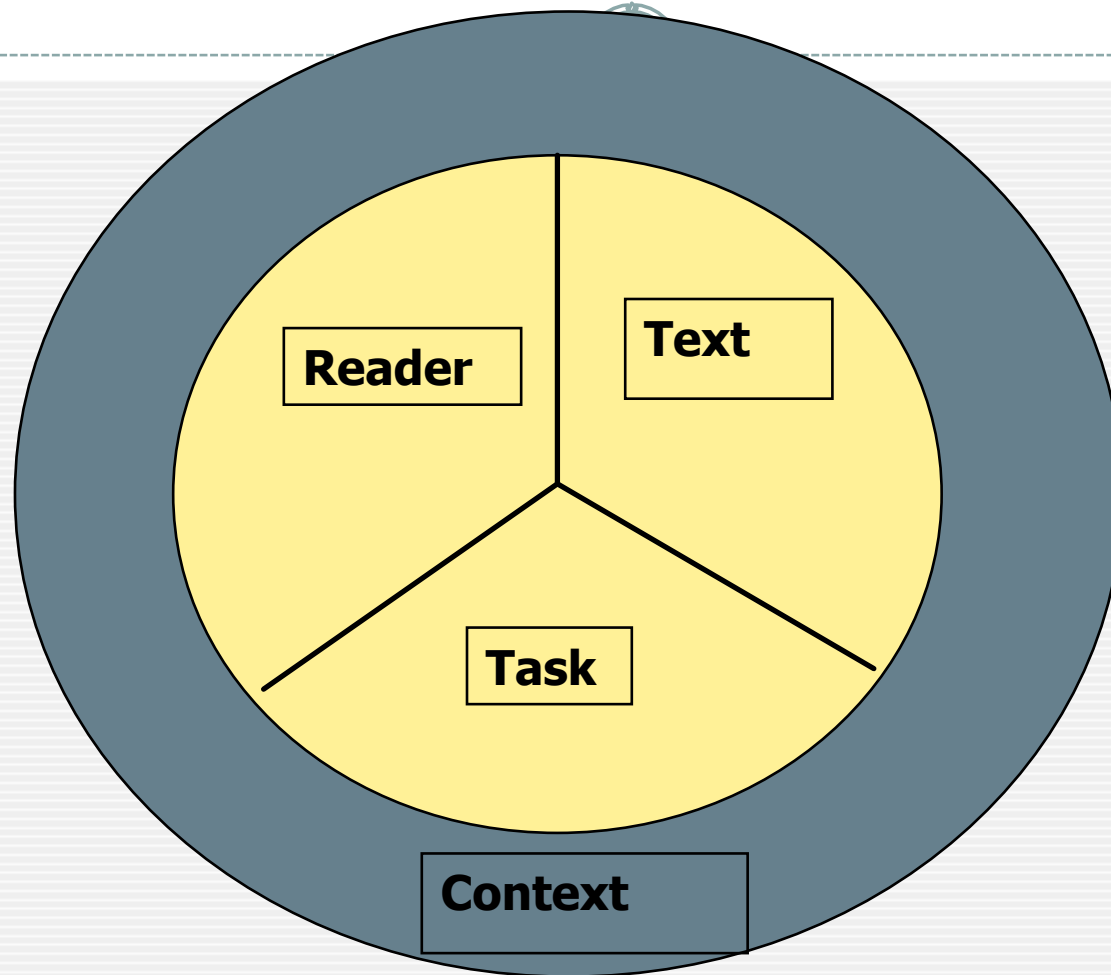# Comprehension Instruction

First 4 Slides prepared
by Dr. Cindy Jones

Elements of Reading Comprehension

Reader
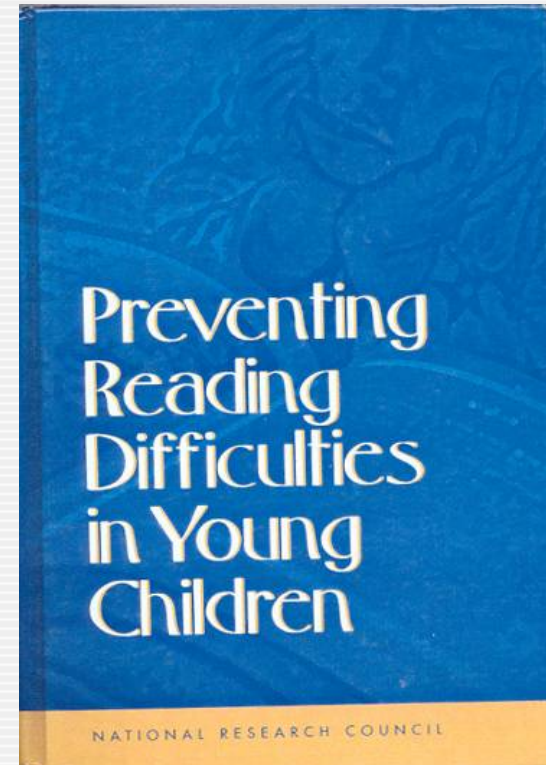
Text

Task

Context

*Rand Study Group, Sweet & Snow, 2003, pp. 2-3*

Comprehension Instruction

Throughout the early grades, reading curricula should include explicit instruction on strategies ...

Snow, Burns, and Griffin, 1998, p 323

Preventing Reading Difficulties in Young Children

NATIONAL RESEARCH COUNCIL

Comprehension Instruction

- Six Cognitive Strategies:
  - question answering
  - question generation
  - story structure
  - graphic organizers
  - summarizing
  - monitoring comprehension
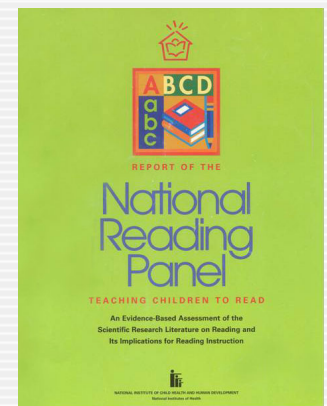
Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction

USING EXPECTANCY-VALUE THEORY

BY

DR. LAURA S. FOLEY

I sought to explore

- the professional development teachers had received in comprehension strategy instruction (CSI),

- their perceptions of success in that implementation, the support given for implementing the innovations, and

- the barriers that hampered their success.

I wondered:

- Are primary teachers learning the research-based comprehension strategies detailed by the NRP (2000)?

