the content of the work (e.g. "So what's this part showing us about larger lessons we might learn from the story?) or about the student's own thinking about his/her process ("So what level do you think your post it is on the progression?

What evidence do you have that makes you think that?") *Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level. That is, when exploring a topic, a teacher might begin with a series of questions* designed to scaffold a learner to higher levels of thinking. As the teacher may need to scaffold a student to varying degrees, at times these questions may be a series of lower level questions building to more complex questions ("So what's going on in this part?" "How do you think the character is feeling about that?" "Can you show me and act that out for me a little?" "How does this connect to what we have already learned about this character?" and so on.) The teacher's coaching should be designed *to elicit understanding* of a student's work and framed in such a way that *divergent answers are possible*. These questions are often those without "correct" answers, but instead the kinds of questions that *promote student thinking*. You want to hear the student doing most of the heavy lifting in a small group and the questions should be lean and designed in such a way that a greater cognitive demand is put on the student. They should be crafted for the purposes of supporting the student in spending the bulk of the time practicing the work with increasing skill and independence.

When students in small groups talk together, you would ideally want to them to *raise questions of each other* (So one student might say, "I think my post it is at a level three on the Rising Stars of Inference Chart" and the next would coach, "What makes you think that?") At times you will expect to see the teacher coaching students in the group to help them to talk to each other about their work and/or process.

3e Demonstrating Flexibility and Responsiveness

You are looking to see how the teacher responds to the work the students do in the group. As children are given time to practice, you will want to see the teacher not working in exactly the same way with each group member. Based on a student's understanding, the teacher should adapt the coaching done with each student. Different scaffolds might be given to various students as they work. Then too, students might be encouraged to do different levels of the new work (some harder, some easier), so that each student is working towards a goal that is both challenging and appropriate. It should be evident that the teacher has a few different ways to support these students with this work, perhaps by having pre-planned for predictable scenarios or by bringing a variety of teaching tools along. If you do not observe any adjustments, you may want to ask later if/how the teacher might have adjusted the teaching were she to do it over.

3d Using Assessment in Instruction

You can look for how the teacher is monitoring student learning as the students are working. The feedback should feel informative and critical, if appropriate, showing that the teacher has assessed what the students have done well and the teaching should feel based in the data the teacher has gathered. At times feedback might feel particular to one student rather than the group as a whole. Students might also be given the opportunity to *self-assess and monitor their own progress*.

At the end

2b Establishing a Culture for Learning

At the end of the group you are looking to see that the teacher sends the students off in a way that conveys the importance of the work and raises the urgency so that the readers or writers seem eager to get back to work.

3a Communicating with Students

You are looking to see how clear the teacher is when giving directions about what students should do next. It should feel like worthy, important work but also be clear so that the students know what is expected of them when they go off to practice independently. You might see the teacher ask the students to write down their goals/next steps or to have them repeat to a partner what they will do when they leave the group.

3d Using Assessment in Instruction

You are looking to see how the teacher records what she has learned from this group in a way that can inform next steps with the individual students. The teacher has clearly *"taken the pulse"* of each student, and will adapt instructional plans accordingly. The teacher has also given each student *high-quality feedback*, ensuring that each of them feels ready and able to continue the work independently.

Mid Workshop Teaching

3d Using Assessment in Instruction   AND   3e Demonstrating Flexibility and Responsiveness

During independent work time, the teacher takes note of the work students are doing. She especially notices any misconceptions or signs that the students are ready for something more challenging. If either of these situations presents themselves, the teacher will use the Mid Workshop Teaching to redirect students, reteach something that was commonly misunderstood, or extend the work that students are doing. There is evidence that the teacher sees the mid-workshop interruption as an opportunity to build on and revise prior teaching.

2c Managing Classroom Procedures

You will want to see how quickly the teacher gains the students' attention. Ideally, students are invested in their reading or writing but quick to yield to the teacher's call for attention. After the Mid Workshop Teaching, students quickly return to working independently.

3a Communicating With Students

The purpose of the Mid Workshop Teaching should be clear and aligned to the work the students are doing. This teaching should be clear and brief.

3c Engaging Students in Learning

If students are asked to pause in their work, you are looking to see that all students are engaged in the Mid-Workshop. One way teachers might foster this sense of engagement is by using *students as resources for one another*. That is, he or she may choose to spotlight the work that one student has done in order to teach others to do the same. A teacher might also intellectually engage all students by using partner talk, or by altering the tone of his or her voice in a way that conveys importance. When students are asked to return to work, you are looking to see that they are eager to dive back in.

Share

2c Managing Classroom Procedures

You will want to see how quickly the teacher gains the students' attention and if appropriate, transitions the students to the meeting area.

3a Communicating with Students

The teacher may use the Share as an opportunity to *invite students to explain the content* of their learning to their classmates in ways that take their classmates' understandings to a higher level. The students or the teacher may *suggest other strategies students might use in approaching a challenge*. You may see students either demonstrating (for instance, through a fish bowl) or explaining the choices they have made, and sometimes there will be a whole class or a partnership class discussion about what makes for good practice.

3b Using Questioning and Discussion Techniques

You may see students engage in discussion during the Share and if they do, this is a key time for you to look for how they respond to each other and build on what the other says.

3e Demonstrating Flexibility and Responsiveness

The Share is a perfect time to see teachers making *mid-course corrections* or seizing the opportunity for *teachable moments*. In both these instances, the teacher shows evidence that he or she has reflected on what happened during the workshop and makes an instructional decision based on those observations. If the teacher notices large-scale misconceptions or difficulties among students, he or she may give them the opportunity for additional practice during the Share.

Read Aloud

2b Establishing a Culture for Learning

During the read aloud, you'll want to look for signs that the teachers has conveyed *the educational value of what students are learning*, and that despite work being challenging, *they are prepared to work hard*. This energy might manifest itself in the way students hold their bodies during the read aloud (i.e. do they *look* like they are thinking and working hard) and their eagerness to turn and talk or share ideas.

3a Communicating with Students

When observing a read aloud, you'll want to see that the teacher is *expressive*, using the tone of her voice, gestures, and other methods to ensure student engagement. When the opportunity presents itself, the teacher will not simply let difficult vocabulary pass students by. Instead, he or she will *find opportunities to extend students' vocabularies*, perhaps by stopping to explain a new word or add it to the class word wall or to link it to students' experience. Occasionally interspersed in the read-aloud will be partnership or small group conversations to digest the material. This is a time when using new academic vocabulary should be encouraged.

3b Using Questioning and Discussion Techniques

An interactive read aloud followed by an accountable talk discussion offers the perfect opportunity for teachers to engage students in high-quality questioning and discussion. See "Partnerships, Book Clubs and Accountable Talk" for more on this, below.

3c Engaging Students in Learning

When students are engaged, they are *intellectually active*. During a read aloud, you'll want pay close attention to what the students are doing. Do the positions of their bodies and eyes suggest they are listening to the teacher? Do they laugh, sigh, or respond in other appropriate ways to the read aloud? When asked to turn and talk, is there a sense that students are bursting with ideas they want to share? Consider the teacher's choice of materials and his or her structure and pacing, as well. Ideally, students will maintain this high-level of engagement when the read aloud is over and the class is discussing it.

3d Using Assessment in Instruction and 3e Demonstrating Flexibility and Responsiveness

When students do not seem engaged or intellectually active, look for evidence that the teacher has taken note of this and adapted his or her read aloud appropriately. For instance, a teacher might stop and say, "I'm noticing several of you are struggling with_____. Let's see if we can talk as a class and explore this idea together." A teacher may have also made purposeful seating decisions, sitting close to students who need additional support or gentle taps/reminders to stay on task. Alternately, a teacher may decide to reread tricky sections of text or put the text on an overhead projector so that students can read along.

Partnerships, Book Clubs, Student-Led Small Groups, Peer Conferences, Inquiry Centers, and Accountable Talk

2a Creating an Environment of Respect and Rapport

Throughout any student-run discussion, you'll want to look for how the students treat each other. At the start, you can watch to see if students are looking at the speaker. There should be *no disrespectful behavior among students*. During the conversation, you would hope to see students demonstrating an understanding of what it means to be an active listener--waiting for each person to finish a thought before adding on to the conversation, looking at each other, nodding to show they are listening, and so on. When students disagree or want to correct another, you'll want to see them doing so *respectfully*. There may be evidence that the teacher has taught students ways in which to politely disagree, using phrases like, "I understand what you are saying, but I disagree because...." You want to see that *students feel valued* by the others and that there is *no fear of ridicule or put downs*.

2c Managing Classroom Procedures

During student-led group or partnership work, you can watch to see if there are routines in place for how students work together. Ideally, students know how to manage their own time together. Do the students seem to know how to *handle gathering any supplies* that are needed? Do they seem to *follow established routines*? For example, in a book club conversation, you may see one student take a lead in facilitating the conversation, another act as recorder, taking down the ideas of the group, and so on. The major point to consider is if there a sense that these students *are ensuring that this time is used productively*? At the start of the year or if this is first time students have met together to do this sort of work, you may see more coaching by the teacher to help students to internalize routines.

2b Establishing a Culture for Learning

You'll want to see that this is a *cognitively busy* group. That is, they are not just talking to hear themselves talk but there is a sense that they have a *shared belief in the importance* of what they are discussing or doing. Look for evidence that the students consider it their responsibility to work hard during partnership, book club, or whole class conversations. Do they indicate a desire to think about and explore ideas? Do they take the partnerships and clubs seriously, working to stay on task and improve the quality of their work? Do they assist each other in these goals, perhaps through gentle reminders? Students should be able to *work purposefully and cooperatively with little supervision from the teacher*, and therefore play an important role in managing the classroom.

3b Using Questioning and Discussion Techniques

You'll want to see teachers working to get participation from all members. Is there evidence that teachers and students are encouraging quiet voices to participate, perhaps by asking, "Does anyone else want to add to that?" Teachers might also recruit more engagement by suggesting that students talk in partnerships in the midst of a whole class conversation ("Turn and talk with your partner—

do you agree or disagree with Ramon's idea? What makes you think that?") You may see evidence of students taking initiative and leadership in the conversation, posing questions of each other and asking each other to elaborate. The teacher may step out of *the central, mediating role* allowing the students to talk together without the teacher functioning as gatekeeper.

Then too, you'll want to see if students take it upon themselves to *extend the discussion, enriching it.*, perhaps using thought prompts to do so such as "I agree with you because…", "that's making me realize…" You'll want to see students building on each other's ideas and *raising questions of each other*, asking each other to explain further or to show evidence for their thinking. You'll want to see if students *invite comments from each other* ("What do you think?") and *challenge one another's thinking* ("I'm not sure I agree…"). Ideally, students will build on each other's comments and the conversation will feel that it is building to new insights.

There should be evidence that students have been taught the kinds of high-leverage questions that pay off. For instance, students may have been taught that partners help each other reflect and set goals. In writing workshop, this might mean one student helping another to ask, "What am I really trying to say here? Have I shown that to my reader?" Look to see that students have the tools needed to know and understand what these high-leverage questions are.

In a whole class conversation you'll also look to see that the teacher *builds on and uses student responses to questions in order to deepen student understanding.* For instance, you might hear a teacher say something like: "I hear many of you saying…. Let's see if we can think about that another way." Or, "Let me repeat what _ just said. Will you all listen and ask yourself, 'Do I agree or disagree with _'s thought and why?'"

