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Sabrina Greenwell  
*University of Central Florida*



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AN EXPLORATORY CASE STUDY COMPARING THE TEACHING PRACTICES  
OF READING ENDORSED VS. NON-READING ENDORSED SECONDARY  
ENGLISH LANGUAGE ARTS TEACHERS

by

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A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education  
in the Department of Curriculum and Instruction  
in the College of Education  
at the University of Central Florida  
Orlando, Florida

Fall Term 2009

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## ABSTRACT

This comparative case study investigated the teaching practices of secondary English language arts teachers who are reading endorsed versus secondary English language arts teachers who are not reading endorsed. Florida Department of Education mandated that all reading teachers, and strongly encouraged all English language arts teachers be reading endorsed to meet the requirements of No Child Left Behind (“Just Read, Florida!” 2008). We now need research to see if this surge of reading endorsed teachers is using their training in the classroom. The purpose of this study was to explore and to compare the teaching practices of two secondary standard English I in a reading block teachers, one reading endorsed and the other not reading endorsed, and two honors English II language arts teachers, one reading endorsed and the other not reading endorsed. Did the classes in reading instruction and scientifically based reading research (SBRR) strategies carry over into teaching practices in the classroom? If yes, how, or in what capacity, and in what areas of student learning?

The participants in this study included secondary standard English I in a reading block teachers and honors English II language arts teachers from a local central Florida high school. Their identities are confidential, but their years of teaching experience, their qualifications, and their classes’ level are provided. This comparative case study used an observation protocol, interviews with teachers, classroom observations, a questionnaire for teachers, and observational and reflective field notes made while observing and documenting teachers’ practices in secondary English classrooms.

This study investigated the value of the Florida reading endorsement, its influence on secondary teachers’ knowledge of instruction and practices, the role of comprehensive

professional development, and the endorsement's influence on student engagement. The significance of these results may provide evidence for policymakers to further mandate reading endorsements for content area teachers or become more lenient on their demands for English language arts teachers to become reading endorsed. The input and opinions of the veteran teachers may help shape and change the current endorsement while examining theory to practice.

The study was qualitative in nature; most of the evidence and research came from observations and interviews. The voice of the veteran English teachers, their beliefs, instructional practices, classroom environments, and students' motivation is a reflection of current practices in today's public schools. There is evidence that professional development in scientifically based reading research has an impact on the instructional practices of teachers. The study included the voice of the teachers; what they would like to experience in professional development; what they found useful; what they need; and what they did not value. The participants explained how they transformed theory into practice.

The findings of this study concluded that further research and communication is needed between the researchers who design professional development statewide initiatives for secondary content area teachers, the teachers/practitioners who implement the knowledge and strategies, the administration for support, and policy makers who mandate the professional development efforts. The reading endorsed teachers did create enthusiastic classroom environments where student motivation increased, but the teachers voiced obstacles that inhibited their professional development that should be addressed.

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## **CHAPTER ONE: INTRODUCTION**

### **Rationale**

This comparative case study investigated the teaching practices of secondary English language arts teachers who are reading endorsed versus secondary English teachers who are not reading endorsed. Florida Department of Education has mandated that all reading teachers, and strongly encouraged all English language arts teachers, to be reading endorsed to meet requirements of the No Child Left Behind (“Just Read, Florida!” 2008). We now need research to see if this surge of reading endorsed teachers is using their training in the classroom.

The quality and the effectiveness of the teacher influences student achievement more than factors such as number of students in a class or classroom peers, and produces better achievement regardless of curriculum materials or pedagogical approaches (Darling-Hammond & Youngs, 2002). Quality and effective teachers must stay current in teaching practices and be able to implement new strategies in their classrooms. Langer’s (2000a) research concluded that teachers who participated in professional development had higher student achievement, but increasing teachers’ knowledge of practice will not cause them to change their behavior (Alvermann, Moore, & Conley, 1987). They must be able to transfer their knowledge into practice in the classroom.

### **Purpose of the Study**

The purpose of this study was to explore the teaching practices of secondary English language arts teachers who are reading endorsed versus those secondary English language arts teachers who are not endorsed at a central Florida school. The study

involved the use of a qualitative case study that allowed the researcher to observe and compare the teaching practices of teachers who are reading endorsed with those teachers who are not.

### **Research Questions**

**The key research question for the study:** Are reading endorsed English language arts teachers' practices equivalent to teachers who are not reading endorsed at a central Florida high school?

**Issue sub-questions** (Creswell, 2005) to refine the key research question for the study include the following:

1. Are secondary English language arts teachers who are reading endorsed more knowledgeable about reading development during the adolescent years and about quality reading instruction in the content areas versus English teachers who are not reading endorsed?
2. Do secondary English language arts teachers who are reading endorsed use instructional practices that are effective in motivating secondary students to read?

In addition to the main research questions for the study, Yin (1984) suggests using study propositions to direct attention to something that should be examined within the scope of the study. Study propositions include the following:

1. What are key and SBRR-aligned instructional practices of secondary English language arts teachers who are reading endorsed versus English teachers who are not reading endorsed?
2. What does student motivation to read look like in the classrooms of secondary English language arts teachers who are reading endorsed versus those who are not?

3. Have the classes in reading instruction and scientifically based reading research strategies for teachers carried over into teaching practices in the classroom? If yes, how and in what areas of student learning?

The questions for the study are answered using interviews, the *Teacher Reading Knowledge Assessment* (TReKA) developed by Zygouris-Coe (2004), an observation protocol (adapted *Decision Making Matrix* from National Council of Teachers of English, NCTE, 2006), and written and verbal reflections from the participants and observer. The propositions are explored through qualitative research that relied on data consisting mainly of words (Creswell, 2005) through teacher observations, reflections, interviews, and questionnaires.

**Table 1: Summary of Research Questions and Methods**

<b>Research Questions</b>	<b>Methods</b>
Are reading endorsed English language arts teachers' practices equivalent to teachers who are not reading endorsed at a central Florida high school?	Classroom Observations and Interviews
Are secondary English language arts teachers who are reading endorsed more knowledgeable about reading development during the adolescent years and about quality reading instruction in the content areas versus English teachers who are not reading endorsed?	TReKA Questionnaire
Do secondary English language arts teachers who are reading endorsed use instructional practices that are effective in motivating secondary students to read?	Classroom Observations
What are key and SBRR-aligned instructional practices of secondary English language arts teachers who are reading endorsed versus English teachers who are not reading endorsed?	Classroom Observations and Interviews
What does student motivation to read look like in the classrooms of secondary English language arts teachers who are reading endorsed versus those who are not?	Classroom Observations
Have the classes in reading instruction and scientific-based reading research strategies for teachers carried over into teaching practices in the classroom? If yes, how and in what areas of student learning?	Classroom Observations and Interviews

**Problem**

One fourth of high school students are reading at below proficiency that influences all of their academics, future employment, and self-esteem (Peterson, Caverly, Nicholson, O'Neil, & Cusenbary, 2008). Will qualified teachers who have well-developed knowledge of scientifically based reading research (SBRR) and instruction help these students read successfully? The enactment of the No Child Left Behind legislation challenged educators to cope with changing student and community



demographics and variance in teacher qualifications (Darling-Hammond, 2000). Douse and Cooper (2007) perceive a necessity for research to evaluate comparable professional development systems to determine which are most effective on students' reading achievements. Their research observed teachers covering content being emphasized over mastery and student application with superficial coverage over quality. Grossman, Smagorinsky, and Valencia (1999), also found that the practice of teaching remains content-oriented, teacher-centered, authoritarian, and recitative. The incongruity between teaching practices supported by research and those practiced in schools necessitates ongoing professional development and effective coaching. Literacy strategies must be embedded in substantive content. This study explored the teaching practices of reading endorsed English language arts teachers and non-reading endorsed English language arts (ELA) teachers in the content area of English I in a reading block and English II honors classrooms and the influence of professional development through the reading endorsement.

### **Significance of the Study**

This study investigated the value of the Florida reading endorsement, its influence on secondary ELA teachers' knowledge of instruction and practices, the role of comprehensive professional development, and the endorsement's influence on student motivation and success. The significance of these results may provide evidence for policymakers to further mandate reading endorsements for content area teachers or become more lenient on their demands for ELA teachers to become reading endorsed. The voices and experiences of the veteran teachers who participated may influence possible changes in the reading endorsement by examining theory into practice.

## **Background**

The problem with high school students reading at below proficiency has gained much attention nationally and has been the subject of much research (Greenleaf, Schoenbach, Czinko & Mueller, 2001). Snow and Biancarosa (2003) believe there is a need to harmonize research and evaluation to help educators be effective in the classroom and attain the ultimate goal of student achievement. Much has been written on scientifically based reading research strategies (SBRR) and teacher practices. Block and Pressley (2002) discovered after a plethora of writing and publishing research on comprehension strategies, that the strategies were not being implemented in the classroom. Doubek and Cooper (2007) state that there is an expansive gap between theory and practice in how reading methodologies are taught and then applied in the field.

Reasons for adolescents' difficulty in reading comprehension include never being taught explicitly the essential skills and strategies for reading different text in the content areas, not reading fluently enough to comprehend, or not being a native speaker (Biancarosa & Snow, 2004). Students need time and effective direct instruction to make sense of new vocabulary and comprehend familiar words in new context. A combination of methods and strategies, rather than a single method, leads to better comprehension, autonomy, and learning. The National Reading Panel (2000) found that students who are taught cognitive strategy instruction make significant gains in reading comprehension over students who are taught conventional instruction procedures. Comprehension improves when teachers use a variety of strategies including: prediction/ prior knowledge, questions and questioning, think-alouds, text structure and features, visualizing and summarization, and direct, explicit instruction. Each content area text

requires students to implement different comprehension strategies (NICHD, 2000). Biacarosa and Snow (2004), suggest content area teachers need to expand their instruction to provide comprehension strategies that are effective for their subject. When students know how, why, and when to implement strategies for a variety of different texts and purposes, it leads them towards independence and autonomy. When students are self-regulated, it helps them become more successful academically and enables them to use their skills after they leave school (NICHD, 2000).

Content area teachers should not become reading and writing teachers, but they should be able to emphasize reading strategies to encourage their students to comprehend their subject and be successful in their classes. Because reading instruction is usually not part of their prior education, content area teachers need professional development to be able to implement reading strategies successfully. The professional development needs to be ongoing and embedded in the teacher's daily practice (Kamil, 2003).

### **Definitions**

**Teacher's practices:** are the performances, actions, reflections, adjustments, and strategies the teachers carry out in the classroom. The knowledge, effectiveness, and quality of the teacher influences student achievement more than class size or peers, curriculum materials or pedagogical approaches (Darling-Hammond & Youngs, 2002).

**Scientifically based reading research strategies:** are cognitive measures used in assignment implementation (e.g., predicting, questioning, and summarizing) and include evaluating or adjusting of learning and performance including superficial-level and deep-processing strategies (VanSledright & Alexander, 2002). Strategies are tools used during problem solving (Alexander, 2005). No Child Left Behind defines scientifically based

reading research as rigorous, objective and systematic strategies to gain knowledge for reading development, instruction, and difficulties (“Just Read, Florida!” 2008).

**Reading endorsed:** Florida State Board Rule requires completion of fifteen (15) semester hours in reading coursework based upon scientifically based reading research with a focus on both the prevention and remediation of reading difficulties (“Just Read, Florida!” 2008). The endorsement covers six competencies: foundations of language and cognition, foundations of research-based practices, foundations of assessment, foundations of differentiation, application of differentiated instruction, and demonstration of accomplishment (“Just Read, Florida!” 2008).

**Motivation:** Brophy (1998) defines motivation as a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior. He defines student motivation as the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teacher. Driscoll (2005) defines motivation as sustained goal directed behavior, and states that setting goals is an important basis of motivation. Challenging, proximal goals improve academic performance. Interest and goals have vitalizing effects on learning.