- Are they aligning their pedagogy with these recommendations in order to meet increasing literacy acquisition challenges in today's society?

- Are primary teachers receiving sufficient support to overcome barriers to teaching CSI?

Therefore, this study surveyed teacher implementation of strategy instruction for improved comprehension.

- The purpose of my study was to increase understanding of primary teacher expectancies and self-efficacy (confidence for success) to learn and implement CSI.

Therefore, this study surveyed teacher implementation of strategy instruction for improved comprehension.

- The inquiry positions teachers, administrators, and teacher educators to better understand current levels of implementation of comprehension strategies and suggests ideas for meeting the challenges of increasing and/or sustaining their use.

Therefore, this study surveyed teacher implementation of strategy instruction for improved comprehension.

- Provides information for future decision-making regarding supports in primary literacy instruction using improved understandings of teacher perceptions about implementing CSI.
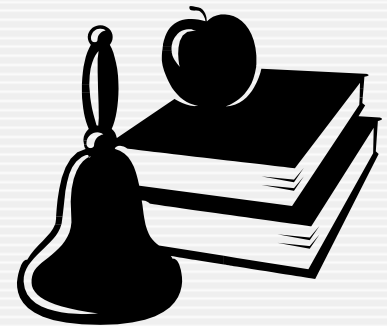
Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction
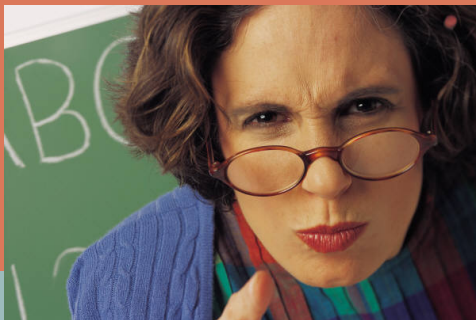
As shown through self-reports:

- To what extent are k-3 teachers using CSI in their classrooms?