Appendix D: Observation Summary Form

Reread Your Information Text with an Eye Towards Logical Structure	___ Full Period ___Partial Period
Subject/Grade/Class:	**Date:**_____

The final step in the observation cycle is to synthesize the coded low-inference notes and decide which components can be rated (which have a preponderance of evidence). The observer generally highlights the descriptors within the competency level that match the evidence and notes examples of evidence coded for that component or questions/comments about the observation relating to that particular component. The rating for that component (if there is one) is highlighted in the ratings column. If a component is not rated, N/A is highlighted. Because this document is showing the rating for a videotaped lesson done some years ago, a post conference is not possible and thus, the comments about what further evidence would need to be determined during post conference have been left. Typically, however, the observer would follow up on those sorts of comments and questions during the post conference and the comments on this sheet would reflect the results of that conversation.

Domain 1: Planning and Preparation					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
1e:Designing Coherent Instruction The Big Idea: The various elements of the plan—the instructional outcomes, the activities, the material, the methods, the student grouping and the assessment, all focus on increasing student understanding of the material. Elements of this Competency: -Learning activities -Instructional	I D E HE N/A	➢ Instructional outcomes are not aligned to grade level standards, or selected Common Core standards and engage students primarily in low cognitive levels of learning. ➢ There is no plan to address the needs of ELLs or students with disabilities. ➢ Learning activities, instructional groupings and/or materials do not align to the objectives. ➢ The lesson or unit has no clearly defined structure. Activities do not follow an organized progression, and time	➢ Instructional outcomes are partially aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in moderate cognitive levels of learning. ➢ There is a plan to address some of the needs of ELLS or students with disabilities. ➢ Only some learning activities, instructional groupings and/or materials align to the objectives. ➢ The lesson or unit has a recognizable structure,	➢ Instructional outcomes are aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in a high cognitive level of learning throughout most of the lesson. ➢ There is a differentiated plan to address nearly all of the needs of ELLs or students with disabilities. ➢ All of the learning activities, instructional groupings and materials align to objectives and vary appropriately for individual students.	☐ Instructional outcomes are aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in a high cognitive level of learning throughout the entire lesson. ☐ There is a differentiated plan to address the needs of all students including ELLs and students with disabilities. ☐ All learning activities, instructional groupings, and materials are suitable to students, aligned to the

| Materials and Resources
-Instructional Groups
-Lesson and Unit Structure
-Assessment Plans | | allocations are unrealistic.
➤ Teacher has no plan to assess student learning. | although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.
➤ Teacher intends to assess students only once during the lesson or plans to use results for class as a whole. | ➤ The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.
➤ Teacher has a plan to assess and record student progress a few times during the lesson and/or plans to use results for future instruction of student groups. | objectives and show evidence of differentiation or adaptation for individual students.
☐ The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
☐ Teacher has a plan to assess and record student progress frequently during the lesson and plans to use results for future instruction of individual students. |

| Evidence and Comments: | | | | | |

Domain 2: The Classroom Environment					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
2a.	I D E HE N/A	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking

				result of the interactions is neutral, conveying neither warmth nor conflict.	result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	intellectual risks.
2b. Establishing a Culture for Learning The Big Idea: The classroom is characterized by students' clear focus on learning, a willingness to work hard and make mistakes; and a sense among students that the material is important. Elements of this Competency: -Importance of the Content -Expectations for Learning and Achievement -Student pride in work	I D E HE N/A		➤ The classroom culture is characterized by a lack of teacher or student commitment to learning. ➤ Classroom interactions convey medium to low expectations for student achievement with high expectations for learning reserved for only one or two students. Hard work is not expected or valued. ➤ Students cannot explain what they are learning or why it is important. Work is careless or incomplete.	➤ The classroom culture is characterized by little commitment to learning by teacher or students. ➤ Classroom interactions convey limited expectations for student learning and achievement. The teacher conveys that student success is the result of natural ability rather than hard work. ➤ The teacher and students appear to be only "going through the motions," and students indicate that they are interested in completion of the task, rather than quality. They cannot explain why or do not believe it is important.	☐ The classroom culture is characterized by a commitment to learning by the teacher and the students. ☐ Classroom interactions convey high expectations for student learning and achievement. The teacher conveys that with hard work students can be successful. ☐ Students apply themselves consistently to the task and demonstrate an interest in producing quality work. Both the teacher and the students believe, and can explain why what they are learning is important.	➤ The classroom culture is characterized by a shared belief in the importance of learning by the teacher and the students. ➤ Classroom interactions convey high expectations for student learning and achievement for all students. The teacher insists on hard work. ➤ Students assume responsibility for producing high quality work by initiating improvements, making revisions, adding detail and/or helping peers. All students can explain why, what they are learning is important.
Evidence and Comments:						
2c: Managing Classroom Procedures	I D E		Much instructional time is lost due to inefficient classroom routines and procedures. There is little or	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in

		no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
	HE N/A				
Evidence and Comments:					
2d. Managing Student Behavior The Big Idea: In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Elements of this Competency: -Expectations -Monitoring of Student Behavior -Response to Student	I D E HE N/A	➢ Classroom rules may be posted, but neither teacher nor students refer to or consistently follow them and/or a significant amount of time is spent responding to misbehavior instead of accomplishing learning objectives. ➢ Teacher does not monitor student behavior or does so with uneven results. ➢ Teacher does not respond to misbehavior, or response is inconsistent. Groups of	➢ A large majority of students seem to understand and adhere to standards of conduct, although a small group of students may continue to misbehave or to be off task, thereby slowing down progress toward the learning objective for some or all students. ➢ Teacher is generally aware of student behavior and consistently corrects it, but may miss more than one instance of misbehavior.	➢ Student behavior is appropriate and does not interfere with learning. ➢ The teacher monitors student behavior and responds to misbehavior consistently, appropriately and respectfully. ➢ Teacher is successful at correcting student misbehavior.	➢ Student behavior is entirely appropriate. ➢ Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. ➢ Teacher's response to student misbehavior is sensitive to individual student needs and receives a positive reaction.

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Misbehavior		students may be off task.	➢ Teacher is usually successful at correcting student misbehavior.		
Evidence and Comments:					
2E Organizing Physical space	I D E HE N/A	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Evidence and Comments:					

			Domain 3: Instruction		
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
3a. Communicating With Students	I D E H N/A	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding

		grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b. Using Questioning and Discussion Techniques The Big Idea: Questioning and discussion should be used as techniques to deepen student understanding. Elements of this Competency: -Quality of Questions -Discussion Techniques -Student Participation	I D E HE N/A	➤ The teacher's questions do not cognitively challenge students or do not align to instructional outcomes. Questions do not reflect scaffolding. ➤ The teacher's voice dominates the discussion. ➤ Only a few students participate.	➤ The teacher's questions are partially at a high cognitive level and align to instructional outcomes. Questions reflect limited use of scaffolding to support student understanding of the material. ➤ Discussion is between teacher and student; there are few thoughtful responses. ➤ The teacher attempts to e ➤ ➤ ➤ ngage students in discussion, but less than half of—or the same few-- students	➤ Nearly all of the teacher's questions are at a high cognitive level designed to promote student thinking and understanding of the instructional outcomes. Questions reflect an appropriate use of scaffolding to promote student understanding of the material. ➤ The teacher facilitates a genuine discussion among students and all students participate. ➤ The teacher steps aside, allowing student-to-	☐ The teacher's questions and student discussion are at a high cognitive level focused on deepening understanding of the instructional outcomes. Questions reflect purposeful attention to differentiated to promote all students' understanding of the material. ☐ Students formulate high-level questions; assume responsibility for the success of the discussion.

Competency	Rating	Ineffective	Developing	Effective	Highly Effective
			➢ participate.	student discussion, when appropriate.	☐ Students themselves ensure that all voices are heard in the discussion.
3c. Engaging Students in Learning The Big Idea: Cognitive engagement is not simply "participation;" cognitive engagement means "the learner is doing the learning." Elements of this Competency: -Activities and Assignments -Groupings of Students, Instructional Materials and Resources -Structure and Pacing	I D E H E N/A	➢ Few students are cognitively engaged in learning and the learning activities may require only rote responses. ➢ Groupings, activities and materials are inappropriate for the lesson outcomes and do not support learning, especially for ELLs and students with disabilities. ➢ No lesson's structure or pacing is present.	➢ Students are partially cognitively engaged in learning. The lesson requires only minimal thinking by students, allowing nearly all students to be passive or merely compliant. ➢ Groupings, activities and materials are partially appropriate and support learning for half of the students, including ELLs and students with disabilities. ➢ The lesson's structure or pacing may not provide students the time needed to be intellectually engaged.	☐ Students are cognitively engaged in high levels of learning throughout the lesson. ☐ Groupings, activities and materials are appropriate to the instructional outcomes and support learning for nearly all students, especially for ELLs and students with disabilities. ☐ The lesson's structure is coherent, with suitable pacing for the learners.	➢ Students are cognitively engaged in high level, grade appropriate thinking throughout lesson and make contributions to the content, groupings, activities and materials of the lesson. ➢ Groupings, activities and materials support all students and address individual student needs especially for ELLs and students with disabilities. ➢ The lesson's structure and pacing allow for reflection and closure for all students.
Evidence and Comments:					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
3d. Using Assessment in Instruction The Big Idea: Teachers create questions specifically to elicit	I D E	➢ Students are not aware of the criteria by which their work will be evaluated. ➢ Assessment is not used in instruction or is not	➢ Students know some of the criteria and performance standards by which their work will be evaluated. ➢ Assessment is used	➢ Students are fully aware of the criteria and performance standards by which their work will be evaluated.	➢ Assessment is fully integrated into instruction. ➢ Extensive use of formative assessment to monitor the progress

the extent of student understanding and ascertain the degree of understanding of every student in the class. Elements of this Competency: -Assessment Criteria -Monitoring of Student Learning -Feedback to Students -Student Self-Assessment and Monitoring of Progress	HE N/A	aligned to the objective or is used only to monitor the progress of the whole class toward the objective. ➤ Teacher infrequently addresses student misunderstanding of content and/or feedback to students is of poor quality and not provided in a timely manner. ➤ Students do not engage in self-assessment or monitoring of progress.	occasionally to monitor the progress of groups of students and/or a few individual students toward the objective. ➤ Teacher acknowledges student misunderstandings of the content, but does not stop to address it and/or feedback to students is inconsistent. ➤ Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	➤ Assessment is used regularly in instruction to monitor the progress of individual students toward the objective, including ELLs and students with disabilities. ➤ Teacher explicitly identifies and addresses misunderstandings. Teacher provides high quality and timely feedback to students. ➤ Assessment may include self-assessment by students, monitoring of learning progress by teacher and/or student.	of individual students toward the objective, especially ELLs and students with disabilities. ➤ Questions / prompts / assessments are used regularly to diagnose evidence of learning and instruction is adjusted and differentiated to address individual student misunderstandings. Feedback to students is consistently high quality. ➤ Students make use of this information in their learning.
3E Demonstrating Flexibility and responsiveness	I D E H E N/A	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students

					who need help.

Evidence and Comments:

Overall Outcomes			
Ineffective	Developing	Effective	Highly Effective
Less than half (50%) of the students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.	More than half (60-85%) of the students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.	A great majority (85%) of students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.	Nearly all (90%) students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.

Overall Strengths:	Overall Areas for Improvement:	Next Steps:

Appendix E: Post Observation Interview Questions

(For both experienced/effective reading teachers and first-year reading teachers)

Note-These questions were guided by the questions provided by the Teacher's College Reading and Writing Project Post-Observation Conference:
http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B3yKjAsMtuECVXdWYWpPRklMU3c

What can you tell me about your students, including your students with special needs?

What part of your curriculum does this particular lesson relate to or support?

How did the lesson fit within your instructional sequence?

How did the lesson respond to data you have about your students?

What were your learning outcomes for the lesson (whole class and particular students)?