## **CHAPTER TWO: REVIEW OF THE LITERATURE**

### **History and Current Circumstances**

National attention has focused on the problem of high school students reading at below proficiency and has been the subject of much research (Greenleaf, Schoenbach, Czinko & Mueller, 2001). Often, students who are significantly lagging behind their peers are placed into special education services even though these students do not have a disability (Duffy, 2007). Snow and Biancarosa (2003) believe there is a need to harmonize research and evaluation to help educators be effective in the classroom and attain the ultimate goal of student achievement. Much has been written on scientifically based reading research strategies and teacher practices. Block and Pressley (2002) discovered after an abundance of writing and publishing research on comprehension strategies, that the strategies were not being transferred between theories to practice in the classroom. The Florida Department of Education has mandated that all reading teachers, and strongly encouraged all English teachers to be reading endorsed. They also implemented CAR-PD, content area reading professional development, for all content area teachers to be knowledgeable of scientifically based reading research. Federal law requirements of No Child Left Behind for teacher quality include that all teachers teaching a reading course at the secondary level have either the K-12 reading endorsement or K-12 reading certification (“Just Read, Florida!” 2008).

Students of the 21<sup>st</sup> century need to be literate more than at any other time in human history. They need literacy to cope with the flood of information (Moje, Youngs, Readence, & Moore, 2000). The escalating density of knowledge in almost all fields is placing increasing demands on people’s ability to write and grasp written text (Bereiter &

Scardamalia, 2005). The Research And Development Reading Study Group emphatically insists that teachers must have profound knowledge about the reading process and comprehension. They state that there is a strong correlation between teacher preparation experiences with teacher practices and student performance (2002). The International Reading Association (IRA) and National Middle School Association (NMSA) recommended that state leaders, district leaders, and policymakers mandate professional development in an effort to improve student reading achievement (IRA & NMSA, 2001). Professional development is important because some teachers may be resistant to new or different approaches in instruction because they lack a knowledge base in reading development (Snow & Biancarosa, 2003). It is essential that teachers design instruction that allows students to experience success at their mastery level that requires understanding reading development (Eccles, 2006). They should provide knowledgeable goals, real-world connections to reading, meaningful choices, interesting texts, and teach reading strategies to promote engagement and motivation (Guthrie, 2000).

We now need research to see if this surge of reading endorsed teachers is using their knowledge gained from the professional development in the classroom. The reason that this study is significant is that an understanding of effective scientifically based reading instruction, teachers' practices and strategies, and students' self-efficacy and motivation are needed to develop an understanding of where we are and where we need to be. The rest of this literature review represents the foundation and basis of what research affirms is effective teaching to improve student achievement. I will be looking for these SBRR strategies and instruction in my observations during my research.

## **Scientifically Based Reading Research**

### *Theories and Research*

Scientifically based reading research strategies are cognitive actions used in assignment implementation (e.g., predicting, questioning, and summarizing) and include examining or management of learning and performance including superficial-level and deep-processing strategies (VanSledright & Alexander, 2002). Strategies are tools used during problem solving (Alexander, 2005). No Child Left Behind defines scientifically based reading research as rigorous, objective and systematic strategies to gain knowledge for reading development, instruction, and difficulties (“Just Read, Florida!” 2008).

Instructional practices grounded in scientifically based reading research (SBRR) have been statistically proven to be superior to other approaches. These practices have been compared using experimental and control groups receiving different teaching practices under regulated conditions. These results have been validated by numerous studies with various settings, students, and teachers (Robinson, McKenna & Wedman, 2004). The NCLB states that scientifically based research must utilize systematic, empirical methods, engage thorough data analyses, rely on measurements or observational methods that provide applicable data transversely evaluators and observers, and across multiple measurements and observations; and be accepted by a peer-reviewed journal.

This study added to research on the effects of teachers’ practices and instructional methods and could lead to advances in understanding learning theories, student motivation, and self-efficacy. The information in this study aids in analyzing the learning theory of motivation, influences of effective teachers’ practices, and is beneficial to

understanding student success. Teachers need to analyze motivation and instructional practices to adjust curriculum and scaffolding. Studies that assess and monitor reading progress could expound instructional practices that could close the reading gap for struggling students. Reading instruction for struggling secondary students needs well-informed support and scientifically based research guidance (Scammacca, Roberts, Vaughn, Edmonds, Wexler, Reutebuch, & Torgesen, 2007).

### *Strategies and Instruction*

According to Allington (2001), reading comprehension can be improved with effective teaching. Reading comprehension is not something innate associated with intelligence. Allington continues that teachers can learn to provide effective instruction in comprehension strategy development, but this would mean not being dependent on the teacher's guides. "Teachers teach what they know and expanding what teachers know produces a substantial impact on students" (p. 142). According to Torgesen, fluency of text reading, vocabulary knowledge, implementing reading strategies, prior knowledge, higher cognitive skills, and motivation are the six critical factors for proficient readers (Scammacca et al., 2007).

Improving instruction can have dramatic effects on student achievement. Secondary students can benefit greatly from learning comprehension strategies (Scammacca et al., 2007). Reading ability is paramount for success in other content areas such as mathematics and science. The global information economy necessitates that American students have greater and more advanced literacy skills (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008). Language arts teachers need to develop their instruction to include approaches and texts that will promote not only comprehension but



also learning from text (Biancarosa & Snow, 2004). Strategy instruction is explicit teaching of behaviors that enable students to ascertain knowledge from the text and include modeling, scaffolding, coaching, and direct explanations of how and why to use strategies (Guthrie, 2000). Instruction including strong connections between literature and concept learning enhance academic interest and engagement as well as use of comprehension strategies. Effective literacy instruction balances and blends teaching skills, holistic literature, and writing experiences (Pressley, 2001). Exemplary teachers offer direct, explicit demonstrations of cognitive strategies used by good readers when they read. They model the thinking of engaged readers, how to self-monitor for comprehension, and summarize what they have read. Expert teaching requires not only teaching strategies, but also how to transfer the strategy so students can use it from structure practice to independent use (Allington, 2001).

Cognitive developmentalist ideology emphasizes reading strategies that can be applied to all content areas and accentuates the development of strategies not concepts. This ideology underscores challenging students at their developmental level so they can advance to higher levels (Alvermann, Moore, & Conley, 1987). Effective teachers use a variety of strategies and teaching approaches based on the students' needs. Multiple strategies and approaches strengthen instruction and connections and, therefore, should be integrated into lessons throughout the year. Students should be taught strategies for thinking as well as doing. Students should learn not only the content area subject, but also how to think, approach, and work in the area. This leads to autonomy and independence so that the student can complete work unaided. Students should be taught the process of learning and internalize methods and strategies for accomplishing tasks (Langer, 2000b).

Teachers should use a variety of teaching strategies to reach diverse learners to ensure all students are comfortable and feel safe in their learning environment. Information must be relevant for students to make meanings and understand. Teachers must implement many strategies to make learning relevant for students of diversity. One strategy Gay suggests is using multicultural examples in instruction (Gay, 2004). Most educators will agree that learning is more interesting and easier to accomplish when it has personal meaning for students. Teachers must recognize and incorporate the personal abilities of students into their teaching strategies to improve school achievement (Gay & Howard, 2000). Teachers must know, understand, and reach their particular students. Once teachers understand how their students learn and consider their students' needs, teachers should implement this knowledge in all disciplines. Engagement in instructional activities and academic achievement improve when different and frequently varied formats are used with instructional materials and activities that have high interest appeal. Infusion is the approach that combines content and process. Teachers need to know various instructional techniques because some are more effective than others for some members of ethnic and cultural groups (Gay, 2004).

Teachers need to have frequent contact with the students and divide lessons into short segments and mastery sequences so students can progress in stages. Scaffolding is important to help students achieve understanding (Cavanaugh, Gillan, Kromrey, Hess, & Blomeyer, 2004). According to Linn, Baker, and Dunber (1991), teachers should use a variety of assessments. In addition to the standard multiple-choice tests, teachers should use authentic assessments using essays, computer simulations, and portfolios.

Research supports that students' motivation increases when teachers support the students' autonomy. Autonomy support recognizes the importance of moderate structure and guidance while emphasizing the benefits of giving students freedom, volition, and responsibility for themselves. Teachers can support a student's sense of autonomy giving him or her opportunities to take initiative. Students who perceive their social support as sustaining and promoting their autonomy and competence are more intrinsically motivated at school. Students with autonomy accommodating teachers tend to stay in school compared with students in classrooms with controlling teachers (Legault, Green-Demers, & Pelletier, 2006). According to Guthrie (2000), teachers support students' motivational development by letting students have social interaction, make connections with the activity, and providing choice which also supports the students' autonomy,

Struggling secondary students must have competent comprehension skills if they are to succeed in content-area classes, demonstrate proficiency on standardized tests, or become a lifelong reader. Content area teachers should include comprehension strategies instruction throughout the school day for the students' and school academic success. Professional development is needed for content area teachers to be able to teach these strategies effectively. The more awareness and expertise the teachers have the greater the students' achievements (Scammacca et al., 2007). Secondary schools need to determine what constitutes exceptional instruction and implement it in the content areas. Secondary teachers require professional development in differentiated instruction to reach all students (Duffy, 2007)

### **Perspective of the National Council of Teachers of English**

The National Council of Teachers of English (NCTE, 2004a) defines reading as “a complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning.” Reading is not a technical skill, but rather a developmental process. Secondary students encounter different reading purposes, content structures, and processing demands that require teachers edify how literacy operates within all content areas. Teachers need to recognize and value the multiple literacies students encounter daily. Discussion-based approaches are strongly linked to student achievement. All students need to go beyond the study of isolated skills and strategies to understand how those skills and strategies are integrated with real-world experiences. Students need to make connections between their prior knowledge and the text. They benefit from conversations about their reading that focuses on the strategies they use and their language knowledge.

Research offers many effective reading strategies that target motivation, comprehension, and critical thinking (NCTE, 2006). Effective reading instruction helps secondary students comprehend text. It is grounded in professional knowledge and includes: using a variety of instructional groups, using multiple instructional methods, building background knowledge, teaching before, during, and after reading strategies, encouraging self-monitoring and self-correcting, providing specific feedback, providing daily opportunities for students to read books of their choice, providing daily opportunities to write on topics of their choice, providing opportunities for collaboration, and gradually releasing responsibility to support autonomy (NCTE, 2004b). Literacy skills for adolescents include analyzing arguments, comparing editorial viewpoints,

reading charts and graphs, following written instructions, reading maps, reading and evaluating propaganda, and finding information online (NCTE, 2006).

The NCTE (2004b) states that adolescents need experience with diverse, high-interest texts in a variety of genres, some through curriculum and some self-selected texts used during independent reading and various multimedia. They need discussions regarding text that lead to diverse interpretations and experience in critical thinking, metacognition, and the text. They need to make connections between texts, text and world, and text and self. They need to understand the multiple meanings and complex layers of rich literature. Teachers of secondary students should offer students appropriate, diverse, and a wide range of reading material. They should continue to support and to scaffold students and to recognize when students are not making connections. They should create active learning environments that engage readers in meaning making and comprehension.

English teachers should continue their own professional development (NCTE, 2004a). Research indicates that funds directed towards professional development over various school improvement initiatives resulted in greater student achievement gains on standardized tests. Many highly qualified secondary content area teachers lack fundamental knowledge about literacy development and must have professional development to improve literacy school wide. The multiple stages of professional development start with the teacher having no knowledge, then first exposure, to a deep learning with limited capacity, to practice with coaching, to refined and expanded learning, to the level of expertise and ability to coach others. Unfortunately, much of the

professional development is concentrated in one workshop and never develops past the first level of first exposure (NCTE, 2006).