Research questions:

Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction

As shown through self-reports:

- To what extent do teacher efficacies in expectancy, ~~value,~~ ~~and~~ ~~cost~~ predict their perceived implementation levels of CSI?
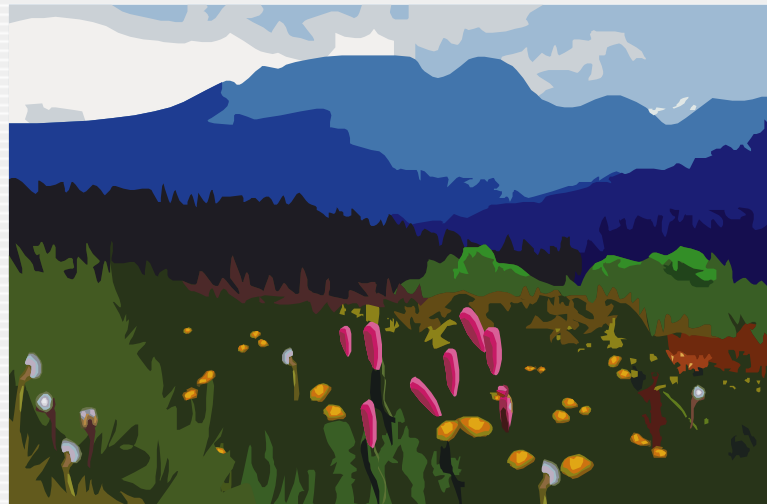
Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction

- Research Sample:

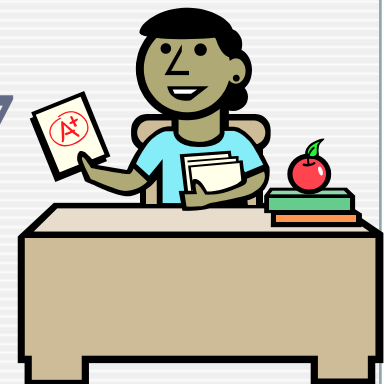 o A representative sample of 40 school districts in Utah

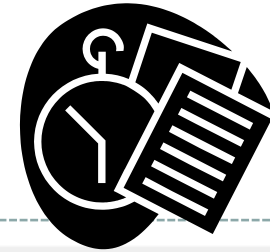# Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction

- Participants:

  - A stratified-random selection of teachers grades k-3

  - Returned surveys =197

Measures

The measures taken into consideration and analyzed for the purposes of this study were:

- Quantitative: A teacher survey

    With questions based upon expectancy-value theory to measure self-efficacy for implementation

- Qualitative: 5 Follow-up interviews

    A purposeful sample of teachers representing each grade level, district size, and who have lived the experience of implementing comprehension strategies

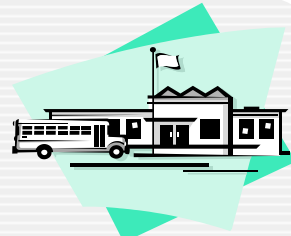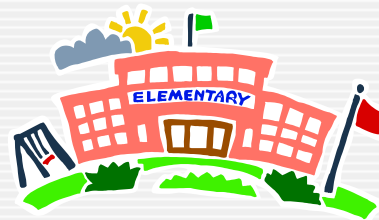# Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction- Table 5 *Grade levels*

Grade	Sample size	Weighted value	
Kindergarten teachers	28	K = base	
1st grade teachers	57	2.04	
2nd grade teachers	50	1.79	
3rd grade teachers	42	1.5	
Primary Sp Ed teachers	20	-0.71	*

Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction

District size Percentage	Category percentage	Returned of total FTEs $N = 197$	sample sizes	o
3 Large	72	116	58.90	
3 Medium	14.40	41	20.80	
10 Small	13.90	40	20.30	
Totals	100	197	100	