How do you feel your lesson went?

Did your students grow or gain comprehension skills because of the time spent in class today?
How do you know?

What did your students' work reveal about your students' levels of engagement, understanding and transference?

What were your students already proficient at in the curriculum and what did they add to their repertoire from this lesson?

Did you feel you departed from your plan; if so, how?

To what extent was what you planned effective or not effective?

What did you notice that you might change if you were to teach this lesson again?

What are your next steps now based on what you observed as you taught?

How did you feel you engaged your students in the learning? What did you do to engage the students?

Is there any extra evidence of what you know about the students that will help me to understand how you planned this lesson?

How do/will you differentiate instruction for different individuals or groups of students in the class (ELL, IEP, Struggling Readers, Advanced Readers)?

How will you know whether the students have learned what you intend them to?

What types of feedback do you give your students? What is it based on?

How do you help students self-assess?

Experienced/Effective Reading Teachers-The following questions are not directly tied to a specific lesson and were developed by the researcher:

What do you consider to be the most challenging component of reading comprehension instruction?

How do you meet those challenges?

It is understood that in each classroom students have a variety of strengths and needs, especially when it comes to reading. How do you meet each of your student's' individual needs?

How do you select literature for your students?

How do support student use of reading comprehension strategies?

What strategies do you use to support students' vocabulary development?

Explain how you incorporate and support independent reading in your instruction?

How do you connect your reading instruction with your students' out of school world?

Do you feel you utilize a balanced literacy framework during your instruction? (A balanced literacy framework for literacy instruction is defined as a philosophical teaching practice that seeks to combine skill-based and meaning-based instruction through the instructional strategies of reading aloud, guided reading, conferring, word study, independent reading and writing, and interactive writing) Explain.

What steps have you taken to grow and become an effective and experienced reading teacher?

Is there anything you are currently working on in order to improve your reading instruction?

New Teachers- The following questions are not directly tied to a specific lesson and were developed by the researcher:

What do you consider to be the most challenging component of reading comprehension instruction?

How do you meet those challenges?

It is understood that in each classroom students have a variety of strengths and needs, especially when it comes to reading. How do you meet each of your student's' individual needs?

How do you select literature for your students?

How do support student use of reading comprehension strategies?

What strategies do you use to support students' vocabulary development?

Explain how you incorporate and support independent reading in your instruction?

How do you connect your reading instruction with your students' out of school world?

Do you feel you utilize a balanced literacy framework during your instruction? (i.e. A balanced literacy framework for literacy instruction is defined as a philosophical teaching practice that seeks to combine skill-based and meaning-based instruction through the instructional strategies of reading aloud, guided reading, conferring, word study, independent reading and writing, and interactive writing) explain.

How did your pre-service program prepare you to teach reading?

As a first-year teacher, what areas did/do you feel least prepared to carry out when it comes to reading comprehension instruction?

Appendix F: Permission to Reprint Figure 1

The following series of e-mails below document the researcher has permission to reprint Figure 1: The Summative Scoring Matrix on page 15. It is important to note that the researcher was a member of the Commission of Teaching and Learning during the 2013 school year. This team of teacher leaders was involved in developing the SD Teacher Effectiveness Handbook.

Reply Reply All Forward IM

Wed 2/22/2017 7:58 AM

Gill, Matthew

FW: Permission for use-Summative Scoring Matrix

To Anderson, Katie

You replied to this message on 2/22/2017 8:44 AM.

Katie,

Becky Nelson states below that she is ok with you using the matrix in your dissertation as long as credit is given.

Let me know how it goes!

Matt Gill
Educator Effectiveness Program Specialist
Department of Education
Matthew.Gill@state.sd.us
(605) 773-8193

From: Nelson, Becky
Sent: Wednesday, February 22, 2017 7:54 AM
To: Gill, Matthew
Subject: RE: Permission for use-Summative Scoring Matrix

Matt

As long as credit is given, I am okay with her using the matrix in her dissertation.

Becky Nelson
Director; Division of Learning & Instruction
South Dakota Department of Education (DOE)
800 Governors Drive
Pierre, SD 57501-2291

Phone: 605.773.4681
Cell: 605.295.1074
Fax: 605.773.4236
Email: becky.nelson@state.sd.us
DOE Website: http://doe.sd.gov/

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Lead Teacher Effectiveness Facilitator: Brian Aust, East Dakota Educational Cooperative

Appendix G: Sample Pre-Observation Planning Questions

Tell about your students, including any students with special needs.
I have 24 students in my classroom with a wide variety of reading levels. I have two students that go to the resource room for one on one reading intervention time during the day. I also have one student who is on a behavior plan that tends to frequently get off task. Most of my students like to read and enjoy both whole group reading and our read-to-self time.

How does today's teaching fit into the larger sequence of skill development?
The new reading curriculum spirals and we hit many different objectives throughout the year with hope that they master them in chunks along the way. This lesson is focused on Expository Nonfiction reading. We have covered this already in a Unit and have seen several other versions of nonfiction writing. This lesson is a review of previous learning on Text Features and a new concept of skimming an article.

All our lessons include a lot of review, rereading and then an introduction in to one new concept.

What are the children already proficient at in the curriculum that sets up today's work?
Many of the students are already proficient in recognizing and using Text Features in a Nonfiction text. This will set up today's work by being able to skim these features and develop an understanding of what the article will be about before reading it.

What are your learning outcomes of this lesson? In other words, what do you want students to understand and be able to do?
The desired learning outcomes for this lesson are for the students to be able to skim an expository nonfiction article by reading the title, subtitle, headings and subheadings; be able to hear and discuss the article; and identify what they learn from the article.

How will you engage students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group?
I will engage the students in whole class discussions and a read aloud. I also will be walking around during group discussions facilitating and asking the groups further questions. The students will be asked to have multiple discussions as tables about the reading and further thinking from this reading. Students will be asked to work in three different settings for this lesson: whole class discussions, small group discussions and then reading and questioning on their own. This allows for all different types of learners to be successful.

How will you differentiate instruction for different individuals or groups of students in the class?

For this lesson specifically, we are differentiating instruction by giving the student the opportunity to participate in three different types of scenarios with the whole group, small group and individual reading times. However, throughout the week, students are given many types of visual aids and one on one teacher interaction to help some of the students that may not be getting the information from only the whole group instruction time.

We also will begin intervention with some of our lower students starting in March. These students will be placed in a Being a Reader set that allows for small group instruction that is specific to the missing pieces in their reading that we tested them on. There will be four different groups, one in each classroom, that groups of students will be working in.

How and when will you know whether the students have learned what you intend?
Listening in to their discussions and participating with them are two major indicators to measure the students learning outcomes. We also have whole class and individual conferences sheets to measure the student's mastery of the lesson. I generally conference with two to three students a day to measure for mastery of the lessons. Participating in their discussions or listening in gives us a lot of information from what the students are taking away during the whole group lessons.

What feedback are you giving students and what is it based on?
Students are given feedback in two ways. The first way is during the discussions I will listen in and give verbal responses or cues when they are discussing something that I think is showing mastery of the lesson. The second way is during conferencing, we are setting reading goals that we meet up to discuss with after every conference.

How are students self-assessing?
Students are self-assessing during Individualized Daily Reading (IDR) by using fix-up strategies of rereading and reading ahead on their own. These have been discussed a few other times throughout the year before this lesson. They also will be asked to look at our "Thinking About My Reading Chart" that we have used during IDR. This allows them to use self-talk and make sure that they are understanding their IDR book. We conclude this with a brief discussion to check for understanding.

Appendix H: Sample Scripted Observation Form

Danielson Domains
1-Planning and Preparation
2-Classroom Environment
3-Instruction

Use this document to script/provide a detailed summary of your observation of the lesson Use the Danielson Observation Guide for Workshop to list all Danielson Domains in which you see evidence of in the left column of the document. After the observation use the Danielson Domain Coding Document to synthesize the coded low-inference notes and decide which components can be rated as ineffective, developing, effective and highly effective for the teacher being observed.

Danielson Domain Evidence	Teacher	Students Response to Teacher
	Entering The Room/Prior to Lesson-General Observations	
2e 2a 3a	When I enter the room the teachers and students are having fun playing a Sparkle game, which is a spelling activity. The students' desks are arranged in a large rectangle with one open side. The classroom is cheerful. The students and teacher are laughing and cheering each other on. One student says "This is so much fun!" The walls have lots of information related to literacy. Students have either chairs or balls to sit on One wall contains descriptions of literacy genres. There is a wall called emoji reads. This wall contains pictures of books with various emojis to show the feeling of the book. There is a reading corner with a big rug and a book shelf with books organized in boxes that are labeled by genre. Each student has their own book box on the top labeled with their name. It is Dr. Seuss week and so the lesson strays from the typical content – the focus of the week is to celebrate reading.	
	Transition to Lesson	
2c	As the sparkle game wraps up Ms. S says we are going to start reading and we are going to take a seat in the library. Students move quickly without issue and get settled in	

	Mini Lesson/Lesson/Read Aloud

The Connection

2a 3c 3a 2b	9:03Ms. M-Says we have been celebrating Dr. Seuss week and you have been practicing for our big performance. We know that Dr. Seuss has written lots of really fun books. During Daily 4 we are going to learn some fun facts and we are going to practice reading his books. We notice that all of these books have what trait S1- Rhyme. She goes on to talk about the features of Dr. Seuss book. S2 – tells what she likes about his book She points out that sometimes his book has words in all caps – that means we need to read like what. A student says with expression and another student points that they may need to read louder. S3-When Dr. Seuss starts writing books, how did he get his readers attention? Ms. S- When you are back at his table with me you are going to be amazed about what happened you fill find an answer to that question. S4-In the play when the fish yells. Read Aloud -Today I am going to read this book to you – Oh the Places you'll go. She reads the book with lots of expression. Students are quite with eyes on her – they seem intent to listen to the story. Occasionally one says something they see in the picture or giggle or smile as they listen to the story. As she finishes the story the kids clap.

Teaching

3a 3c	Who has read that story before? Who can tell me about one part of the story and what it meant to you? S1-When he said lonely games – I knew what he meant – that happens to me a lot? Yes – sometimes you are not always going to win. S2-One of the lines says You don't want to go on.

Active Engagement

3a 3b 3e	S3-Don't just wait around for things to happen – you just go on. Yeah – you make them happen. We need to get up and going. S4 – it kind of made me think to just take adventures and good things will happen.

	S5- you should not give up on things S6- talked about a scary movie and how you need to get away from it. Ms. S talks about bang-ups and hang-ups and re-reads a part of the book as a response to the student. Can you think of anything that would be a bang-up and hang-up? S7- provides an example of getting hurt, another provides an example of taxes ☺ Dr. Seuss had some bang-ups and hang-ups – do you think he just gave up? No
The Link	
3a 2b 2c	When you are writing – today you will write about. Boys and girls we are going to get started with our book work. I believe everyone knows what station they are starting at. Children move to their daily 4 stations. 9:24
	Independent Practice/Student Work Time
3a 2c 2b 2d 3c	9:24 Some students are at desks writing on the prompt Ms. S described. Another group of students is reading a Dr. Seuss book on the floor in a team of three. Another set of students is reading independently on the rug. 9:36 – the group of students that was reading together went to get paper and crayons/markers to respond to what they are reading. They help themselves to the materials and do not interrupt the teacher working with the small group. The students in the class are independent without any direction from the teacher – they are focused on the task they are assigned. There is quiet non-disruptive talking going on that is focused on the task. 9:40 Ms. S Asks the student to pack up and move to the next station. 9:41 the students are all settled in to their tasks. The new group reading together – takes turns reading a story. One student says, "you guys – it sounds like a song – did you hear it." Then they all move to their desks to respond to the story without any directions for the teacher. To respond to the book they are writing a word like Dr. Seuss would have it in his book – they are adding details to show meaning. Though Ms. S is working with a small group and most of her attention is on those students, she is also keeping an eye on the rest of the class. At one point she catches a student's eye that she knows might be having difficulty and lets him know that he can do the best he can on spelling. The student nods and keeps working.