### **Effective Reading Instruction in the Secondary Grades**

According to the National Assessment of Educational Progress (NAEP), 77% of twelfth graders could not perform beyond the basic level in reading (National Center for Educational Statistics, 1999). Alvermann (2001) asserts that effective literacy for secondary grades is multifaceted and must include the students' perceptions, motivation, background knowledge, and interests. Effective instruction is embedded in the content area curriculum and uses multiple texts and has purposes. Teachers must create opportunities for students to actively engage in consequential endeavors that expand and sophisticate their literary practices they already have and value. Kamil, Borman, Dole, Kral, Salinger, and Torgesen, (2008) have five recommendations to increase reading abilities for secondary students. They include providing the following: explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for extended discussions on the text meaning and interpretations, increasing motivation and engagement in literacy learning, and interventions for struggling readers.

Teachers who learn about content reading are more adept at making effective decisions in implementing strategies and relating to cultures and context. Teachers should choose management and instructional activities that foster student involvement, increase opportunities to learn, give the students a clear sense of expected goals, and sustain interest. They should use their knowledge about the content reading to make purposeful decisions instead of being dominated by the textbook. The teacher's role is in helping secondary students learn how and why to implement a particular strategy is essential

(Alvermann et al. 1987). Proficient readers are able to sinuously apply different reading strategies according to different content, text, tasks, and purposes (Stanovich, 1980). Using multiple strategies is preferable and results in better comprehension than single strategy implementation (Kamil et al., 2008).

Teaching strategies and instructional interventions are implemented by teachers to develop student reading ability (Peterson, Caverly, Nicholson, O'Neil, & Cusenbary, 2008). Four major factors that develop reading proficiency are motivation, decoding skills, language comprehension, and transaction with the text (Peterson et al., 2008). Reading proficiency requires the reader to independently begin and continue reading, which requires motivation (Snow, Burns, & Griffin, 1998). Motivated readers organize their strategies and knowledge to fulfill their personal desires.

As students progress through secondary grades their motivation to read declines (Guthrie & Wigfield, 2000). Stanovich's (1980) "Matthew Effect" is the widening gap between good and poor readers through their academic careers. High school students who are struggling readers have little confidence in their self-efficacy, low motivation for learning, and anxiety (Peterson et al., 2008). According to the *Southwest Educational Development Laboratory (SEDL)* (Peterson et al.), struggling secondary readers grapple with content reading for academic survival at their grade level, are likely to suffer psychological, emotional, and cognitive consequences, need support using strategies in content areas and outside of school, are amotivated, and need modeling to build connections. Struggling readers at the high school level may find remedial materials non-engaging and patronizing.

According to Jeanne Chall (1996), students develop by learning to read and progress

to learning to read to learn. Alexander (2005) continues Chall's statement by stating that learning to be literate to learn are co-facilitative processes that continue through a person's life. All teachers, including content area teachers, can and should help their students become better readers by using reading strategies. Research shows that when students are given instructional strategies, they make significant gains in reading comprehension over students with conventional instruction. Different reading strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.

### *Learning Theories and Reading Instruction*

The foundations of learning theories influence scientifically based reading research. Bruner (1966) was a constructivist theorist who believed that learning is an active process where students construct new ideas from past or current knowledge, and that curriculum should be organized in a spiral manner so that students continually build upon past knowledge. Ausubel's (1978) subsumption theory and Bruner's "spiral learning" are based on constructivism theory of bridging new and existing knowledge. Constructivism promotes a student's free exploration within a given framework or structure and actively constructs new concepts through experiences. Learning is a very personal endeavor where the teacher should act as a mentor and a facilitator of knowledge. SBRR strategies include making connections to prior knowledge and teacher scaffolding.

SBRR includes collaborative learning which is influenced by social constructivism, or learning within a social context with active group constructions of knowledge that stimulate learning (Freire, 1989). Freire's theory of conscientization consists of democratic dialogue in the classroom, a curriculum situated in the learner's actuality,



participatory teaching designs, and student-centered learning. Social constructivist approaches such as collaborative learning, problem-based learning, and peer-learning groups can lead to students experiencing more meaningful learning. Albert Bandura's social learning theory stresses the importance of observational learning, imitation, and modeling. Bandura (1997) students' attributions for success or failure and their self-efficacy influence their motivation for academic work. Bandura believed that learning takes place through observation and modeling. Bandura's work is complementary to Vygotsky's (1978) social development theory on social learning. Vygotsky's social cognition learning model asserts that culture is a primary determinant of students' development. Students acquire much of their knowledge through their culture. Culture teaches students what and how to think. Cognitive development results through problem-solving experiences shared with someone else, a peer, teacher, or adult. The difference in knowledge between the student and the mentor is called the zone of proximal development.

By using the principles of constructivism and social constructivism, the teacher can create a learning environment that should increase students' motivation by not overwhelming the students with completely new and unfamiliar concepts. By using cooperative learning, the teacher can increase the students' feel for autonomy and sense of security and of self-worth by working in a group with modeling and discussions.

SBRR instruction and strategies use many of these principles and are intended for all students to help them gain the strategies they need to read independently and gain autonomy. Social Meliorists Kliebard's (2004) and Schiro's (2007) learning centered ideology believes that education is a tool to reform society and create a change in society

for the better. An individual's future is not predetermined by gender, race, socio-economic status, or heredity. Education is not to regurgitate current society; it is to offer opportunities for students to excel in society and reach their fullest potential. John Dewey felt that the curriculum should ultimately help mold and produce students who would be able to deal effectively with the modern world. Many educators feel that effective SBRR strategies can ameliorate closing the achievement gap and therefore give all students a better chance at being successful in academia and society.

Gardner's (1983) multiple intelligences and learning styles help teachers understand students and how to make curriculum relevant and accessible. Teachers should vary the methods and strategies they use to reach all students in their classes. Meeting students' psychological needs increases motivation according to Eccles (2006) and decreases student's personal cost.

### *Multicultural Education*

One of the leading causes of students dropping out of school is their deficiency in reading which results in apathy and amotivation. The dropout rate in the United States is high; one out of three public high school students will not graduate. For Latinos and African Americans the rate is almost 50%. One strategy to reach these students is using multicultural education. Teachers must be concerned with closing the achievement gap, building curriculum that reflects a diverse culture, and providing better opportunities for all students (Gay, 2004). Teachers should participate in ongoing professional development on effective strategies for educating students of diversity. This training should prepare them to meet the needs of diverse students and how to make curriculum friendly to them. As always, it is imperative that the teacher holds a positive perception

of students' language, culture, family, and community (Zygouris-Coe, 2001). According to Doubek and Cooper (2007), reading achievement may help close the gap for mathematics and writing; therefore, when examining the fundamental question of closing the achievement gap across content areas, it is pertinent to examine research in reading.

Gay believes the need for training in multicultural educational instruction is imperative. "As the challenge to better educate underachieving students intensifies and diversity among student populations expands, the need for multicultural education grows exponentially" (Gay, 2004, p. 320). According to Gay, the worlds of the teacher and students are becoming increasingly different. It is important that teachers understand their students' cultural backgrounds so that they can understand their students' reactions and responses in the classroom. She believes that professional preparation is needed because of the increasing racial, cultural, and linguistic diversity between teachers and the student population. In 1999, the U.S. Department of Education stated that 86% of teachers are of European American decent (Gay & Howard, 2000). This becomes important when teachers are helping students make connections to prior background before, during, and after reading instruction. According to the NCTE (2004b), many students of ethnic backgrounds are mislabeled as "struggling readers" or "non-readers" because they require reading proficiency, depend on various prior knowledge, and/or comprehend in multifaceted ways.

According to Flowers (2007), a teacher's knowledge of diversity issues influences classroom management and lesson plans. Flowers continues to also state that research is needed in reading and study strategies and best methods for ethnic students. Teachers

should learn how to motivate students of diversity and implement procedures to teach study skills that will help students academically.

### *Social Support*

Ideally, social support for students should be comprised of teachers, peers, guardians, and the community. A teacher can only influence two of those supports in a classroom, the teacher and peers. An educator can contact guardians, but often has little influence at home beyond a phone call. The most influential social support for students is the teacher. Luckily, the instructor is the easiest factor to modify and amend.

It is unlikely students will take responsibility for their own learning if they believe their teachers lack confidence in their academic ability or if the student places little value on the subject material (Eccles, 2006). Teachers can support a student's sense of autonomy giving him or her opportunities to take initiative. Students who perceive their social support as sustaining and promoting their autonomy and competence are more intrinsically motivated at school. Students with autonomy accommodating teachers tend to stay in school compared with students in classrooms with controlling teachers. Teachers should provide constructive feedback to students on the progress of their learning in a way that ameliorates their competence needs (Legault, Green-Demers, & Pelletier, 2006).

Learning is facilitated when students get feedback about their thinking, whether from a peer or the teacher. Providing the opportunity for revision promotes higher levels of thinking and reaches deeper levels of understanding. Peer teaching and group work promote construction of knowledge and allow students to observe other students' models of successful learning and emulate higher-achieving students. Cooperative learning

lowers the cost of self-efficacy. If the group can discuss and share their thoughts about the answers, it eliminates the costs of being singled out as one with the wrong answer. The rewards are increased because the many students are interested in talking with their peers and enjoy a more social environment. Cooperative learning helps alleviate a student's fear of failure. When learning is treated as a social activity, with depth and complexity of understanding, students sharpen their understanding of concepts and content (Langer, 2000b). Social motivation leads to higher achievement and prolific reading (Guthrie, 2000).

### **Students' Self-efficacy and Motivation**

#### *Motivation and Attribution*

Students must develop and maintain a motivation to read and learn, but this diminishes in secondary grades (Snow & Biancarosa, 2003). Motivation and self-determination are necessary to be successful in course work. Self-determination and motivation has been associated with positive outcomes, such as greater cognitive flexibility, conceptual understandings and information processing, and as well as improved academic performance self-concept (Legault et al., 2006). The significance of the study for theory is to examine the learning theories of motivation and attribution that support the students' need for autonomy, self-regulation, and higher-critical thinking. This provides an opportunity to research motivational theories, students' accomplishments and outcomes, and teacher effectiveness in scaffolding.

According to Guthrie (2000), engaged reading is an amalgamation of motivation and thoughtfulness. Engaged readers enjoy learning and have strong self-efficacy. Teachers can create context to promote engaged reading by providing prominent

knowledge goals, modeling and making real-world connections to the text, making meaningful choices, and modeling reading strategies. Engaged readers are intrinsically motivated to read for erudition and pleasure. Engagement is strongly related to reading achievement, and engaged readers can overcome obstacles to succeed and increase their reading proficiency. Engaged readers are motivated, tactical, erudite, socially interactive, and read for individual purpose. They are decision makers who use multiple strategies to comprehend.

We must look at the causes of motivation to understand amotivation and apathy. Motivation is essential for student success. Two theories that interpret the cause of motivation are George Homans's (1958) social exchange theory, and Jacqueline Eccles' expectancy value model of motivation. Both of these theories have some focus on the cost of the student participating, but differ in psychology.

Homans's (1958) social exchange theory focuses on rational processes of human interaction. According to Don Dillman (2000), it is a theory of human behavior used to explain the development and continuation of human interaction and asserts that students are motivated by the return these actions bring. The three critical elements for predicting behavior are rewards, what a student can expect to gain from participation, the costs, what the student gives up or spends to obtain the reward, and trust, the expectation that the rewards will outweigh the costs in the overall outcome. Students ask themselves, "Do I want to do this activity and why?" What motivates the students to participate is the reward, and is the reward greater than the cost? If the cost is too high, amotivation occurs.