CSIQ Teacher Demographics

Variable	Mean	Median
Age	41.8	43
Current Class size	22.5	23
Years in literacy	11.91	10
Years in current	8.69	7
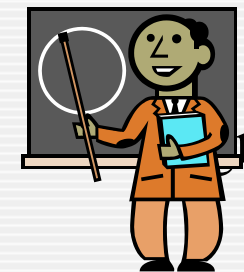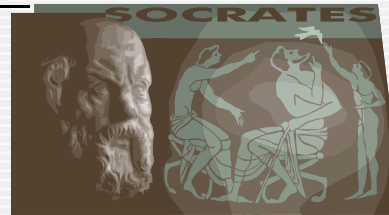
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Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction

- Analyses:

A confirmatory factor analysis (CFA)

Two multiple regression analyses (MRA)

- a) factors that correlate with specific CSI strategy implementation

- b) factors that correlate with general delivery and support for CSI implementation

- Results found:

  - Factors that support teachers' sustained implementation of comprehension strategy instruction (CSI).

○Raise teacher expectancy to succeed with CSI

○Raise teacher value for CSI

Results found six factors: that each may serve to raise CSI implementation levels

○ Increase teacher longevity in a grade level

Results found six factors: that each may serve to raise CSI implementation levels

- Frequency of administrative support, i.e.,
- Professional development specific to CSI
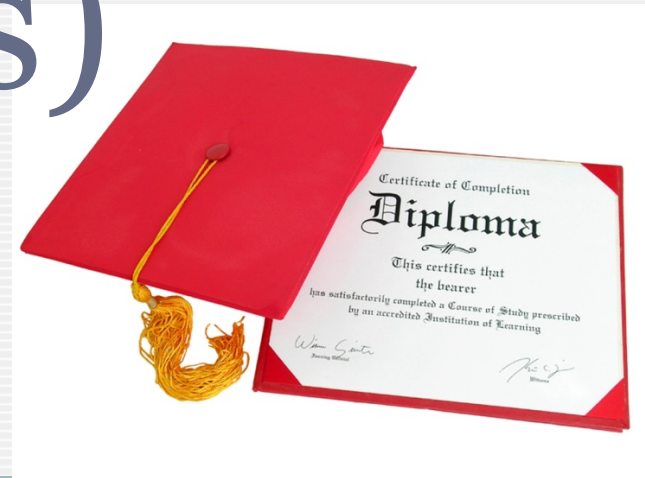- or Lit. Coaches

Professional Development specific to CSI

Results found six factors: that each may serve to raise CSI implementation levels

○ Current education (old bachelors vs. new masters)

○Teaching 3rd grade vs. lower grades (small effect size)

Results found six factors: that each may serve to raise CSI implementation levels

- My study demonstrates that a correlation exists between teachers' expectancy-value of CSI and their willingness to implement it.

- Therefore, the CSIQ could be a powerful instrument for identifying teachers with self-efficacies that reflect a personal expectation to grow and learn in this pedagogy.

- This argues for the use of the CSIQ for better teacher selection as candidates for professional development in comprehension strategy training.

Results of Both Regressions

Results found:

1) Raising t. expectancy to succeed with CSI
2) Raising teacher value for CSI
3) Increasing t. longevity in a grade level
4) Frequency of administrative support, i.e., Professional development specific to CSI
5) Current education (old bachelors vs. new masters)
6) Teaching 3rd grade vs. lower grades (small effect)

…may each serve to raise CSI implementation levels

Multiple Regression Coefficients for General Implementation

Six variables showed significance for predicting teacher implementation of the general methods used in the survey at an effect size of $R^2 = .43$, adjusted $R^2 = .39$: (a) *new masters vs. old bachelors*, (b) *grade level*, (c) *years in grade* (standardized beta weight rises .148 for every year of experience, std error = .006, t = 2.13, $p < .05$), (d) *Endorsement levels 1 & 2* (e) *expectancy*, and (f) *value*. The regression $R^2 = .43$ and adjusted $R^2 = .39$, $p < .01$.

Power

Exploring K-3 Teachers' Implementation of Comprehension Strategy Instruction

- Based upon the # of K-3 teachers in each district, I calculated the total number of participants (160) needed to establish sufficient power.

- To ensure this I sent out 400 surveys with the hopes of a 40% return rate.

- 197 surveys were returned or almost 50%