	@9:56 she asks students to clean up to move to next spot. Some of the students let Ms. S know they are not quite done so she assures them that they will have time tomorrow if needed. @ 9:57 they are all settled in to the new station The student moves to new station at 10:12. Students are mostly settled in by 10:13. Ms. S reminds one student to get focused in the independent read station by saying his name one time. This is all that it takes. The students in the read to someone group are not quite following the procedure – a student in the write about reading station looks up and says, "You guys need to read page by page." The read to someone students fix what they are doing. Though it seems they are having a tough time taking turns. Another student asks them politely to whisper. As they finish – the two read to someone students move to their desk and begin working independently on the word activity. Ms. S is aware of the difficulties but seems to trust the students to fix the problem themselves and they do.
	Conferring/Research/Decide/Feedback/Teach
	Not observed
	Small Group
3d 3c 2b 3b 3a 3e	Starts timer- 9:24 Group of 4. I have one poem that we are each going to have a chance to read – I want you to look through it now, because when we read poems it is important to pay attention to our expression and phrasing – and how we group words. Go ahead and read through that. Then students read it to themselves on their whisper phones to practice fluency and expression. She listens in on the students. Were there any words that were made up words – is there any words in there you were not familiar with that we need to discuss. They discuss the word mule – it is like a donkey. Then the students are going to read the poem together – she lets the students know they will need to pay attention to. She asks if there are any words that we will need to put emphasis on? Students say "Attention." Students read chorally with Ms. S. They practice expression.

Did you notice how the story had some rhythm and rhyme. We are talking about poetry – Then she talks about poetry patterns.

She then passes out another paper. We are going to take turns. The paper has Dr. Seuss facts – each student reads a fact and then the group discusses what the fact meant – one fact is about how he got turned down many times – the group discusses what it would feel like and what he did in response.

At another point they discuss the word trademark – the students discuss a bit and then they come to what he is known for.

They talk about the book they read in whole group - and how it was written for babies to encourage of a love of reading and for parents to read to children.

9:38 – the timer goes off and Ms. S says – lets finish our last ones quickly.

9:41 a new group comes to the table and the group works through the same series of steps – read silently. Read with whisper phones. Then they read it all together chorally in a 10-inch voice still using the whisper phones.

In small group Ms. S asks lots of questions-what does that mean? Do you think it was not like any other books they have published?

Peruse – what does that word mean? Ms S asks a student – they discuss the word and how it applies to Dr. Seuss.

After the facts – this group of students gets a different poem Ms. S says we are going to take turns reading each stanza. She reminds them to pay attention to phrasing and expression. The time goes off at 9:54 Ms. S stops the time and has the students keep reading to finish the story.

@ 9:57 a new group begins and they work through the same process. The teacher and students practice fluency, discuss facts and make sure they understand and can apply the information. Students make connections and share their thinking about the facts comfortably.

Timer goes off 10:10 – Ms. S wants to finish reading a page – she lets the rest of the class know her reading groups can go – some students pick up and go out the door.

The students switch at 10:12.

The process starts over again. This group begins reading in the phones – she notices the students are not together and asks students to start again she begins reading with the students and then stops so that she can hear the students read – this seems more challenging for this group – they practice it one more time so they are all on the same beat. The third time they are successful with choral reading.

As student reads the facts a student talks about how he can just imagine what it would look like to be told no over and over. The students says they would like to read the first version to see what it was like. Ms. S relates to the students writing and how revising is important.

	As a student reads he gets stuck at a word – Ms. S asks him to look at the word again. One of his classmates politely says, "take the ending off." Then the student reads the word correctly.
	Share Time/Debrief
	The time goes off at 10:28 and she asks the students to pick and asks another student to get mathbooks out.

Appendix I: Sample Interview Transcript

Jane. Interview. South Elementary

[00:00:00] Int: OK, so tell me about your students, the makeup up with your class, any students with special needs, or anything like that.

[00:00:16] Res: I have twenty-two kids total. I have two kiddos that are on IEPs for full instructions for reading. And then I have one the third one he was on full instruction, but now he's half so he'll get part instruction. And then part time with me. So, for the most part they are all, I only have 3 on IEPs

[00:00:37] Int: and they were the ones back here, I am assuming

[00:00:39] Res: Mm hmm. Mondays are their push in days. So, Mondays and Thursday are their push in days.

[00:00:49] Int: So, you work with the Journey Curriculum? Is that what you have? The Journey Reading Curriculum. And so, this question is: what part of like curriculum does this lesson relate to or support?

[00:01:01] Res: So, this lesson, number 20, we're working on author's purpose. And then we are working on our typical vocabulary. We do a lot that we're working on main idea and details because it is the harder part for the kids so that's pretty much what this lesson is entailing from the journey curriculum.

[00:01:24] Int: So, in terms of instructional sequence. How does this lesson fit within that?

[00:01:33] Res: So usually on a daily basis we always have a whole group instruction. So, what you just saw was the whole group. And that's the most whole group these kids get in a week because then typically we will do like a quick ten-minute reading of the book and then we straight into centers where it's small group and independent work. So, what you saw today, was just like the whole introduction in the chunk of the vocabulary and the spelling that they're going to see and then they're mass reading out of the book that they will have.

[00:02:04] Int: Do you read like just on the other days, do you read a piece of the same Black Stallion book or how does it work?

[00:02:09] Res: Okay, so for Mondays we do the whole group that we all read it together. I have a select few that always, the stronger readers, where they like to read every once in a while. I get short winded, so I give it to them a little bit. Tuesdays. We do the listening to reading which is of the audio hub. It's usually about the ten to twelve minutes -- it does the whole story for them. It just helps refresh the memory a little bit and it is faster portion. So, then Wednesdays they get to read with the partner. So, they can share they're turn reading. Thursday. they read to themselves. And then Friday is the assessment - So I try to break it up a little bit, but I want to make sure that they are actually reading it. This is my way of them proving it to me. That they are going to get it done.

[00:02:48] Int: Sure. How does the lesson respond to data that you have about your students?

[00:02:57] Res: So, on Fridays they do the... Think Central has the online reading assessment in a test form. They have ten questions for comprehension. Ten for decoding. Ten for vocabulary. And then they do Ten for grammar. And so, the main part that I look at is the comprehension piece just because that's what I focus on so much in here. Well,

also vocabulary, but then I can see - it is out of ten-so if the kids…. It's seven five percent and higher pass. If there's anyone below the 80% mark - I pulled them on Monday during group time when they come to me and we review last week's information. And then I know where just stem off of that for this week for them. So, I do look at that data every Friday. What I can see where they're and what they need to work on or if there's consistent kids that are consistently getting lower in a certain area or if there's some kids are consistently high in a certain area I don't go there with them I just look for the lower numbers. And that's what I do a small group off of.

[00:03:57] Int: Sure, let's see. I think you kind of already touched on this anything you want to add about learning outcomes for this particular lesson? You talked about main idea and details.

[00:04:12] Res: Authors purpose. I really wanted to get this to them. It sounds like it could the easiest concept. It's the hardest concept. So hard. So, I try - granted journey doesn't do it every week --I do it every week because I just want them to give what we talk about doing. For example: What did they mean by this? That's what I go for.

[00:04:31] Int - Okay,

[00:04:32] Res-Oh and then figurative language - that is the vocabulary strategy. So, then Tuesdays after we do our quick reading. We do examples - they get to work in their elbow partners and small groups and come up with examples, and then we do figurative language at that small group and so that is another thing from this week's lesson that I am looking for.

[00:04:53] Int: Yeah, I saw that you had that posted on the board. So, when you do your small group work is it kind of a different concept every day that you work on. Let's see how do you feel your lesson went?

[00:05:09] Res: I suppose I always feel like I have not gotten through anything, but you know, for the most part. They've adapted really well with it. The vocabulary - last year I didn't do this style of vocabulary review, but I've noticed when we do it like this. And then we get to come up with our own examples the scores have been a lot higher. And so, I know it picks up a lot more time and has been more benefit for them. I think it went. Okay, it's Monday. The weather is awesome. And so, I have my few that kind of went at it a little bit, but for the most part, I think it went okay,

[00:05:44] Int: Yeah, let's see. So, you talked about comprehension being your like big thing. How do you think this lesson supported students in their comprehension skills?

[00:06:00] Res: I try to break it up after a big page or like a couple pages. I try to break them up. Ask - What does the author mean this? what do you think this means? I try to break it up and ask them comprehensive piece every couple of pages so that review it. I'll see it more in small group this afternoon. When we do our centers. I'll have them do a comparison. From this story to what they're reading up there. What do you think the comparison is from authors purpose or the platform from this of this to try to get their brains clicking a little bit with that? But I do I have to break it up otherwise the comprehension is so hard for this level for the kids.

[00:06:44] Int: talk to me a little bit about student engagement and how students reacted to your lesson. What that tells you about their engagement.

Res: So, you might have noticed there is a couple kiddos I had to give out little red stopping things because they keep talking. So that is my behavior management on these

days. I want them to follow along with their fingers. Sometimes it's a pencil. Sometimes it is their knuckle. I don't care what it is, but I want to see that they are actually following along. That's how I can tell that their engaged in the story. But when I break them up into the elbow partner talks. I can tell who is paying attention and who's not. Now over here there is a couple of kiddos you probably saw I gravitated to the most and it's not because they're not engaged. It's because they're lower level learners. they need more of that push and I put them - there's three kiddos that ...or a couple of kiddos that are at a higher level -they normally take them under their wing a little bit, but I just like to be that person that kind of gravitates towards them. So, when I break it apart. I'm looking for that like I can tell when I'm who's engaging, who is not engaging- does that mean that they're not paying attention or they're just not getting it. So. That's kind of how I break it apart to see who is not. And so, participation wise.

[00:08:01] Int: cool. Do you feel like the turn and talk increases engagement?

[00:08:04] Res: Sometimes I do - Yes, I do. for the most part I do. because I feel like it's better than them just sitting there and me asking a question, and then the same kids raising their hands all the time. So, and I don't like to put... I have some very shy kiddos in here. If I just call on the kid that's never raising their hand they're going shut down on me even more and so I feel like talk to partner -- like you may be more willing to talk to that person than you to me up in a group setting. So, I do I feel like it is a better choice, I think, than when I was doing previously, so.

[00:08:39] Int: You notice, or you mentioned that comprehension is a struggle are there any particular reading skills that you feel like your students are really proficient in already?

[00:08:51] Res:I have a lot of kids that are excelling in the expressions part, You know that was one thing their fluency is coming along. I'm I have some kiddos that are more focused on-- their fluency is going great because they're reading all the words better than they are comprehending the piece - they are the words, but expression has come a long way. I've been very happy with that part so that's been a big thing that we have been working out. But

[00:09:14] Int: let's see be did you need to depart from your plan at all?

[00:09:25] Res: No.

[00:09:27] Int: pretty straightforward.

[00:09:28] Res: My you just Monday is pretty good. Yeah,

[00:09:31] Int: Let's see here anything you might change. If you were to do this lesson again?

[00:09:43] Res: Time. I want less me, more them. So, I haven't figured that out yet. But if I could totally figure a way to do that.

[00:09:54] Int: Do you find that that's mostly on Monday where you feel like less me more them and then once you move past Monday.