Eccles' expectancy value model of motivation suggests that students' choices are strongly determined by their beliefs, values, and self-concepts (Eccles, 2006). Eccles identifies four achievement related choices that influence student motivation: a student's feelings of competence and confidence, a student's goals and psychological needs, a student's background, and a student's priorities. Taking responsibility for one's own learning requires a desire to do the task. Students become amotivated when they become anxious for fear of failure, fear of peer pressure, or fear of loss of self-worth. If a student tries and fails, it is difficult for the student to escape the conclusion that he or she lacked the ability for success. Avoiding challenging tasks help a student maintain his or her concept of self-worth and competence. This cycle can lead to devaluing school, amotivation, and possibly dropping out of school.

Motivation is important for student success. According to Eccles and Wigfield (2002), competence, autonomy and relatedness are the three basic psychological needs for learning. Students who believe that they can control their accomplishments tend to become more competent and motivated. As students mature, they develop an impression of who they are or who they would like to become. This impression is influenced by the student's personality and capabilities, his or her long-range goals and plans, and motivation (Eccles, O'Neill, & Wigfield, 2005). Some questions that influence motivation include: does the person enjoy the subject? Is the learning activity required? Is the learning activity seen as necessary to achieve goals? Is the person worried about his or her ability to be successful? Is there something else the student would prefer to do? (Eccles, 2006). Interest and goals have vitalizing effects on learning. Research shows interest has a powerful effect on cognitive functioning. Where and how a student learns

and what strategies are used can spark student interest. Giving students choices, even when seemingly insignificant and instructionally immaterial, seems to increase interest (Hidi & Harackiewicz, 2000). The greatest motivator is intrinsic, the enjoyment one gains from doing the task (Eccles, 2005).

Csikszentmihalyi's (1990) concept of flow describes intrinsic motivation when students experience a goal-oriented activity when the perceived level of the challenge and their perceived level of skill are both high. Students feel anxiety when they perceive the challenge high and their skill level is low. They feel apathetic if they perceive the challenge as low and their skill level is low, and they feel boredom when they perceive their skill level as high and the challenge level is low. In school anxiety is a risk to flow. Engaged reading is a state of total absorption or flow.

Strategies for stimulating students' motivation to learn apply to their performance, sense making, advances in comprehension, mastery, and information processing. They include hands-on involvement in activities, opportunities to learn through exposure, teacher support, evaluation and accountability, approaching learning purposely and thoughtfully, modeling, communicating related expectations, avoiding anxiety, and scaffolding (Brophy, 1998). Scaffolding strategies include focusing on learning goals and the purpose of the lesson, using advanced organizers, modeling, and metacognitive awareness. Control of learning strategies and other self-regulating skills can increase self-efficacy and motivation in students.

According to Dweck (2005), there is no relation between a student's intelligence or abilities and the development of mastery-oriented behaviors. She states that mastery-oriented is a having the right mind-set, not intelligence. Students who are mastery-



oriented focus on learning and strategies to overcome difficulties. Teachers should focus on students' efforts and praise them for using strategies, not their intellectual capacity. They should give regular feedback on students' efforts and use of strategies to increase mastery-oriented mind-sets. Teachers need to show their students that they value effort and that sustained effort is the key to outstanding achievement. Ninety percent of students, when praised for effort, wanted a challenging learning opportunity and enjoyed the task. After thirty years of research, Dweck states that motivation is more important than initial ability in achieving success.

Teachers should also encourage students to relish challenges and not focus proving their worth through grades. Problems arise if students equate their intelligence and worth with grades, and this can be extremely detrimental and discouraging for students, causing amotivation, and can stifle their motivation to learn and face challenges. When students believe that intelligence is potential and can be developed, they fare better than students who see intelligence as innate and fixed (Dweck, 2005). According to Jensen (2005), we have the capacity and choice to be able to change our brains. There is no fixed brain, it is always a work in progress, creating new connections and adapting. When students are taught that their intellectual skills can be enhanced and ameliorated through reading, challenges, and education, they see obstacles in a new perspective.

### *Amotivation*

An issue that influences students, teachers, and society is amotivation. When students become apathetic about their academic careers, it creates a snowball effect that has lasting consequences on the student's life and on society. As an educator, trying to motivate the student who is indifferent is a daily challenge. The test scores of these

students reflect badly on the teacher's evaluation and ultimately the school's funding and reputation.

Students who drop out of high school tend to have lower grades, more absences, and lower self-efficacy. Bandura (1997) defines self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). Research has shown that students who drop out of school are more likely to be unemployed, involved with crime and substance abuse, and experience health and marital problems more than students who graduate (Jozefowicz, Colarossi, Arbreton, Eccles, & Barber, 2000). As a result of these difficulties, high school dropouts cost our government in lost taxes, health services, remedial programs, and rehabilitation (Jozefowicz et al.). Dropouts struggle with low self-esteem and low perceptions of ability; they dislike school and teachers and have high absenteeism. Devaluing school may lead to serious motivational deficit, which becomes amotivation (Legault et al., 2006).

Amotivation occurs for four reasons: strategy beliefs, ability beliefs, effort beliefs and helplessness. Students may feel their behaviors are ineffective in producing the desired outcome or being successful. They do not believe they have the personal ability to perform the required task nor can they maintain the effort required by the behavior. They believe they are powerless in creating a suitable outcome (Legault et al., 2006). Eccles and Wigfield (2002), state that students must protect their self-worth and that the most common attribution for failure is not trying. Procrastination, making excuses, avoiding challenging tasks, and not trying are ways students try to protect their self-concepts. These are referred to as failure avoiding strategies (Eccles & Wigfield, 2002).

Academic amotivation is caused by loss in self-efficacy (Legault et al.). According to Hidi and Harackiewicz (2000), students are unsuccessful academically because they either lack the ability or lack the effort. Academic detachment results from a lack of ability or desire to exert effort. Self-efficacy has been identified as the main factor in academic amotivation. Poor achievement is one of the strongest predictors of high school students dropping out (Legault et al.).

If the student does not have the desire to perform the task it is unlikely the student will take responsibility for implementing self-regulated learning strategies. Instead, the student will engage in avoidance strategies or put forth minimal effort and not be engaged (Eccles, 2006). When a task is boring, routine, tedious, arduous, or irrelevant amotivation may ensue and the activity is likely to be abandoned. (Legault et al., 2006). Teachers can support a student's sense of autonomy by giving them opportunities to take initiative. Students who perceive their social support as sustaining and promoting their autonomy and competence are more intrinsically motivated at school.

This research study supports the use of scientifically based reading research strategies and instruction implementation in the classroom. It gives multiple explicit examples of what and how these strategies should be employed. Teachers need continuing professional development to be effective in the classroom using these strategies and instruction to give secondary students the support and scaffolding they need. This includes understanding and connecting to the increasing diversifying student population. This research will be used during observations using the observation protocol, the *Decision Making Matrix* by the NCTE (2006), and will be referenced in the analysis.



## CHAPTER THREE: DESIGN AND METHODOLOGY

### Research Design

The purpose of this study was to compare and explore the teaching practices of secondary English language arts teachers who are reading endorsed versus those secondary English language arts teachers who are not endorsed at a central Florida high school. This research study was a qualitative case study observing and comparing the teaching practices of reading endorsed English language arts teachers versus non-reading endorsed English language arts teachers.

### Research Questions

**The key research question for the study:** Are reading endorsed English language arts teachers' practices equivalent to teachers who are not reading endorsed at a central Florida high school?

**Issue sub-questions** (Creswell, 2005) to refine the key research question for the first part of the study include the following:

1. Are secondary English teachers who are reading endorsed more knowledgeable about reading development during the adolescent years and about quality reading instruction in the content areas versus English teachers who are not reading endorsed?
2. Do secondary English teachers who are reading endorsed use instructional practices that are effective in motivating secondary students to read?

In addition to the main research questions for the first part of the study, Yin (1984) suggests using study propositions to direct attention to something that should be examined within the scope of the study. Study propositions include the following:

1. What are key, and SBRR-aligned instructional practices, of secondary English teachers who are reading endorsed versus English teachers who are not reading endorsed?
2. What does student motivation to read look like in the classrooms of secondary English teachers who are reading endorsed versus those who are not?
3. Have the classes in reading instruction and scientifically based reading research strategies carried over into teaching practices in the classroom? If yes, how, and in what areas of student learning?

The questions for the study are answered using interviews, the *Teacher Reading Knowledge Assessment* (TReKA) developed by Zygouris-Coe (2004), an observation protocol (adapted *Decision Making Matrix* from National Council of Teachers of English (NCTE, 2006), and reflections from the participants and observer. The propositions are explored through qualitative research that relies on data consisting mainly of words (Creswell, 2005), through teacher observations, reflections, interviews, and questionnaires.

This research design investigated these phenomenological questions through use of observation protocol, interviews with teachers, classroom observations, questionnaires for teachers, and observational and reflective field notes to observe and document teachers' practices in secondary English I and II classrooms.

## Site and Sample

The site for this study was a central Florida high school in a socioeconomic middle-class area. The student body consists of 57% Caucasian, 10% African American, 25% Latinos, 3% Asian, and 5% multicultural. This was a typical school in the central Florida area. It received an “A” grade from the state in 2008, and its student body is approximately 27% free or reduced lunch.

The maximal variation sample (Creswell, 2005) of teachers observed for this study includes two English language arts teachers who are reading endorsed and two English language arts teachers who are not reading endorsed. The endorsed teachers resemble the non-endorsed teachers in years of experience and in-service training. Each teacher has approximately 130 students. I interviewed the teachers in the beginning of the study to gain insight into their past experiences, attitudes and beliefs, and perceptions on the reading endorsement. I continued to interview the teachers throughout the study to gain their perspicacity of the study and their involvement, and again at the end of the study for their reflections. They were interviewed a minimum of three times throughout the study using an interview protocol.

Due to the small convenient sample size, this was a reflection of this particular experience and cannot be assumed for the entire population. This study would need to be repeated numerous times to make suppositions or postulations. According to Yin (1984), case studies, like experiments, are generalizable to theoretical propositions and not to populations; they do not represent a “sample.” They generalize theories.

According to “Just Read, Florida!” (2008), there are two ways for an educator to become reading endorsed. The first way is a Florida District Add-on Program that

requires completing an approved district add-on reading endorsement program. The professional development covers the six required reading endorsement competencies. These are foundations in language and cognitions, foundations of research-based practices, foundations of assessment, foundations of differentiation, application of differentiated instruction, and demonstration of accomplishment (practicum).

The second pathway to become reading endorsed is completing fifteen semester hours in reading coursework based upon scientifically based reading research. This course work should focus on both the prevention and remediation of reading difficulties. This includes six semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning; three semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties; three semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and three semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties (“Just Read, Florida!” 2008).



## **Participants Portraits**

I have coded the participants as ETA, ETB, NTA, and NTB. The “ET” stands for reading endorsed teacher. The “A” and “B” represent the order in which they were first interviewed. Likewise “NT” stands for non-endorsed teacher with the “A” and “B” indicating the sequence in which they were interviewed. The participants resembled each other in years of experience and taught similar classes. ETA and NTA both taught English I with a reading block. They taught the students who scored in the bottom 25% on the FCAT and tested to have deficiencies in reading. ETB and NTB taught English II Honors. Honor students tend to be self-motivated to learn and achieve higher grades. These classes were contrary in student echelon and gave me the opportunity to observe the teachers appealing, motivating, and reaching a variety of students. These were the classes and teachers I observed during this study.

ETA was a middle aged, Caucasian woman. She has a Bachelors and Masters degree in Specific Learning Disabilities, Emotional Disabilities, and Varying Exceptionalities Education, and was certified in Special Education K-12, has her reading endorsement, and ESOL certification. She had taught exceptional education in the past for twenty-two years and earned her reading endorsement so that she could teach standard English classes. She has a maternal aura and her students tend to react to her accordingly. Because she taught the English I reading block with the lower 25% with reading deficiencies, her background in exceptional education was extremely useful. Her patience and calm voice was a reliable constant in the classroom. The students seemed to find comfort in her confidence. She helped her students find understanding and comprehension by making connections to what they knew and were familiar with and the

literature or daily lesson. She expressed her desire for professional growth and improvement. She said that the reading endorsement gave her a better understanding of how and why her direct instruction reading program works. She articulated a need to see some strategies demonstrated and would like a resourceful quick guide of reading strategies to use while making lesson plans and teaching.