[00:10:03] Res: Yes- then it's better. Yeah. Yes, that's why Monday is so hard just because I'm so used to...they are used to their independence. And that it comes Monday. It's standard traditional and it's very uncommon in this classroom. I try to do it more of that personalized effort for them. So, Monday is more. Yeah,

[00:10:23] Int: is it. So, with the curriculum is it kind of, is there a pacing guide and you are kind of expected to move along with this is what your Monday should look like?

[00:10:30] Res: Yes, they want you to do a lesson a week and Fridays are strictly supposed to be the assessment driven piece. But on Fridays I have noticed that my kids they're fast test takers, which is a pro or a con. So, we usually get another reading in of it and then we do comprehension like ask some questions. They get to talk about it with their elbow partners and come of back together in the whole class and take their test, but yeah, for the most part its Monday your introduced everything and Friday you assess in between it is however you want to teach it.

[00:11:01] Int: So that makes sense. So, what your next step then for Tuesday Wednesday Thursday?

[00:11:12] Res: So, Tuesday Wednesday Thursday we do just a small whole group of whatever the choice is. Tuesdays. No Wednesdays when they do the partner reads. I will join in on, I will split in half and half with a couple groups with kiddos that I want make sure- one that they're engaged doing what they're supposed to do and two that they're getting the correct words, it means behind it. So, I joined groups on that day. I'll just jump wherever there at even in the hall, but then we do go straight to centers. And then I will meet group one and group two I meet with every day. just because they are lower level learners according to when we use data. And then group three I will see three times a week, group four I will actually only see once a week, but they're very independent and they will find they will only do their they'll do their book twice their guided reading book - they will do it twice a week. Once they do it together a whole group and then then next one they do it identify themselves. So that's typically how centers work. I mean, they're just so used to it - we get done with their reading. I don't have to say anything, and they automatically just go- they just know what they need to do-so it has been nice.

[00:12:19] Int: That is really nice - I am skipping you some these questions they like you already answered them. Um so you talked about a small group anything you want to add about how you differentiate instruction?

[00:12:44] Res: So, our groups originally were made through our DRA's that we did and then we also kind of through our NWEA- our in-house testing - we kind of went off the data for that and combined our groups. And what I noticed is which between the DRA and the NWEA it is pretty consistent who are lower levels are. Um - in my one. I do have a kiddo that does the part time part time with her that he needs a little bit more of the one on one. So, on Thursdays I will meet with him when on when we'll be together, but group four- with their independent levels- I just check on them- but based off of the DRA and the NWEA. That's how I assess who needs more attention from me. who needs more instruction. who can be more Independent so that is how I base all of that off of.

[00:13:30] Int: Cool. How often do you guys do DRA?

[00:13:32] Res: This is a different year -normally we would do a fall winter and spring. this year. We just did fall and then we're not required to do it until the spring unless we feel that something needs to change. And so, I actually did a couple off on my own before parent teacher conferences of my lower level ones. So, group one and group two I DRA'd again in January. Did I have to - no- but I wanted to see and some of them did kind of jump up a level. The hard part about DRA in 5th grade - its fifties, they want you in 40s and then 50. So, there is not a huge jump. But with this grade. We have some more lower level learners. So, I had some that were in the 28s some were 34 some were 38, which I see a lot in group one. And so, I wanted to keep up on my like where we are

jumping from in here and there. So, I did test them again, and there was a jump so that is nice. So that is how I test them in both those groups.

[00:14:26] Int: Let's see, tell me a little bit about how you give students feedback.

[00:14:36] Res: So, you might have noticed. I do some whole group for the most part, but you know I don't want to make any child feel that I am favoring another kid: like good experience, good job, good reading and then only go up to the ones that need assistance and talk, but I will- you'll see you a walk around and put my hand of the kids back and I'll say something. It's not anything negative, it's not always a positive. But it is always a feedback that way. Otherwise I do a lot of it in small group- if it's anything that I saw during whole group - I want to come back during small group. I'll say to the group this something I want to work. this is something that I noticed in whole. Let's work on it this way, so, nothing is individually driven to make anyone feel like: oh, that one is better than me or that one wasn't as good. So, for the most part - vary rarely will you see me pull a kid back in front of anyone. I'll never do that. I just for the most part, I make it general. So, we don't know who exactly I'm talking about, but the kids, you know, like in their head, like I did that like that was me, but I don't ever label or call them out on that so

[00:15:44] Int: Sure. Do you do anything with self-assessment for students?

[00:15:50] Res: Just starting that right now with their weekly reading goals I can self-assess them and then Thursdays I will self-asses them on their critical thinking skills and I do it up at the small group table where I can just see where they're at. And then I do the weekly reading fill out sheet and while they are reading it's kind of like a reading fluency, I'm checking are they doing with this, and so then that's how I do it.

[00:16:15] Int: is it like check sheet where you're doing like a running record?

[00:16:17] Res: Yes - it is a running record sheet - yes.

[00:16:25] Int: What do you think is the most challenging part of reading comprehension instruction?

[00:16:33] Res: It always changes. There's never consistency to it. You know I kind of touched base on it before, but their fluency sometimes does not match up with their comprehension because they can sit there and read those words, but you don't know, actually understanding, what is being read to them. You know some of these kiddos they can understand it and then they come and next day and they don't, like they completely forgot about they have not retained it. That is the part- it needs. It's an ever-going thing. It's that's the hardest part for me.

[00:17:05] Int: How do you to how do you meet those challenges?

[00:17:17] Res: The best I can by doing daily reading daily skills of just questioning - higher level questioning. How can make, how can I ask this in a different way, other than asking the same question over and over.

[00:17:34] Int: How do you select literature for your students?

[00:17:47] Res: Well, what I like to do other than what is given to me. I do like to do the same guided reading groups books based off of the lessons because the vocabulary is the same. Now for group three and four when I feel like they've already gotten it I will let them to do a little bit more of their independent where we go take him to the book room and they can find a leveled book that's at their level and they can read that together kind like a lit group. So, they can have more of a choice on those days. There's some there's

like two weeks back to back. If we of short days, which is coming up. We will do novel studies. And so, I will find books that will match the span of where we are at. So, we can just change up in out of the text and get into our free reading novel book and some will do the novel studies that way too so we kind of try change it up once and a while
[00:18:37] Int: Cool. When you say reading level do you mean like independent level and instructional reading level? How do you ...
Res: The DRA level
Int: Gotcha. Let's see, so I am trying to think of how to ask this. you've talked about reading comprehension and it being challenging and just needed switch things up How do you support students use of different reading comprehension strategies? Is there any that you really focus on?
[00:19:11] Res: You know what I've noticed is a lot of my kiddos that have the comprehension struggles - they don't comprehend as well as when they're reading out loud and so I will allow more of the when they go to the iPad they can do the H & H readers which reads the story to them and or have that parent reading. I try to just do it. So, it's not so much on them and having that book actually read to them because they can comprehend a little bit better that way and just more practice. Thursday, nights they take their books home and their parents read to them. so, they can get it not just in here, but they can get it at home too- so.
[00:19:47] Int: I saw you did a lot with vocabulary today -- I'm guessing that's Monday. Do you want to describe just how you support students vocabulary development? I feel like I saw a lot of it today.
[00:20:05] Res: And if you were here for centers you would see that I do the same thing when we get to a vocabulary word. In the book in their guided reading books. We will talk about what does that word mean. How do we feel it relates to the story like we do lot of the comparison. So, and then we do in activity on Wednesday, if we get done with our books. We'll take a vocab word and then they go through dictionary or iPads and we look for other words that mean the same as the vocab word- kind like a vocab search that we kind of do with that.
[00:20:35] Int: Okay, kind of switching pace a little bit. What steps have you taken from when you first started teaching to grow into a more effective experienced reading teacher? Res: A lot of failures. you know before, even last year I had a hard time just letting go, like letting the kids do their thing. It's so it was a lot of this like it was a lot of me constructing the whole entire thing, telling them exactly what to do, telling what center they could do, how long they had that time timeframe and the more I've done it, the more I realized that freedom is what they want and freedom is what they do better at and so through the year just more just trial and error - What works. What doesn't work it seems for me. I feel like the more freedom I give them the more ownership and entitlement that they have for themselves and I feel like they succeed better that way so
[00:21:36] Int: Cool. Is there any specific PD or training that you've had that's helped you?
[00:21:43] Res: I've done some over growth mindset - that was the big one that we did last year. We read the book and then we met as a class. I'm doing a reflection book study right now that has really helped just reflecting in what worked in what didn't work and then we did some personalized learning that I have gotten in to that really helps with that.

[00:22:02] Int: Just a random question. Did you a master's program or anything.

[00:22:13] Res: Yes, Yeah, Yep. In SPED I taught SPED for 10 years and then I moved out here became general ed, but it helps to have that SPED background but yeah - that was my master's.

[00:22:24] Int: Let's see. You kind of talked about this, but how do you feel like you've changed from your first year of teaching to now when it comes to reading instruction?

[00:22:35] Res: I had I had to teach myself and mature myself. I mean as a young teacher like sometimes you just kind of go with the flow and you go directly from what the book tells you to do and then like as years come you how that experience and you have that path like - this worked for me before, I want to try that, that didn't work. I want to try something different and you expand from it trying new things I just think the maturity has happened. The confidence maybe is a better word for that.

[00:23:04] Int - Yeah, so have things in your pocket.

[00:23:08] Res: Yes! And not being so afraid to fail. Because we all know teachers we're going to fail up like no lesson goes as planned ever and it's okay, and I think it's taken a long time to be okay with that like I can walk out and think that was awful. And then I think I'm going to try it different tomorrow vs a new a new teacher would probably focus more on that like I'm an awful teacher. You can see like their confidence hasn't happened. They haven't failed and sometimes I know it sounds awful. But you have to fail first before you can see what the better part of it is. Int: Right. Sure, and how many years have you been teaching?

Res: this is my eleventh year.

[00:23:48] Int: Um let's see let's see, is there anything you're currently working on in your own instructional practices like specific to reading instruction that you working on getting better at?

[00:24:06] Res: Well, everyday -- just the reading part and we told. This is like a thing with the kids that reading silently and to myself is my stronger part - which some of these kids. It's not and when we go to the reading out loud like I'll there the same thing over and over and I tried to tell them. No one's a perfect reader and it's okay to make mistakes and so when I come up here and fumble through it. It's fine. It's fine. Like I tried to prove them that I just tried to gain my confidence in it too and l feel like it's a constant like you always have to work at that.

[00:24:37] Int -So that is the end of my questions. I feel like missed - Yeah, here's one that I wanted to ask: Explain how you do independent reading instruction.

[00:24:52] Res: So independent instruction. So, for example for the word work. They have up their choices that they can choose from and independently work by themselves on it or we have outside of the reading curriculum We have twenty minutes or twenty-five minutes a day where they just sit and read - there is nothing behind it- like we just sit and you just read. It's also part of our center is read-to-self and I like to give them free will for that. They can read this. They can read their guided reading book. They can read their own free reading - as long as they're just reading like sitting and reading. And that's part that I like to stress -- its get comfortable. Go where you want to go, and you just read. Don't think about what you have to do after this or what do I have to understand sometimes I feel like kids over analyze -Well, I have this question I had to go find this question and then they forget about what they're you reading about because you're only

looking for that and feel like if I don't put any pressure on it and they're just sitting and reading. That's what they're going to do. So, I do that for guided reading usually on Thursdays, the group will be reading this by themselves. They have it as a center that day that they can choose if they want to and then their guided reading groups. We do it for a day. We really just read to themselves

[00:26:08] Int: Sounds good. Do you encourage like a certain number of times during the week that they choose to do independent reading or is it really more up to them?

[00:26:19] Res: For the most part it is up to them. I can strongly suggest twenty minutes a day and I want them to do.

[00:26:24] Int: So yeah, let's see last question. How do you connect to reading instruction with your students' out of school world?

[00:26:35] Res: So I like to do text to world some comparisons and like we kind of did it today in here. With the pets and I tried to relate. I always was every anchor text. I tried to relate this-- How would you ever feel about this or have ever had this experience. I just tried to present it and flip it to them being that person in the story to how they can compare it. Usually I do extension pieces. So, on Fridays we do Writer's Workshop and whatever we are reading about like for example, we did the dog newspaper couple of weeks ago. So then on Friday for Writer's Workshop, they got to make their own newspaper article. Okay, so they get to research about it and then create their own piece. They could see and reference the books. So, I just try to tie it into a little bit more of that.

[00:27:23] Int: So cool. Let's see just making sure. I didn't skip over anything on recording.

Appendix J: Sample Completed Observation Summary Form

Lesson Title: ELA-L.5.4.b., L.4.4b	x Full Period ___Partial Period
Subject/Grade/Class: ELA/Grade 5/Tara	Date: 2-22-18

The final step in the observation cycle is to synthesize the coded low inference notes and decide which components can be rated (which have a preponderance of evidence). The observer generally highlights the descriptors within the competency level that match the evidence and notes examples of evidence coded for that component or questions/comments about the observation relating to that particular component. The rating for that component (if there is one) is highlighted in the ratings column. If a component is not rated, N/A is highlighted.

Domain 1: Planning and Preparation					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
1e:Designing Coherent Instruction

The Big Idea: The various elements of the plan—the instructional outcomes, the activities, the material, the methods, the student grouping and the | I

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N/A | ➢ Instructional outcomes are not aligned to grade level standards, or selected Common Core standards and engage students primarily in low cognitive levels of learning.
➢ There is no plan to address the needs of ELLs or students with disabilities. | ➢ Instructional outcomes are partially aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in moderate cognitive levels of learning.
➢ There is a plan to address some of the needs of ELLS or | ➢ Instructional outcomes are aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in a high cognitive level of learning throughout most of the lesson. | ⏲ Instructional outcomes are aligned to grade level standards, or selected Common Core standards as appropriate, and engage |

| assessment, all focus on increasing student understanding of the material.

Elements of this Competency:
-Learning activities
-Instructional | | ➢ Learning activities, instructional groupings and/or materials do not align to the objectives.
➢ The lesson or unit has no clearly defined structure. Activities do not follow an organized progression, and time | students with disabilities.
➢ Only some learning activities, instructional groupings and/or materials align to the objectives.
➢ The lesson or unit has a recognizable structure, | ➢ There is a differentiated plan to address nearly all of the needs of ELLs or students with disabilities.
➢ All of the learning activities, instructional groupings and materials align to objectives and vary appropriately for individual students. | students in a high cognitive level of learning throughout the entire lesson.
🕐 There is a differentiated plan to address the needs of all students including ELLs and students with disabilities.
🕐 All learning activities, instructional groupings, and materials are suitable to students, aligned to the |

Materials and Resources -Instructional Groups -Lesson and Unit Structure -Assessment Plans		allocations are unrealistic. ➢ Teacher has no plan to assess student learning.	although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. ➢ Teacher intends to assess students only once during the lesson or plans to use results for class as a whole.	➢ The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. ➢ Teacher has a plan to assess and record student progress a few times during the lesson and/or plans to use results for future instruction of student groups.	objectives and show evidence of differentiation or adaptation for individual students. 🕐 The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. ➢ Teacher has a plan to assess and record student progress frequently during the lesson and plans to use results for future instruction of individual students.

Evidence and Comments:
The teacher has a very basic plan for instruction that includes the standard that the lesson is aligned to for each small group she is working with
for 3 of the 4 small groups – this includes *L.5.4.b., L.4.4b for the 4th group the teacher lists a book title (Gilly Hopkins) and a set of page numbers to read. The lesson is structured around Daily 5 and small group instruction only – there is no mini-lesson planned or implemented to set the stage of the lesson. The Daily 5 groups are posted in the front of the classroom on the smart board to start to show the kids where they will be starting and how they will rotate.*

Domain 2: The Classroom Environment					
Competency	**Rating**	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
2a.	I	Patterns of classroom	Patterns of classroom	Teacher-student	Classroom interactions

	D E HE N/A	interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net	interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net	between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking
			result of the interactions is neutral, conveying neither warmth nor conflict.	result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	intellectual risks.

| 2b. Establishing a Culture for Learning

The Big Idea: The classroom is characterized by students' clear focus on learning, a willingness to work hard and make mistakes; and a sense among students that the material is important.

Elements of this Competency:
-Importance of the Content
-Expectations for Learning and Achievement
-Student pride in work | I

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N/A | ➢ The classroom culture is characterized by a lack of teacher or student commitment to learning.
➢ Classroom interactions convey medium to low expectations for student achievement with high expectations for learning reserved for only one or two students. Hard work is not expected or valued.
➢ Students cannot explain what they are learning or why it is important. Work is careless or incomplete. | ➢ The classroom culture is characterized by little commitment to learning by teacher or students.
➢ Classroom interactions convey limited expectations for student learning and achievement. The teacher conveys that student success is the result of natural ability rather than hard work.
➢ The teacher and students appear to be only "going through the motions," and students indicate that they are interested in completion of the task, rather than quality. They cannot explain why or do not believe it is important. | 🕐 The classroom culture is characterized by a commitment to learning by the teacher and the students.
➢ Classroom interactions convey high expectations for student learning and achievement. The teacher conveys that with hard work students can be successful.
🕐 Students apply themselves consistently to the task and demonstrate an interest in producing quality work. Both the teacher and the students believe, and can explain why what they are learning is important. | ➢ The classroom culture is characterized by a shared belief in the importance of learning by the teacher and the students.
🕐 Classroom interactions convey high expectations for student learning and achievement for all students. The teacher insists on hard work.
➢ Students assume responsibility for producing high quality work by initiating improvements, making revisions, adding detail and/or helping peers. All students can explain why, what they are learning is important. |

Evidence and Comments:

As students enter the classroom from lunch recess the teacher and the students interact in a friendly way - The students walk in from lunch recess. The students talk cheerfully with Ms. T. They are excited because they get to eat their jolly rancher. The students and teacher joke together about the events of lunch recess. As all students get to their seats the teacher calls the students to attention by saying, "if you can hear me clap once, two times", the students respond and once all students are ready the teacher begins the lesson. To start the lesson the class reviews the daily 5 stations – it is apparent that this is the typical routine – students know what to expect and respond accordingly. The conversation goes something like: T: for word work we are going to do silly sentences. Sutton can you tell me what work on writing is?

S: silly sentences

T: reviews the other station expectations.

Students go get what they need based on the posted station assignments on the promethean board. A small group gathers at the table with the teacher while the other students work independently on Daily 5 stations. The observations include:

All students that are in the room quietly settle in. 4 students are listening to reading on the computer with headphones. 4 students are journaling about a picture posted on the board. 3 students are doing silly sentences using their spelling words. 2 students were independently reading novels. The materials were organized in a way that all students knew where to get what they needed. They helped themselves.

One of the work on writing students is playing with a sweatshirt quietly and not doing too much writing, but when he sees me looking at him he picks up his pencil, then puts it back down when I look away. Another work on writing student has about 2 paragraphs written while others have about 1 paragraph.

The silly sentence students are working diligently on their work.

2c: Managing Classroom Procedures	I D	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in

		no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
	HE N/A				

Evidence and Comments:
Transitions are efficient. It appears students are trained in what to do. Observations include:
Students switch to a new set of stations after 15 minutes. (12:32). This happens quickly and fairly quietly. Students gather the materials they need on their own. Several stop at the white board to get the writing prompt.

Ms. T keeps her focus on the small group. She does not say anything to the whole class. They are all settled in and working on their Daily 5 station by 12:36.

The second and third rotation take around 3 minutes as well with minimal prompting from the teacher. There is a bit of a setback during the 4th rotation because an application for listen to reading (EPIC) is not working. The teacher works to figure out the problem- this transition takes a bit longer but students settle in without much prompting after around 5 minutes.

| 2d. Managing Student Behavior

The Big Idea: In a productive classroom, standards of conduct | I

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E | ➢ Classroom rules may be posted, but neither teacher nor students refer to or consistently follow them and/or a significant amount of time is spent responding to misbehavior instead of | ➢ A large majority of students seem to understand and adhere to standards of conduct, although a small group of students may | ➢ Student behavior is appropriate and does not interfere with learning.
➢ The teacher monitors student behavior and | ➢ Student behavior is entirely appropriate.
➢ Students take an active role in monitoring their own behavior and |

| are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Elements of this Competency: -Expectations -Monitoring of Student Behavior -Response to Student | HE N/A | accomplishing learning objectives. ➢ Teacher does not monitor student behavior or does so with uneven results. ➢ Teacher does not respond to misbehavior, or response is inconsistent. Groups of | continue to misbehave or to be off task, thereby slowing down progress toward the learning objective for some or all students. ➢ Teacher is generally aware of student behavior and consistently corrects it, but may miss more than one instance of misbehavior. | <mark>responds to misbehavior consistently, appropriately and respectfully.</mark> ➢ <mark>Teacher is successful at correcting student misbehavior.</mark> | that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. ➢ Teacher's response to student misbehavior is sensitive to individual student needs and receives a positive reaction. |
| Misbehavior | | students may be off task. | ➢ Teacher is usually successful at correcting student misbehavior. | | |

Evidence and Comments:
The third transition of independent work time is a bit more excitable and requires the teacher to manage some behaviors – for example:
A group of 4 boys settles in the front.
Ms. T – I need you all to go back to your desks. After a brief protest, the boys move.

A group of four students gather in the back to talk. – Ms T: within a minute – you four sit down and get to work. The students comply – that said it is apparent that student stamina is running out during this worktime – observations include:

There is much more movement by students in this rotation. Not as many are engaged in their assigned task. Though the room stays mostly quiet and the students for the most part do not disrupt each other

2E Organizing Physical space	I D E HE N/A	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Evidence and Comments:					

The room is set up in a triangle shape with two tables in the middle for small group work. There is a standing table on one side of the triangle. The front of the room has a promethean with a large green carpet. The promethean board has a daily 5 check in. There is a list of 4 or 5 students that will either be doing read to self, work on writing, read to someone, word work, and listen to reading.
The white board has student expectation on an anchor chart it says un expected behavior and expected behavior.