ETB was also a middle aged Caucasian woman, came across as extremely competent, was always professionally dressed, appeared very fit, and seemed to be someone with high standards in every aspect of her life. She was very well articulated, organized, and efficient. She has a Bachelors degree in Communication Arts, a Masters degree in Psychological Evaluation and Counseling, endorsements in gifted education and reading, and is a College Board facilitator. Her English II Honors classroom ran like a well-oiled machine. Her students looked to her for knowledge, guidance, and inspiration. She had high expectations for her students and encouraged them to reach beyond the daily lesson for personal edification and growth. She made worldly connections to current global events and to literature they covered in class. Her students were astute and motivated. Not only did they appear to be on task, but they also gave the impression that they enjoyed their class. She is currently the head of the English department for the 2009-2010 school year. She possessed excellent leadership qualities that transfer into her classroom. Even with her no nonsense agenda, she did expose a soft side towards her students showing them she cared for them as individuals and was available for any need of assistance.

NTA was the youngest participant at forty; he is also Caucasian. He has a Bachelors of Science in Elementary Education and a certificate in Social Studies K-12.

He had been teaching for thirteen years. He had completed four of the six competencies to become reading endorsed, but did not want to complete the endorsement. He had been teaching reading classes for four years and participated in a reading research program that was conducted at the high school previously. He exudes the coaches' motivational "can do" attitude and related to his students' lives with the daily lessons. He was laidback and normally wears rock band t-shirts with jeans. He was particularly gifted at reaching the bottom 25% deficient readers. He made connections between the literature and the students' daily lives including music, relationships, and school. He used adolescent literature to capture his students' interest and gave his students individual attention by reacting and talking to them during class.

NTB was probably the oldest participant and had been teaching the longest, twenty-four years. She was also a middle aged Caucasian woman. She has two Bachelors degrees in English and in Advertising Communication and a Masters degree in English Education. She had taught every class level in high school, and preferred the higher-level honors classes. She was artistic and had published poetry on poetry.com. She encouraged her students to write poetry and publish their work, also. When making connections, she made connections to literature that students have either already encountered or will encounter during their high school career. She did not have any interest in becoming reading endorsed because she felt the reading professional development is designed to help the bottom 25% of the student population and that she had found her niche with the honors classes. She had lessons that she had been using for years that she found successful when teaching her students. She believed that experience in the classroom is more beneficial than degrees, endorsements, or certificates.

**Table 2: Participant Characteristics**

<b>Participant</b>	<b>Degrees, Certificates, and Endorsements</b>	<b>Classes taught and observed during this study</b>
<b>ETA: Reading Endorsed</b>	Bachelors and Masters degree in Specific Learning Disabilities, Emotional Disabilities, and Varying Exceptionalities Education, certified in Special Education K-12, reading endorsed, ESOL certification	9 <sup>th</sup> grade English I with a reading block
<b>ETB: Reading Endorsed</b>	Bachelors degree in Communication Arts, a Masters degree in Psychological Evaluation and Counseling, endorsements in gifted education and reading, a College Board facilitator	10 <sup>th</sup> grade English II Honors
<b>NTA: has completed 4 of the 6 reading endorsement competencies</b>	Bachelors of Science in Elementary Education and a certificate in Social Studies K-12	9 <sup>th</sup> grade English I with a reading block
<b>NTB: not reading endorsed</b>	Bachelors degrees in English and in Advertising Communication and a Masters degree in English Education	10 <sup>th</sup> grade English II Honors

**Role of Researcher**

I am a secondary English language arts teacher, but I have taught reading classes in the past. I am reading endorsed. I have a bachelor’s degree in English Literature, a master’s degree in English Language Arts Education, and I am currently pursuing a doctorate in Curriculum and Instruction with a specialization in reading. I have worked for Pearson Publishers as an advance Scholastic Aptitude Test (SAT) scorer since March 2005. My main interests are reaching students, motivating them to learn, and helping them to reach their fullest potential. I want students to enjoy learning and not see school as a chore or an obstacle. I believe reading and comprehension are fundamental in all

academic success. I want my students to have the necessary keys to achieve. I am looking at teachers' practices to see what will help students. I used a comparative case study to explore the teaching practices of reading endorsed versus non reading endorsed teachers because a case study may be used to explore situations in which the intervention, reading endorsement, being evaluated has no clear, single set of outcomes (Yin, 1984). I will act as a non-participant observer (Creswell, 2005).

### **Method**

This comparative case study investigated theory into practice and used an observation protocol, interviews with teachers, a questionnaire, and classroom observations. According to Yin, (1984), case studies are preferred when answering questions of “how or why,” when the investigator has little control over the occurrences, and when the focus is on a contemporary phenomenon within some real-life context. This case study explored how reading instruction was implemented and why and how it may happen more frequently in some classrooms. The investigator was an observer and had little control influencing the environment and happenings. The English teachers were classified as reading endorsed and non-reading endorsed. Additionally, a *TReKA* questionnaire for teachers, interview protocol using the *Decision Making Matrix*, and observational and reflective field notes to observe and document teachers' practices in secondary standard English I and English II honors classrooms were used to gain supplementary information. I used this information to compare the teaching practices of secondary English teachers who are endorsed versus secondary English teachers who are not reading endorsed. A qualitative approach was used to answer the research questions and was appropriate for observations and reflections by the researcher and participants.

## Procedures

I related this study to previous theory and aimed for an explanation in the literature review. I answered the research study questions including, *are teachers' practices equivalent for secondary English language arts teachers who are reading endorsed versus English teachers who are not reading endorsed at a central Florida high school*, by interviewing participants a minimum of three times, before, during, and after the study and observing them a minimum of six times throughout the study. The TReKA (Zygouris-Coe, 2004) was used to examine teachers' knowledge of scientifically based reading research strategies and instruction. An observational protocol, the *Decision-Making Matrix* prepared by the Commission on Reading by the National Council of Teachers of English (2006) was used to explore the teachers' use of SBRR strategies in the their classrooms. The strategies and instructional approaches I examined during observations were listed in the matrix and were categorized including the following:

The first category was tools and materials and included: using predictable, leveled texts; classroom libraries; high literary quality; range of authors; discussions; independence in learning; problem solving and resourcefulness encouraged; and social interaction around literacy.

The second category was participant structure, student roles, and grouping and included: guided, shared, and partner reading; using small groups; and individual and independent work.

The third category was instructional approaches and included: authentic multicultural perspectives; multiple disciplines; content that is likely to engage and interest readers and is age and developmentally appropriate; strategies and skills

embedded in meaningful text; scaffolding instruction toward independence; development of higher level thinking and critical literacy; and problem solving and resourcefulness encouraged.

The fourth category was comprehension and included: development of cognitive strategies in predicting, questioning, confirming, summarizing, and inferring; development of metacognitive strategies; development of multiple cueing; before, during, and after reading comprehension strategies; development of schema making connections to current knowledge and developing new knowledge; reading fluently with comprehension; literature study; significance on meaning making with associated text, including focus on using fiction and non-fiction text compositions and characteristics; and multiple perspectives, themes, and interpretations.

The fifth category was vocabulary and included word study with etymology, experiential based, from the text, and concept driven instruction.

The sixth category was reading and writing connections and included integrating reading and writing and encouraged risk-taking.

The seventh category was assessment and included: using multiple assessments that are not solely test driven, and classroom-based ongoing running records and assessments

I matched patterns in the data and drew cross-case conclusions. The results provided insights into the participating teachers' instructional practices and may also offer additional perceptions about the types of professional development secondary content area teachers would find beneficial. The case study spanned one nine-week school grading period.

### **Instruments: Observations and Interviews**

Because the site was the high school where I am employed, I used my planning period and took six personal half days to observe the teachers. I gave the participants the *TReKA* questionnaire at the beginning of April 21, 2009, and they sent it back to me by the end of the day. I interviewed the participants after school in their classrooms. I used field notes and an observation protocol, the *Decision-Making Matrix*, prepared by the Commission on Reading by the National Council of Teachers of English (2006), during the observations and add my reflections afterwards. I interviewed the participants before observing them to gain background and pertinent information and biases. I interviewed the participants two more times, once during the study and again after the observations, to gain their reflections on the experience.

### **Data Collection and Analysis**

I used multiple sources of evidence to validate my conclusions by including an observational protocol, a questionnaire, teacher interviews, field notes, and reflections. I coded the data and sought patterns, themes, categories, and organizations. I have data analysis describing each participant, their beliefs, backgrounds, and practices. I used summative tables to depict patterns during the observations and interviews.



**Table 3: Timeline of the Study**

<b>Date</b>	<b>Production</b>
<b>12/16/08</b>	Proposal Presentation and Committee Approval
<b>2/23/09</b>	IRB Permission
<b>1/29/09</b>	Participants, School Principal and District Permission
<b>3/9-13/09</b>	First Interviews
<b>3/16-20/09</b>	First Observations
<b>3/23-27/09</b>	Second Observations
<b>3/30/09-4/3/09</b>	Second Interviews
<b>3/30/09-4/3/09</b>	Third Observations
<b>4/13-17/09</b>	Fourth Observations
<b>4/21/09</b>	TReKA Questionnaire
<b>4/20-24/09</b>	Fifth Observation
<b>4/27/09 -5/1/09</b>	Sixth Observation
<b>5/4-8/09</b>	Final Interview
<b>10/09/09</b>	Dissertation Submitted
<b>10/20/09</b>	Dissertation Defense

### **Ethical Concerns**

Because this is the site is where I am employed, there may have been threats to validity due to the possibility that some of the students might have known me and the teachers did know me. My observations may have been conspicuous. I tried to minimize this threat by having multiple observations so that my presence was less blatant. I did not observe students reacting to my presence.

The teachers' confidentiality was necessary for their consent to participate. It was important that this study did not reflect or evaluate the teachers' performance in any way and that the data remained confidential. Each participant was cognizant that they could inspect a copy of the observations and the final dissertation. Participants were free to withdraw at any time. Data was collected according the IRB rules; participants were given pseudonyms. The data gathered consisted of qualitative interviews, observations, field notes, reflections, and frequencies.

### **Delimitations**

The exploratory research in the study was small in sample size and not appropriate to make postulations on the population. The teachers selected were chosen to help understand and learn about the central phenomenon, to hear their voices, and to learn from their experiences (Creswell, 2005). Teacher consent could have limited participation due to the evaluative nature of the study. Teachers could have altered their teaching practices while being observed. The sample selection, small size of four participants, instrumentations, and methodology were also delimitations.

## CHAPTER FOUR: DATA ANALYSIS

I first interviewed my four participants to gain an understanding of their background, their philosophies on teaching, their opinions and feelings toward the reading endorsement, and their focus on instructional practices. Each meeting took place in the participant's classroom after school. I spent between an hour and an hour and a half with each participant. I coded the teachers by using ET for an endorsed teacher, A for the first teacher interviewed and B for the second teacher interviewed. I coded the non-endorsed teachers by using NT and again using A and B for the first and second teacher interviewed.