Domain 3: Instruction					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
3a. Communicating With Students	I	The instructional purpose of the lesson is unclear to students, and the directions	The teacher's attempt to explain the instructional purpose	The instructional purpose of the lesson is clearly	The teacher links the instructional purpose of the lesson to the larger

D E HE N/A	and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of	has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation	communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and	curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding

		grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b. Using Questioning and Discussion Techniques The Big Idea: Questioning and discussion should be used as techniques to deepen	I D E HE N/A	➢ The teacher's questions do not cognitively challenge students or do not align to instructional outcomes. Questions do not reflect scaffolding. ➢ The teacher's voice dominates the	➢ The teacher's questions are partially at a high cognitive level and align to instructional outcomes. Questions reflect limited use of scaffolding to support student understanding of the material. ➢ Discussion is between teacher and student; there are few	➢ Nearly all of the teacher's questions are at a high cognitive level designed to promote student thinking and understanding of the instructional outcomes. Questions reflect an appropriate use of scaffolding to promote student	🕐 The teacher's questions and student discussion are at a high cognitive level focused on deepening understanding of the instructional outcomes. Questions reflect purposeful attention to differentiated to promote all students' understanding of the material.

student understanding. **Elements of this Competency:** -Quality of Questions -Discussion Techniques -Student Participation	discussion. ➢ Only a few students participate.	thoughtful responses. ➢ The teacher attempts to engage students in discussion, but less than half of—or the same few-- students	understanding of the material. ➢ The teacher facilitates a genuine discussion among students and all students participate. ➢ The teacher steps aside, allowing student-to-	🕐 Students formulate high-level questions; assume responsibility for the success of the discussion.

				participate.	student discussion, when appropriate.	⏱ Students themselves ensure that all voices are heard in the discussion.
3c. Engaging Students in Learning The Big Idea: Cognitive engagement is not simply "participation;" cognitive engagement means "the learner is doing the learning." Elements of this Competency: -Activities and Assignments -Groupings of Students, Instructional Materials and Resources -Structure and Pacing	I D E HE N/A	➢ Few students are cognitively engaged in learning and the learning activities may require only rote responses. ➢ Groupings, activities and materials are inappropriate for the lesson outcomes and do not support learning, especially for ELLs and students with disabilities. ➢ No lesson's structure or pacing is present.	➢ Students are partially cognitively engaged in learning. The lesson requires only minimal thinking by students, allowing nearly all students to be passive or merely compliant. ➢ Groupings, activities and materials are partially appropriate and support learning for half of the students, including ELLs and students with disabilities. ➢ The lesson's structure or pacing may not provide students the time needed to be intellectually	⏱ Students are cognitively engaged in high levels of learning throughout the lesson. ⏱ Groupings, activities and materials are appropriate to the instructional outcomes and support learning for nearly all students, especially for ELLs and students with disabilities. ➢ The lesson's structure is coherent, with suitable pacing for the learners.	➢ Students are cognitively engaged in high level, grade appropriate thinking throughout lesson and make contributions to the content, groupings, activities and materials of the lesson. ➢ Groupings, activities and materials support all students and address individual student needs especially for ELLs and students with disabilities. ➢ The lesson's structure and pacing allow for reflection and closure for all students.

			engaged.		

Evidence and Comments:
The students in small group number one are playing a matching game that is focused on using Latin prefixes and roots. The teacher does not provide much explanation, but monitors the game and gives students feedback if they are correct. Most questions are at the knowledge level. For example:

Playing the game, a student finds a prefix like Tri- and then have to find matching definition. As the small group plays the game Ms. T asks questions.
T: Unicorn, Unicycle, Uni means what?
T: Quart (like in Quart) to help the student figure out the meaning M. T says, "How many quarters are in a dollar."

Students are excited about and engaged in the learning – they seem to enjoy the competition of the acitivity
All students and Ms. T in the small group are leaning forward actively engaged in the lesson.

The next small group completes the same activity as the first and it goes very similarly – the teacher does not provide an explanation or review the concept, but the students seem to understand and know the rules of the game.

A third group completes a grammar worksheet instead of playing the game. The worksheet is also about prefixes and suffixes. To start this group, the teachers passes out the packet and asks students to read the directions. She then reads the first sentence and then poses the following question to the students: Magnanimous – What does magnus mean? What about nimus? The students do not know the answer, so the teacher tells them: What about great powered. The students complete the problem. More explanation is not provided.

This process continues – mostly the students are not able to answer on their own so the teacher tells them – another example of this: aqueduct. They read the definition of each part of the word – she tells the students: Could it be "water line."

There is one problem a student is able to answer without the teacher telling – it is: inscribe

The fourth group is not doing a word work activity, instead they are participating in a teacher guided literature circle. To start this group the teacher says, "We need to read to page 77, so let's start reading."
 As they get settled in, one student who is the illustrator of the group draws a picture.

T: OK- page 60 – dusk and desperation. 1:10 Ms. T makes sure that all students are on the correct page and then begins reading aloud.

2 of the 3 students in the group are following along. After about 3 minutes only one student seems to be following along. One student starts looking away. Tarryn taps on the table.

The students listen the entire time, but run short on time, so the teacher says: "We have to go to art so I will keep reading in a little while"

Competency	Rating	Ineffective	Developing	Effective	Highly Effective

3d. Using Assessment in Instruction The Big Idea: Teachers create questions specifically to elicit	I D E	➢ Students are not aware of the criteria by which their work will be evaluated. ➢ Assessment is not used in instruction or is not	➢ Students know some of the criteria and performance standards by which their work will be evaluated. ➢ Assessment is used	➢ Students are fully aware of the criteria and performance standards by which their work will be evaluated.	➢ Assessment is fully integrated into instruction. ➢ Extensive use of formative assessment to monitor the progress

the extent of student understanding and ascertain the degree of understanding of every student in the class. **Elements of this Competency:** -Assessment Criteria -Monitoring of Student Learning -Feedback to Students -Student Self-Assessment and Monitoring of Progress	**HE** **N/A**	aligned to the objective or is used only to monitor the progress of the whole class toward the objective. ➤ Teacher infrequently addresses student misunderstanding of content and/or feedback to students is of poor quality and not provided in a timely manner. ➤ Students do not engage in self-assessment or monitoring of progress.	occasionally to monitor the progress of groups of students and/or a few individual students toward the objective. ➤ **Teacher acknowledges student misunderstandings of the content, but does not stop to address it and/or feedback to students is inconsistent.** ➤ Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	➤ Assessment is used regularly in instruction to monitor the progress of individual students toward the objective, including ELLs and students with disabilities. ➤ Teacher explicitly identifies and addresses misunderstandings. Teacher provides high quality and timely feedback to students. ➤ Assessment may include self-assessment by students, monitoring of learning progress by teacher and/or student.	of individual students toward the objective, especially ELLs and students with disabilities. ➤ Questions / prompts / assessments are used regularly to diagnose evidence of learning and instruction is adjusted and differentiated to address individual student misunderstandings. Feedback to students is consistently high quality. ➤ Students make use of this information in their learning.

| 3E Demonstrating Flexibility and responsiveness | I D E HE N/A | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students |

				who need help.

Evidence and Comments:

See a script of the teachers responses above – when a student is unable to answer or answers incorrectly the teacher responds by telling the answer but provides little explanation. For example the following scenario occurs multiple times in several lessons: She then reads the first sentence and then poses the following question to the students: Magnanimous – What does magnus mean? What about nimus? The students do not know the answer, so the teacher tells them: What about great powered. The students complete the problem. More explanation is not provided.

Based on a discussion during the interview the teacher does attempt to use assessment to inform groups and activities within groups – the following statement was made during the interview "I planned my lesson by my MAP test like I said, and then I also did it - the groups - by what standards they needed to like get some of them at the fourth grade standard. They were in a fourth-grade group whatever level."

Overall Outcomes			
Ineffective	**Developing**	**Effective**	**Highly Effective**
Less than half (50%) of the students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.	More than half (60-85%) of the students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.	A great majority (85%) of students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.	Nearly all (90%) students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.

| Overall Strengths: Management of rituals and routines	Overall Areas for Improvement: Flexibility and responsiveness to student needs. Explaining instructional outcomes and providing students with modeling. Scaffolding student learning.	Next Steps: Scaffolding student learning.

Appendix K: Sample Member Checking E-mail

Research Study Member Checking Opportunity

Katie Anderson
Thu 4/26, 9:54 AM

[Reply all | ∨]

Member Checking ...
25 KB
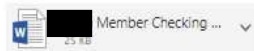
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Good Morning:

Thank you for participating in my study designed to help me understand the differences between beginning and experienced reading teachers. I have analyzed the data from the lesson plans, observations, and interviews and have coded and organized the data into themes to answer the research questions. The themes that are aligned with the Danielson Framework for Teaching, the theoretical framework for the study, are listed below:

Domain 1: Planning and Preparation
- Reading Curriculum
- Planning and Preparation

Domain 2: Classroom Environment
- Establishing a Culture of Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing the Physical Space

Domain 3: Instruction
- Assessment in Instruction
- Communicating with Students
- Engaging the Students in Learning
- Flexibility and Responsiveness
- Instructional Strategies

Domain 4: Professional Responsibilities
- Challenges in Teaching Reading
- Reflecting on Teaching/Professional Growth
- Teacher Beliefs

In the spirit of collaboration and validation of the data, I have created a document for each participant that connects quotes from the interview that are linked to the themes uncovered in the data. Please take a look at the attached document and let me know if you have any comments or questions. If you have any feedback, please send it to me by Friday, May 4th. You can simply reply to this email.

Thanks for your participation in my study.

Katie Anderson

Doctoral Candidate
Ed.D. Reading and Literacy Leadership
Walden University
katie.anderson@waldenu.edu
(605)430-7215

Themes	Associated Codes	Quotes	Comments
Assessment in Instruction	Assessment of Students Literacy Skills	"I think them being able to transfer it when we talked it about later and writing during the day we talked about country books. In their own country book and some of them, I did even see them going to the glossary to look up words or like you for some they need to find the food that people in the country. They used the table of contents to find the chapter. So, I think seeing them transfer that most of them were able to do that. And I think also that listening into their conversations during the lesson a lot of them understood what was going on" "at the end of the unit we do like an assessment. It's more a formal assessment where if they can tell me certain things about a non-fiction book when I just ask them. It could have even been in discussion and just have it's like a template and we kind of just formally assess them. Our curriculum doesn't have a whole lot of summative assessments for reading. So it's more of knowing your students are that one-on-one conferring time that's kind of how assess them. sure. It's tough because we are told like just wait see how the first year goes because we have been adding things for non-fiction. The first part of year. We added to tell parts of the non-fiction book, like where's the text box and where is the caption and we used that at as an assessment, but I don't think, I think this one, we're just going to let it go and using those formal assessment documents.	No Comments Made
	Conferring	a lot of what I write down is things I noticed about their fluency accuracy, especially begins with asking what they're reading about. And that's comprehension. I either write down quotes what they say that I thought it was interesting	

or like a bold point like, oh man. They really do understand it. Or I write down like, maybe they had a tough time understanding what's going on in their book. In the next section it goes into listening to them read and that's just like did they read fluently and they read accurately. Do they stop and go back if they can't read. Some of the things I write down there is if they did it or not and then what things I see that might help along the way. Then at the end. It's just a discussion with them. If they think the text is right for them and why and then we talk about why you think it's right for you. Or did you struggle with it? Maybe there is something we can do to better understand the book or should we find a different book and then at the very we set a goal.

(About the students you conferred with during the observation) the one is higher. He's a higher learner. And he does really well with reading and I think he just he's reading a tougher book. So he has some words that he struggled with, but he able to sound them out or go back and re-read -- our strategy-- he's going to work on is when we do come to those words, we're going to go back and read after we he figure out what that word means to better help our fluency. I think his comprehension, a little bit suffers because his fluency can struggle when he hits those bigger words and he just kind of maybe guesses them and does not really know what they mean, but he one that he's able to understand and set a goal. My second one, I think he was a little nervous and I think that hurt his comprehension, a little bit. I think he knows more there when he showed basically he was so nervous, but I could tell definitely when he was reading that there are too big of words in his book, maybe and we talked

| | | about how possibly what are things we could do because he like those books and he does seem to understand them for the most part. So what are some things we could do? we just talked about how we can go back and re-read or we can sound those words out or come ask or find a dictionary and do those kind of things. I think his goal was, oh man, I don't remember what his goal is now, but I he's one that kind of middle to lower in our reading So sometimes he struggled and sometimes he doesn't. He's one that kind went down this year and I don't know if that is more of a loss of focus or some of the things we are seeing now in 4th grade are a little harder than before. So he's one that actually is going to be in a reader set so that help to with his fluency and his comprehension.

mostly for learning objectives for reading I provide feedback during one-on-one conferring time is when I tell them how I think they're doing or things I think I can work on most of the time or I'll just go sit, it doesn't have to be a conferring time, if I have like five or ten more minutes. I might just go sit it with someone and say you are doing a good job reading, what is your book about and we just talk about how our goal is going or what is our goal. | |
| | Assessment in Instruction | I think having the knowledge from our MAP testing and being it's March and knowing most of my students. Now I'm able to kind of understand what students may not be grabbing in as easily as others while some students are just good learners and they understand it some of my lower readers that tend to struggle. I kind of listen in their conversations a little more than others. Just know if they're understanding it. So that's kind of. I take that information | |

		from they're just observations and on our one-on-one reading.	
	Differentiated Instruction	(about your conferring documents) that comes from my curriculum. Each unit per say has kind of its own set questions to go over with each student and I don't always get to every student for each unit because only two three weeks and sometimes we just don't have time. So I try to meet with as many as I can throughout the unit and a lot of those are basically just making sure they're reading a right level texts if they're comprehending it giving them a goal to work on during read to self. So they're not just reading and then they think they're just reading but giving them something to work on and strive for and we do that I try to do that at least two to three students a day. Another thing that we do to differentiate that we are starting actually next week is we're going to start intervention doing all the fourth grade. I'll be getting a couple students from the different classrooms and we are going to do guided reading through the sets that are K through 2 to use. We're going to use those because we have assessed some of our lower MAP scorers. to give them more of that one-on-one group work. Yeah, I think so I think for our grade. We do a lot of like the whole group and then one-on-one but with this intervention we are going start doing more of that guided did reading type stuff. So, I think that's going kind come with our intervention or we're adding, but think especially with our curriculum the whole group and read-to-self time is very the main focus. We also do like so vocab and then we also do	

		word work, Words Their Way. We do our own. So word work for that part not essentially from our curriculum. I do know, that the younger grades, they get the word work in the Being a Reader sets. So our interventions are going to focus on that as well.	
	Diverse Reading Needs in Classroom	"I have twenty-four students in here. I Think. I only have two that on an I.E.P both are for reading and they get one-on-one help during the day. Other than that, have a wide range from very high to very some low students most of them are able to read decently fluent and a lot of them need work with accuracy and comprehension." "We have from below readers - a BR level to, I think our highest is right around nine hundred. So, kind of very wide most of them are right in the fourth-grade level"	
	Self-Assessment	So, with our curriculum we do have like the thinking about my reading to and there's just several questions. What is happening in my book? Do I know what's going on? Do understand the words? Is it interesting and fun? And so sometimes during read to self I will just say I want you to think about those questions. Can you answer them yes or no? If you can't, maybe, it's time to find a different book or maybe it is time to even go back and even start over to make sure that we can comprehend it. So, giving them self-assessment techniques mostly is how we do it	
	Use of District Adopted Benchmark Assessments	(Speaking about Lexile Levels and Assessment) "Yeah, in with our MAP testing. It gives us that every time we take it. So, they just got tested when they got back to school. So, it gave us that- it's kind nice to see."	
	Use of Leveled Text Based on	Another thing that we do to differentiate that we are starting, actually next week, is we're going to start	

| | Student Reading Level | intervention doing the fourth grade and I'll be getting a couple students from the classrooms when we're going to do guided reading through the sets that are K through 2 to use. We're going to use those because we have assessed some of our lower MAP scorers.

I think also is when they read-to-self, getting them to pick just right books not books that maybe the friend picked, and they didn't pick the same and it's way too hard too high for them or even sometimes too low for them and it might be easy. It's not challenging them enough. I think those two things - getting just right book then helping them understand what it means are two of my most challenging things. | |

| Challenges of Teaching Reading | Difficulty with Reading Comprehension | For reading comprehension I think the most challenging getting is getting them to understand what that means (comprehension) because they may have heard that's what the book, that is what the book is trying tell you - is reading comprehension, but I think some of them get confused by the word. So, getting them understand what comprehension is because I think some of do comprehend, but said do you comprehend this book they are like, "no." because they do not know what comprehension means. So, I think that's one of the more challenging parts

I think also a challenge is when they read to self- getting them to pick just right books, not books that maybe their friend picked and they pick the same and it's way too hard too high for them or even sometimes too low for them and it might be easy. It's not challenging them enough. I think those two things were getting just right book then helping them understand what it means are two of my most challenging things. | |

	Flexibility and Responsiveness and Communicating with students a Challenge	I think hardest part is that conferring getting to understand each individual student and figuring out for each individual student what they're lacking or what they're struggling with when it is your first year and like your first group of students of hearing them read, especially at an age group that you may not be familiar with and understanding what they could be lacking. I think the other big thing for a first-year standpoint too is that maybe not having the like a ton of strategies to pull out for specific things and or not knowing for those really low ones what can I do or those really high ones. How can I extend them past where they already are. Some of the things that I focus that I think that I kind lack at this time. I. I think a lot of that too. Just learning as you go and developing those tendencies of. Okay, I heard it in how he was reading. That's what it is right off the bat, not having to hear more than once.	
Curriculum	Curriculum Driven	"We are talking about non-fiction. So our curriculum spirals so, like we hit on it a little bit at the beginning and then it comes back around. So today is the second time we are covering on fiction. So and then we start talking about text features. And those kinds of things." "Other than that most of it was pretty much from the plan and from the scripts that it has out for you. So and I do kind of have other assessment things that we do."	
	Wants to Move Past Just Using Curriculum	"Okay, I got to see it on Google drive stuff, but it's nice because it's all laid out, but at same time I feel like sometimes I wish I could dig deeper than it goes."	

| | | Yeah, I think so I think for our grade. We do a lot of like the whole group and then one on one with this intervention we are going start doing more of that guided did reading type stuff. So I think that's going kind come with our intervention or we're adding, but think especially with our curriculum the whole group and read-to-self time is the main focus. We also do like so vocab and then we also do word work Words Their Way. We do our own. So word work for that part not essentially from our curriculum. I do know, that the younger grades, they get the word work in the Being a Reader sets. So our interventions are going to focus on that as well. | |

| Establishing a Culture of Learning | Establishing a Culture of Learning | I think that is the biggest thing for support for them a lot of my students told me at the beginning of the year that they don't like reading or that it's hard for them. So I think showing them that they are getting it better than they think they are is important to give them that confidence to move forward. Some my students struggle with the confidence thing and so giving them some positive feedback kind of pushes them to want to get better and better. "Well, I think, for the most part. They do really good job of listening and then talking within a group. Our partner talking is not as good as our group talk when we have more than two people would usually do better staying on task. So we have really worked on that this year. I think that most of the students understood what the lesson was about and that most of them based on just walking around listening the conversations that they would be able to tell you what we covered today."

 "yeah, it's big in our curriculum in all those things on the board. We kind of covered before. And we really work on reflecting, setting expectations and then reflecting at the end of the lesson. We also work on how should we talk to somebody our discussion prompts. And what are ways to agree or disagree with somebody and how can we add on especially at the beginning of year was very to the point like you need to do is all the time. And then we kind stray away from it and just hope they kind grab on to that . So it was kind of neat to hear and say that today I thought to do that. it was cool they connected back." | |
| | Feedback focused on | The feedback that I give my students as a whole class is how the lesson went we usually reflect and we talk and I let them | |

	behavior/learning environment	say went at first whether they think it was good or bad just depends on the day and then I tell them what I saw was good and then kind of go back with what we can work on.	
Instructional Strategies	Balanced Literacy	Yeah, I think so I think for our grade. We do a lot of like the whole group and then one on one with this intervention we are going start doing more of that guided did reading type stuff. So I think that's going kind come with our intervention or we're adding, but think especially with our curriculum the whole group and read-to-self time is very the main focus. We also do like so vocab and then we also do word work Words Their Way. We do our own. So word work for that part not essentially from our curriculum. I do know, that the younger grades, they get the word work in the Being a Reader sets. So our interventions are going to focus on that as well.	
	Comprehension focus for Whole Class Lesson	"Basically, I think it was kind of covered with when we talk about non- fiction to comprehend non-fiction we need to be able to use those text features and they go long way. Maybe if we don't know word we can look at the glossary or if we don't really know understand what's going on there might be pictures of things that we can use comprehend and for this lesson. I think that was a big part of being able to those text features in."	
	Technology to Support Reading Instruction/Assessment/student engagement	We have vocabulary curriculum that goes with our reading and writing. So we look at that when we read. So that book like we read this week. The next week go over the vocab words from that book. So they get six a week and usually we do three on Monday and it's just a lot of what is it mean and we kind of play a game with it um for all three words than we review those words on Tuesday. Wednesday we get three more words and we review on Thursday and then the	

		fifth day, so generally Friday we review all the words and then we play a Kahoot game as quiz. So they enjoy vocab and I think it gives them, especially this year seem be really excited about the vocab. They really want to try to understand it and the thing I love about Kahoot because I added that as part of it, is that it does give you their scores too so it's both like a formal assessment and it's a game for them so it kind gives me information about what they are learning in vocab, but they're also having a good time it. awesome. It's been good. Yeah, vocab has been fun.	
Managing Student Behavior	Methods for Managing Behavior	"Um this class for classroom management sake. It's been the tough one. So we really focus on adding to set expectations and understand what's what I want to do before moving. Um so sometimes I stray from the plan just to focus on the classroom management things even at this point in the year."	
Planning and Preparation	Learning Outcomes	"For the whole class. It would just be to review and get back to that understanding of what a non-fiction book is being able to understand what a non-fiction book is and how we can use it to help understand the book how we can use text features to understand non -fiction were our whole class outcomes. I did meet with a few students and their individual outcomes was to or their goal they set at beginning of the year and how they were doing on that goal and then set a new goal	

	Lesson Pacing/Sequence	"This is the start of non-fiction for the second time. So this is kind of introduction to now before a non-fiction was about non-fiction books in the sense of factual and that this one is more of opinion based non-fiction." "So this week we continue with non-fiction. And we talk about reading articles and comparing contrast and pros cons of articles, a lot of opinion based and then I think after this unit we go back to fictions and stories. So we're kind we cover one thing in a little bit of detail then we go back to it. So I think this unit is mostly non-fiction and it kind of jumps around of what kind of non-fiction. And then we go back to stories and then it is on to poetry."	
Questioning and Discussion Techniques	Questioning and Discussion	I think that I could engage better in groups by joining in their discussions not just listening and asking questions to clarify their thinking or I think I could get better at that sometimes I listen, but then I have something to say, but I just kind go on because they are staying on task and I don't want to interrupt their conversation. So maybe adding more to their conversations and making them more in depth would be something that I would like to improve especially in today's lesson. Um for them. I think that giving them those expectations of what to do help today being on task and doing the right things and I think they understood I wanted of them to do and I think that helped them stay on task	

| Reflecting on Teaching/Professional Growth | Reflecting on Teaching | "I think is pretty similar to what I've have seen for the whole class. Most of them understand the text features. And what a non-fiction book is and how to go about maneuvering a non-fiction book using the glossary, the index and those kind of things. They had a pretty good grasp on it that coming in fourth grade from what I saw and they seem to kind of move forward to now that they can use those things not just know what they are and for most my students mostly this unit should be review, but it does kind help to look at it again for some of lower ones."

"I think maybe just the depth of the conversation getting a better understanding of some of those things. I think some of them know what they want l want you hear here. So they kind to say table of content because they saw on the back board not totally understand." | |