The data from the interviews and observations were extensive. To better understand and organize the data, I segmented the data analysis into four parts examining the research questions, theory, practice, and beliefs of the participants and researcher. The parts divide the study chronologically and then analyze the data from the TReKA. The first part consists of summative tables for the first section, the first interview, and the first and second observations. The second part consists of summative tables for the second section, the second interview, and the third and fourth observations. The third part consists of summative tables for the third section, the third and final interview, and the fifth and sixth observations. The fourth part of the analysis examines the TReKA results and answers the research question, *Are secondary English language arts teachers who are reading endorsed more knowledgeable about reading development during the adolescent years and about quality reading instruction in the content areas versus English teachers who are not reading endorsed?*

## Section One

**Table 4: Summative First Interviews**

<b>Patterns and Themes</b>	<b>Endorsed Teachers</b>	<b>Non-endorsed Teachers</b>
<b>Instruction</b>	ETA: direct instruction reading program and county curriculum supplemented with proof-reading and silent reading. ETB: goal oriented, structured forum	NTA: uses validity to show why lesson is necessary, hook them and engage them. The class has to have variety and be fun. NTB: doesn't preach bell to bell, gives examples, wants students to be leaders
<b>Classroom Environment</b>	Classroom libraries, agenda posted, student work and inspirational/ motivational posters	NTA: classroom library, no student work on walls, no agenda NTB: no classroom library, student work displayed, no agenda
<b>Teacher's Role</b>	ETA: Makes modifications for struggling students, assists with note-taking, finds individual student's interests. ETB: facilitator of knowledge, guides students	NTA: to be honest with the students, motivate them and engage them in reading. NTB: To give examples and lead students
<b>Reading's Role</b>	ETA: is the foundation for all academics. Students' confidence increases with their success in reading. ETB: It's critical; there is a need to peak their interest in outside reading.	NTA: comprehension in number one. NTB: reading and writing are synonymous.
<b>Teacher's Background</b>	ETA: teaching 22 years, special education, English I with Reading Block ETB: teaching 19 years, Communication B.A., Psychological Evaluation and Counseling M.A., English II honors	NTA: science education and certificate in social studiesk-12, teaching 13 years, English I with a reading block NTB: 2 B.A.'s English, Advertising, M.A. English Education, teaching 24 years, English II honors
<b>Needed Improvements</b>	ETA: would like more progress monitors. ETB: would like more nonfiction prose.	NTA: would like an incentive to be reading endorsed

Patterns and Themes	Endorsed Teachers	Non-Endorsed Teachers
<b>Reading Endorsement</b>	<p>ETA: Took 2 years, arduous, gained understanding of reading program, online through the district, learned valuable activities.</p> <p>ETB: thought the program is more conducive to elementary and middle school level; excellent knowledge base; started program at UCF, completed Read 180 online through the county, observed by Reading Coordinator. I loved the engagement activities with graphic organizers, questioning techniques, reading aloud modeling fluency.</p>	<p>NTA: I have proven myself and should have the endorsement based on my students' scores. I want an incentive to use my own time and money on becoming endorsed.</p> <p>NTB: will not become reading endorsed because she only teaches upper level students and believes the reading endorsement is not applicable</p>

***First Interview with Reading Endorsed Teacher (ETA)***

SG: What degree/certifications do you have?

ETA: Bachelors and Masters in Specific Learning Disabilities, Emotional Disabilities, and Varying Exceptionalities Education, Certified in Special Education K-12, reading endorsement, ESOL certification.

SG: How long have you been teaching?

ETA: Twenty-two years

SG: What subject and grades are you currently teaching?

ETA: 9<sup>th</sup> grade intensive reading and 9<sup>th</sup> grade English I.

SG: What do you teach second period?

ETA: I teach English I, sometimes the reading bleeds over. I really do 90 minutes of reading.

SG: What are your current feelings toward the reading endorsement?

ETA: It took me two years to complete it on nights and weekends. It was tedious, arduous, long, but I did learn quite a bit. I feel like I am a competent teacher of reading.

SG: When did you complete your reading endorsement and why?

ETA: I completed my endorsement in February 2009. The reason was I am taking a leave from special education. I have always wanted to teach reading, and I wanted to be certified.

SG: How did you complete your reading endorsement, online, via the district, through classes at UCF?

ETA: The first one I took was FOR-PD through UCF, all the rest I took online through Beacon, which contracted, through the district.

SG: Which one did you prefer?

ETA: I enjoyed both actually. The first one had more links than Beacon. I enjoyed clicking on the links and playing the games. The one thing about Beacon is that some of the links didn't work and weren't there anymore. They really need to update it. I am one of those people if there is a link, I will go look at it, so it takes me longer.

SG: Which competency took you the longest or was the most difficult?

ETA: I took four and five over the summer, and it took me the entire summer to do those. The lesson plans were very detailed and took a lot of revisions. The last one was just selecting the lesson plans, reformatting them and getting them taped which was a major ordeal. I tried to get adults to tape me but it turned out to be difficult, so I had to get students to tape me. Some videos are better than others.

SG: Can you briefly describe some key benefits of the reading endorsement for your instruction?

ETA: Being endorsed helped me focus on valuable activities that are balanced. Structure lessons correctly, the pre reading activities, during, and after reading activities are a bit more direct and valuable, better than a review. I was able to research activities that are appropriate for high school students and to my amazement; they really liked these activities that I found. They sound good when you find them on the Internet and put them in your lesson, but until you try them, you don't know. For some reason they beg me to play RIVET. It's like hangman, a vocabulary review. They love it. Every few days, "Are we going to play Rivet?" It is a vocabulary building activity where they call out letters. Of course they are really poor spellers, so it is a valuable activity. Plus it helps them continue to review their vocabulary words. So I just inserted it into my direct instruction program. It has value, so I am keeping it.

SG: What changes took place in your teaching after you completed the reading endorsement?

ETA: Actually when I teach the direct instruction program, I can see which components are being taught where and why. I understand why they are doing something and what they are doing as far as structure to the program. They have several, sometimes as many as five activities they do during one lesson. At first it is strange, but now I can understand the direct instruction program. Which makes me more committed to it. I always liked it before, but I thought some things were a little strange, but now I understand why they do what they are doing. I try to tell the kids that too. So they understand why they are doing what they are doing and buy into it.

SG: How do you continue to grow professionally? (Do you attend professional development, work with colleagues, independent work?)

ETA: By taking online classes, reading professional literature. This summer I attended some workshops for two weeks. I haven't been to a conference in a while, probably with the budget the way it is it will be awhile. There is a good reading conference this summer I would like to go to. Speaking with other reading teachers who have taken the classes, that is very valuable.

SG: What are your thoughts about the role of reading in your English language arts class?

ETA: Reading is a foundation, especially for these type students. If they cannot read, they will not be successful in the content areas. So as the year goes on, and they become more competent readers, it increases their self-esteem, they are not as afraid to read aloud, they read with better comprehension and they start making connections. I think the county is going in the right direction making sure everyone has a certain level of reading even when it takes the place of electives.

SG: So when you mention the county wanting everyone to have reading, you mean the students. How do you feel about the county wanting English teachers to be reading endorsed?

ETA: I don't have a problem with that, but I am coming from a different place than you do. I'm coming from special education, so I am not a traditional English teacher. But really as an outsider, I see them interlinked hand and hand. So why wouldn't English teachers want to be reading endorsed. That is the way I see it. If you are going to spend all that time on the literature, you need to know how to structure the lessons.

SG: Could you describe your major instructional practices?



ETA: I am required to teach a direct instruction reading program. It is called REWARDS. We do that 90 minutes a day. We do silent sustained reading daily. I have a current event I do daily to give them some basic, general knowledge. They don't watch the news. Plus, I use it as a proofreading skill. I intentionally type it with errors. They have to proofread it and correct the errors. They find it challenging. They enjoy it and they get information. In the English, I follow the basic standard English curriculum. I teach literature and add extra to it.

SG: What do you add to it?

ETA: Well, I try to give them background. We were reading the story about Sherlock Holmes, and they didn't know whom Sherlock Holmes was. So, I have to spend a lot of time giving background knowledge and try to make things relevant. If I can, any kind of visual aid is good too. If I can get a picture of the person or the setting or anything like that; it is very valuable. They are very visually linked. So that is good, it kind of hooks them and gets them interested before we start. I'll start reading to model and then I will start calling individual students randomly so that they all have to pay attention. Then we read over the questions and if they need assistance I offer it. I am trying to wean them off of that. I only pick the questions that I think are valuable because it takes them so long to do it. So we may do four of the six questions. I try to supplement it with the Adapted Reader's Companion and the Selection Support. If those have good activities then I will use them.

SG: What do you do to meet the needs of struggling readers in your classroom?

ETA: Sometimes the kids don't copy well from the board, if we are doing the direct reading instruction's planning log, then we write down all the main points. There are

several students who are frustrated trying to do this. So I give them a copy so it is right in front of them. They are not exempted from the work or copying it. Just some of the kids get lost from looking up. So I make that accommodation. Some kids need to sit up closer to the front of the room. I have several dependent readers who need to sit with me. I have this table so they can come back here and work with me. We work on things together because many times they can't even read the words in the questions. So I make them try to read it and see what they are asking. I give them assistance. As far as reading selection, I have purchased books. I had one kid who loved soccer and was on the soccer team. He could never find anything he wanted to stick with. He never read a book from cover to cover. I wanted him to have success reading an entire book. So I just finally said, "I want you to go to the media center and check out a book on David Beckham." He loved it and has gone on to read several other biographies. So it is finding the right book for the students. Sometimes you can do it the first nine weeks, but with some kids it has taken me the second nine weeks to get them hooked on a book. It is really exciting. In the beginning, students struggled to read fifty pages and now we are up to 125 pages a week. I give them ten minutes in class and then they are supposed to read at home. Most of them make it, almost all. They start at fifty, then they go to seventy five, one hundred and now we are at 125 pages a week. They log it in their reading logs. Sometimes I have the parents sign it so they know their child is reading.

SG: Is there anything you would like to add?

ETA: I think the only change I would make to this program; I think the direct instruction is fine; I would like to be more aware of the progress they have made. Sometimes I ask the high school's reading coach for a print out. She keeps track of their progress. It's

really encouraging to students to say, you started out at this number, and now you are at this number (referring to Lexile scores) because I think it is important to encourage them you are making progress, you are heading down the road. I had Angel come in and go over the Lexile numbers and what they meant. So that was valuable. You scored this and that is why you are in here. You need to score really well to do well on the FCAT. I think most of them are very appropriately placed. They are here where they need to be. I believe in being real with them. You have some work to do. You are going to have to read at home. You will have to read young adult novels, not Clifford, because that will get you nowhere. Of course I would like my classroom library to be larger. I am lucky that Angel and Sara gave me books. I still need some lower level literature. Maybe some middle school level would be good. Soar class, even though I went to some training, I probably could use a little more for that. It is a little loose, with the literature circles and things. I like the strategies.

SG: What are some of the strategies?

ETA: Vocabulary, response notes, source book strategies, Angel came in and modeled the response notes. Pre-reading strategies, anticipation, in the literature groups they do they think pair shares and the roles.

ETA: One of the changes I would like to see is more progress monitoring. We have the SRI. We have had two of those. I know we will have a third, maybe fourth. We have the write score, but I would like to have more progress monitoring instruments. It helps students assess their learning. They need more encouragement. They need to see that they are progressing. I'd like to see something every month actually. It doesn't have to be as formal as the SRI. We could do timed readings or something like that. I would love to

have a Jamestown reading books. I'd like to do a timed reading every third or fourth day. It only takes a minute to do a timed reading. So, that would be worth it. Something I learned in the last course is that they can read the same passage. It has value for them to read the same passage. I thought they would need to change it up a bit, but they can read the same passage all week. I'm starting think about what I would like to do next year.

SG: I am looking forward to coming in and watching you use all these strategies. That will be great. Do you have smaller classes?

ETA: Yes, my block classes are about sixteen or eighteen. My SOAR class is twenty - three. They are such independent learners. I tell them to get into groups of four and do an activity and they do. They are more cooperative.

***First Interview Reading Endorsed Teacher (ETB)***

SG: What degrees and certifications do you have?

ETB: undergraduate Communication Arts

Master's Degree Psychological Evaluation & Counseling

Endorsements reading and gifted education

Certification Language Arts 6-12

College Board, a facilitator

SG: How long have you been teaching?

ETB: Nineteen years

SG: All my participants have been teaching a long time, so I want to have this echo of the veteran teachers, what works and does not work, examining theory to practice.

What subjects and grades are you currently teaching?

ETB 11<sup>th</sup> grade advanced placement, language and composition

10<sup>th</sup> grade English II Honors and gifted

2<sup>nd</sup> period AP 11<sup>th</sup> graders

3<sup>rd</sup> and 5 period 10<sup>th</sup> grade Honors

SG: What are your current feelings towards the reading endorsement?

ETB: I thought it was advantageous for job opportunity; however, I felt the program is more conducive to elementary and middle school level. It did not address secondary reading engagement nor classical nor traditional literature; was more segued to juvenile fiction and trends and blocking; putting in literature circles; discussion of phases and themed literature. In my realm of classical training, which is what I gravitated to as a student; I did not make a lot of connections with literature and other outside information. With our AP students as well as the future trends of students, it's going to be non-fiction prose. I decided to bring in more non-fiction material that was clarified to our literature that we teach. But yet I struggled; with the fact that the program is geared toward elementary, middle school level, and I had trouble with a lot of the exercises, trying to manifest them for my level of student. And even - I have taught the bottom 25% level on reading and the program is not conducive to even the lowest 25% level of learner and the maturation age. I struggled with completing the exercises to make it a practical approach for my kids. It was really hard. I like to do something that is practical approach for my classroom; not just acquiring the endorsement. There were many wonderful things I learned, but I was limited in the approach to bridge it to my kids.

SG: When did you complete your reading endorsement?

ETB: I completed the reading endorsement in 2006.

SG: Why?

ETB: Job opportunity and excellent knowledge for classroom based on where we are going in the future. I was concerned about engaging students in reading any type of reading regardless of literature, plays, classics, Shakespeare, non-fiction prose any kind of reading Non-fiction prose is where I believe our students need to be on all levels. I don't want to disengage myself from the classics, but I believe we need to pair the classics with non-fiction prose, current trends, even technology.

SG: How did you complete your reading endorsement, online, via the district, through classes at UCF?

ETB: I had a combination of all three. I Started UCF, I went into district office to complete Read 180 program through the executive director of "Just Read, Florida!" I spent summer on campus developing curriculum to be conducive to Read 180. Then finished up through online Seminole County with component five. Then, component six was observed by Reading Coordinator at that time. The first component was through UCF. The second, third and fourth components were through executive director of "Just Read, Florida!" working with Read 180. Components five and six were through the district online with Beacon with the reading coordinator observed me for six.

SG: Can you briefly describe some key benefits of the reading endorsement your instruction?

ETB: Key components, I loved the engagement activities, and the variety of the graphic organizers. I enjoyed the questioning techniques, concepts, evaluating, illustrating, diagramming, vocabulary, mapping, word walls. I am reading more orally to students. I had gravitated away from due to time constraints. I reintroduced that technique as well as writing with my students. My students are more engaged when I am reading the material

and walking through the process of how I am thinking through the text. That is one of the true advantages. Students have a variety of learning abilities and learning styles are so different, and what they have been exposed to is so different.

SG: What changes took place in your teaching after you completed the reading endorsement?

ETB: Engagement of reading, oral reading, being well -rounded reader to engage in things they are interested in. I always shunned juvenile fiction; I never enjoyed it. My students were reading the *Twilight* series. Immediately my mind was closed to what they were reading. But now I read what they are reading to get an understanding of what interest them and to make meaningful connections to our literature. It helps me to have an understanding of why it is interesting them. So now I will pick up a copy and read some of it.

SG: How do you continue to grow professionally? (Do you attend professional development, work with colleagues, independent work?)

ETB: I am an avid convention individual. I am in frequent contact with diverse colleagues from Seminole and Orange county public schools, from UCF, University of Central Florida, and Rollins; we formed an AP, Advanced Placement, educators' forum and have a meeting monthly to discuss issues, concerns, trends, changes; we have a book club. I am continually writing proposals to move forward for NTCE, National Council of Teachers of English, and FTCE, Florida Council of Teachers of English. I am a member of both. I am very excited that I will be presenting in Philadelphia this year. I think having meaning conversations with educators. In the 80s we articulated with middle school and other high schools. We would have language arts meetings during pre or post

plan. We had activities going on that in each room that was conducive to your course of study. We hashed out ideas; it was engaging and meaningful. We can't be shifting blame to middle school when we are not communicating with them. It's not proactive; it's reactive. We don't know their parameters, and they don't know our expectations. If we understood what the expectations are even within our own high school. Students jump from regular classes to Honors in 10<sup>th</sup> and want to jump to AP in their junior year, and they are choking. It's lack of communication. We are in our own environment; I am positive it can be changed. We need be proactive, not reactive. We need to understand the lack of communication. We are in our comfort zones, and we need to interact and open door to more communication.

SG: What are your thoughts about the role of reading in your English Language Arts class?

ETB: It's critical. I believe in reading to them for first five minutes; if you can spare that much time, but also actively engaging them in the curriculum and assisting them to go to other sources of reading, whether it is online to a link that is applicable to what you are doing in the classroom. We want to peak their interest in outside reading. We want to engage them in outside passion. We should encourage them to find more sources of reading; peak their interest outside of required reading; and engage them in outside passions to challenge them to elicit a response. I think it is paramount. Across the curriculum assisting them to go to other sources

SG: Could you describe your major instructional practices?

ETB: I have a very structured forum for presentations, visually, auditorially, and I like them to have a hands-on projects in class whether I have them either in cooperative



learning groups, but visually they need to see what structure of class will be. That really helps them to understand what focus is; what the goal is, what are the intentions for sixty minutes. It helps have reduction of time to lose focus. If they are swayed to distract their timing, I can reference back to that goal. I am goal oriented and structured but flexible to invite meaningful teachable moments. Like the conversation that might spin off a word or a question or a concern or the fact that they feel they made a better score than they received. I take the time they need, so we can come together and look for a strategy. I am flexible, but goals need to be clearly understood, the goal for that day, that week, two weeks out. I will provide the students with a reading schedule the day they receive the novel, including the day of the exam, expect pop reading quizzes. They need a clear prospective of what you want to achieve. If you can meet the needs of their goals, where do they want to be? Do they want better reading fluency, better vocabulary development? Know their individual needs. Find out what their goals are. What do they want? Some of them don't have goals.

SG: What do you do to meet the needs of struggling readers in your classroom?

ETB: Communication with parents. A lot of times it is difficult due to the availability of the telephone. I provide a faculty website, and I have blackboard, also. I instruct parents during open house to check the web site; they can e-mail me for questions. I check hourly. I also offer my cell phone to call after hours. I offer them the chance to write in the student planner, and encourage them to do weekly progress reports. I encourage parents get on PIN. That can be motivating factor for the students if they make a bad grade and their parents are going to be checking. Communication can get results from

students; if you want to clarify something or to convey that you are communicating with their parents.

SG: Is there anything you want to add?

ETB: I am appreciative that we as colleagues can work together and learn from each other. I want more articulation within the department. In the past we were in one building and would see each other once a week. We can work toward communication at all levels, in (our) high school, in the county, and at the university. What their expectations are for our graduates? With middle schools to see what they want to unveil to their students prior to experiencing high school. We all could articulate with other departments. What can we do in a cross curricula approach? We could work with the social studies department.

When I teach *Julius Caesar*; we could look at differences between historical facts and the play. That would it be advantageous; if when we can articulate with humanities to gain ground in a cross curricula approach. When I teach Julius Caesar, when looking at historical prospective, look at play write versus historical would be very advantageous. A lot of schools stratify their curriculum to match. This nine weeks this is what we do, an activity to include many departments. I would like to have a medieval fair that can include departments like social studies, art, dance, English. It brings the students a wealth of diversity. Or we could have a literature/history festival with American poets, history, art, play wrights. I am excited; I think this will be fun.

***First Interview Non-Endorsed Teacher (NTA)***

SG: What degree/certifications do you have?

NTA: I have a bachelors of science in elementary education, and I have a certificate in social studies k-12.

SG: How long have you been teaching?

NTA: Thirteen years

SG: How many years have you been teaching English and reading?

NTA: This is my fourth year teaching a variety of reading programs.

SG: Which programs?

NTA: SRA phonics based decoding reading program

SG: Was that corrective reading?

NTA: Yes, I think it was moved down to the middle school level by the county, and SOAR which is our own school's development, which is now being taken over by the county. But when it was first established, it was our own curriculum. Tim and I did it. We were able to pick and choose what we wanted to do.

SG: So you actually developed SOAR, and now it is being used by the district?

NTA: Yes, but they brought other people in. They came in last year and the year before about ten to fifteen times a year. They watched all the SOAR programs to set one program. This is how to do SOAR. We were all doing it so differently. They wanted to see why is (the high school) an "A" and other schools with SOAR are not an "A." What is going on? How are you doing so well with your lower 25%? I guess they came to see what we were doing and then they are making one curriculum to follow. They wanted to unify the SOAR program.

SG: How did you come up with your SOAR program?

NTA: Tim and I came up with ideas, researched on the Internet, pulled things from our reading classes in college.

SG: What subject and grades are you currently teaching?

NTA: All 9<sup>th</sup> grade English I, and SOAR, School Offered Accelerated Reading. My first and second periods are blocked English I and SOAR. My students are level 2 with around 1000 Lexile scores. I believe putting these students in the reading blocks has been beneficial for our school. I think it sad that these students don't get a chance to take courses they want, but I do understand the importance of it.

SG: What are your current feelings toward the reading endorsement?

NTA: Right now currently, I was just pulled in along with a bunch of other people who do not have the reading endorsement. I don't know if our school is being audited or not. I have four out of the six competencies. I think my elementary education covers a lot of them. I think that is why I was pulled over from the history department. I think right now based on my scores from on the FCAT, I should have reading endorsement. I have proven myself. I don't like jumping through hoops, paying for classes, and taking them on my own time. But I understand the reading endorsement if someone is coming straight out of college, I can completely understand when teaching a reading class you have to have classroom management, you have to have the ability to understand every principle that goes with it, the training methods. We are going to see an influx of students the next couple of years coming into the classroom. You will have to be able to handle twenty-eight when most of us teaching reading classes are used to having fifteen to twenty. I can understand the training, but personally, I feel I have done enough. I should have it.

SG: Do you plan to become reading endorsed? Why or why not? When?

NTA: Not unless (our high school's principal) tells me to. If I am forced, then I will do what I have to do. I feel like I have done enough, and I do well. Maybe someone could come in here and pick apart what I do and something the reading endorsement would

help me with, then I would take a look at it and say maybe I do need that training. I am not familiar with what the competencies five and six are because I don't want to do them. I asked the principal if we could be grandfathered in because we have been doing it. I found my niche; I would be befuddled if I were sent back to history.

SG: Is there a limit how long you can teach out of field? Is everyone at his or her limit?

NTA: She may ask me to go finish over the summer. It may be coming from the county. I am amazed that I teach English. If it weren't for Gayle and Sharon the last couple of years, they have saved me several times. I can see where the state is coming from. They don't want you to teach just Shakespeare or *To Kill a Mockingbird*. They want a reading class in your English class with more of a focus on comprehension than why is a green light green in the *Great Gatsby*. More of a reading comprehension type class with high level questions, teach them what level questions are. I can see how I fit into that group because it is no longer a traditional English class.

SG: If you are forced to this summer, how would you like to complete your reading endorsement, online, via the district, through classes at UCF?

NTA: Anything not to sit in a classroom, probably online through the district; the easiest way.

SG: Do you believe the reading endorsement can benefit your instruction?

NTA: It couldn't hurt it. I think that every in-service you go to there is always something to pickup. There is always a trick of the trade. That is what you have to bombard these kids with. You have to give them 8,000 reading strategies. What works for one student may not work for another. We have so many different types of learners here. We have kinesthetic, auditory; they learn at completely different levels. Then you look at your

classroom and you have twenty-five different Lexile scores, a variety of levels. We have gotten much better at leveling the classes. When we started you could have a level one sitting next to a level three. So if you went too fast or too slow, one was board or the other was lost. Now you have a discipline problem. I think we have done a great job as a school leveling the classes. Whether it is from their FCAT scores, Lexile scores, or oral fluency.

SG: Which one do you think is more accurate?

NTA: Oral fluency, without a doubt. You can hear it, see it, you can give it a number. We know that the FCAT is not a true measure. Kids Christmas tree it; they fall asleep during it; something happened with their mom in the morning, they don't test well. I think that the oral fluency is best way. It is very time consuming, but I think that if we could do it the first two weeks, we could get a better classroom level. So now you instantly help a teacher out because it will help him or her with classroom management.

SG: How do you continue to grow professionally?

NTA: I am really competitive. When the principal gave us those data sheets a couple of years ago, you know those words we always hear, rigor and relevance. They put all the reading teachers' scores together. I had all level ones. I saw my name towards the bottom because that was where my kids were, I thought oh no, that is not going to happen, even though I had all level ones. Growing up I could never have an excuse. Even though I had level ones, that didn't mean my scores couldn't be equal to others. If someone wanted to say something about me, I don't think I am the greatest reading teacher; I think I am a great motivator. That is where my coaching, teamwork, and personal philosophy comes in. If you guys want to continue being labeled and doing what you are doing, or you can

listen to me and we can all go forward. It has worked. Those data sheets motivated me to do some research and learn as much as possible. I got on the Internet and researched what is going on in Sweden, find out what is going on in countries that are doing well. What are they doing in Sweden? Why are they number one? What is going on in their classrooms? Or successful states like Vermont. You can read different teachers' philosophies. There is also watching other teachers here. The presentations we have had in our faculty meetings. Rick Rodriguez with what he has done in science and his presentation using *Three Cups of Tea*. I went out and bought a copy. Once I see something like that, I go get it and see what happens.

SG: Can you tell me what Sweden is doing or different states?

NTA: They are very proactive, one on one, small classrooms, and the amount of time they are in school. We do 180 days and I think it is 220 for them, longer hours. Do you remember diagramming sentences? It is the concept of repetition. Now we have students coming in who don't know or have a sense of repetition. They are part of that cooperative learning generation that really messed things up for American education. In Sweden it is repetition. They have all the decoding and grammar memorized. So as you introduce books to them, it is easy for them. Having one common language and culture helps too. We are a melting pot. It is kind of unfair to compare us. There was a teacher in Vermont who focused on the reading/writing connection. If we can get them to write really well then that should help their reading and vice versa. We should be doing tons more writing than just reading *To Kill a Mockingbird*. Kids have low vocabulary. So what is that? Repetition. My son does it now with twenty words a week. I am the same way with soccer. I use sports analogies all the time. If I want to be good at soccer, I have to practice

every day. If I want to be good at math, I need to do a hundred problems every day.

Anybody who is old school diagrammed sentences.

SG: What are your thoughts about the role of reading in your English class?

NTA: In English, comprehension is number one; it's key. It is such a large component on the FCAT. I tell my kids this should not be called a reading class; it should be called a comprehension class. It should be called intensive comprehension because that is what we are going to be doing all year. And through English we will use a variety of techniques to create the screen in your mind where you are picturing what you are reading. How many of you read three pages and then completely forget what is on those three pages? All the hands go up. How many of you read ten pages and you are asleep by six? All the hands go up. How many of you don't read the ten pages because you hate reading? All the hands go up. So, we are going to create good habits. We are going to read some good books that you will enjoy that I will give you, and then in English, you will read some books because you have to. You have to be able to do both of them. Main rule in English would be writing, structure, grammar rules, and elaboration. Give me some figurative language, symbolism, metaphors, writing focus with a comprehension background.

SG: Can you describe your major instructional practices?

NTA: Honesty, that is one of the first ones we go over in the first week. That is why the "can't" poster is over there. (As soon as you walk into the classroom there is a poster by the door that has the word "can't" written across it with a large red circle around it and a red slash across the word and the circle). I tell them all the time; I am not going to be able to teach if you don't want to do it. They have to want to. I explain to them the reason why



they are here. How they will stay here. How their schedule will be done for them. I use a lot of validity, why they are here and why we are going to do this. We are going to do this together, for us individually, for us as a school, and for us as a community that we live in. I give them real world validity. My house is worth 20 thousand dollars more when XXXXX Elementary, XXXXX Middle School, and XXXXX High School are “A” schools. I talk to them about being labeled. Honesty is the absolutely the most important one. In teaching, I have to get them excited about reading. I have to introduce them to things they will enjoy that they don’t even know about. Literature is a window into society. I have to have a classroom library of over 300 books because I don’t know what my kids like. I have to have comic books, graphic novels, books for teenage girls, books about sports, gang members, short with a Lexile score of 400 to books like *Angels and Demons* with a Lexile of 1300’s. I need to have a wide variety. I have to hook them. Once they tell me “that’s the first book I have ever read that I wasn’t forced to read,” then I have them. Now I can start instituting some of the practical principles and reading strategies, connecting to literature, text coding, looking at comprehension questions and knowing if it is a level one, two, or three question, KWL, all those things. But I don’t do it right off the bat. I have to hook them first. It has been effective. Their scores show it, and the kids like it.

SG: What do you do to meet the needs of struggling readers in your classroom?

NTA: I try to find out what the issue is; what is going on? I used to have all level ones, so that was easy. No parental guidance. So, what do I need to do to get this kid to a 1.5 because I have to show gains. I’m competitive. I have to beat the numbers. You have to hook them. They have to be successful. Let’s not worry about grades right off the bat.

Let's let them be successful. The reading class should be an easy "A." Don't give it to them, but somehow let them experience some success. Maybe they are so used to getting "D's" and "F's" in English, that if they get a "C" they pass for the first time. I give them work that they can complete and do. If they are not completing it, then I give them time to do it. That is what a block class allows me to do. I can get everything done in two hours. Meeting their needs, you have to get to know them. You have to get their respect quickly. You have to make the class fun because reading is like going to the dentist for them. When they walk in, they are already angry. Their schedule has been changed. They know they have done poorly on the FCAT. Their parents or guidance counselors have stressed them out about it. So how can we make them successful? What way can they get hooked on reading? You have got to make it real world to them. If they are a gangbanger, then you have to have a book on gang banging. You can't have a sissy Dr. Seuss book; it has to be real for them to latch on to.

SG: So do you think the block scheduling has helped level ones?

NTA: Brilliant, here we have 180 days and I see them double of any other teacher. I have even suggested that I be the FCAT, Florida's Comprehensive Assessment Test, proctor for my kids. I know if they are doing their best or sleeping, or Christmas treeing it. I know when they are frustrated. I can be the last word they hear before they take the test saying you can do it. Administration couldn't do it.

SG: Is there anything you would like to add?

NTA: I understand the role of the FCAT. The FCAT has forced us to raise the level of our students, and it is working. I don't think it allows me to be as creative as I'd like to be. I think it has taken some of the creativity and life out of the classroom. I understand

the significance of working with the lowest 25%. I am a huge fan of history. In history, a country is only as good as its poverty level. So, when you look at education and you look at the poverty in those states, you understand why they are last on the list, like South Carolina, like Florida now. You look at those states and you see the teen suicide rates, teen violence and crime, and teen pregnancy rates. It makes perfect sense. When you look at the importance of reading, I completely understand it. As a parent of a third grader who took the FCAT for the first time, it is very interesting to be on the other side of the spectrum. He doesn't get to do recess and socially play. I am worried about it. I see the positives and negatives. I hate that some of our kids who don't score a 350 on the FCAT this year will have all seven periods picked for them next year. They are going to be completely board with school, disenfranchised, upset, or angry. There will be a lot of classroom management problems. I love reading. I read ten to thirty books in a couple of months. I have read most of the books in my classroom library. So when a kid comes up to me and asks what is *Hatchet* about. I can tell him it is about a boy who is stranded in the Canadian wilderness with only a hatch to help him survive. I am going to know of most the stuff they read. I enjoy it. I enjoy what I do. When the kids say I went from a two to a three thank you, that is the extra 0 in the paycheck.

SG: What is the connection between elementary and reading? Why did they pull teachers with elementary degrees for reading?

NTA: I think they were grasping at straws. They realized how many kids, based on FCAT, were going to have to be in reading classrooms of twenty. They couldn't have the normal number of English teachers; they needed someone who could teach reading. They had to have these intensive reading classes by state's rules. So they looked for someone

who could fit the pattern. The SRA, Science Research Associates, is easy; you read it off a script. Then I figured out it was basically grammar. I hated round robin reading in school because I always read ahead. So, it was a mishmash of ideas of what works and doesn't work. How do we survive? In-services help. I found my niche. I like it. When you read a book you can go 8,000 different directions in the classroom including writing. The classroom has to have variety and be fun. To answer your question, I'd probably go get that certification, but I would be one mad puppy doing it. I'd walk in there in a bad mood. I'd eventually get over it, but what are you going to do?

***First Interview Non-Endorsed Teacher (NTB)***

SG: What degree/certifications do you have?

NTB: I have two bachelor's degrees. One bachelor's in English and a bachelor's in Advertising Communication. I also have a master's degree in English Education.

I am certified to teach 6-12 teaching, and I could also teach dual enrollment or college level.

SG: How long have you been teaching?

NTB: I have been teaching for twenty-four years.

SG: What subject and grades are you currently teaching?

NTB: English II honors and English IV honors.

SG: What are your current feelings toward the reading endorsement?

NTB: I am not reading endorsed; I feel that with the upper level students I teach; some of the reading techniques are applicable, but a lot are more for the elementary type of reader who is learning how to pronounce words and try to get into more of that connection with vocabulary which my kids at this level, the upper level, with the honors

classes; I am doing more strategies as far as looking at connotative and denotative means of the word, imagery, symbolism, context, clues, and how to use the word in different lights, with strategies, like antonyms, and analogies, and I doing more complex rationale with vocabulary. I am not doing word walls.

SG: Do you plan to become reading endorsed? Why or why not? When?

NTB: No ma'am.

SG: Why not?

NTB: I think I found my niche with honors students. I don't think that I am not saying that I would not, if administration put me into some type of a reading program. But, I think I have proven myself, through my experience that I am here for the upper level type of student. I don't think the reading endorsed program would help me at that point in time. I think knowing my background and my experience and knowing what I have taught in the past; I have taught every grade level here. From the lower to the standard to the upper level honors; the only thing I haven't taught is advanced placement and that would be my desire before I leave here or college level when I leave here. I don't want to be an elementary teacher. I think a lot of those programs are for students who have reading problems and need that help just to get past the fluency and learning of the vocabulary and the pronouncing the words correctly. I am just not into that. I want the students who are reading past some vocabulary establishment and delving more into the literature and writing aspects of it. I have never felt pressured by the administration here to be reading endorsed. They have pushed me to do the upper level and honors.

SG: I need to have all aspects of it; the higher level teachers and then the level one teachers to show the show the whole gamut of the spectrum.

NTB: All the different styles and techniques that we use, I think you will see that we use some of the same – I am not going to know all of the little definitions and lingo of the reading programs. But the reading strategies are still going to correlate; they are going to be similar. When you see my reading strategy; we still do a pre-writing activity; you go into a novel like *1984* and you expect them to understand. You have to start with the terminology; they are not going to know what “double speak” means. You have to go over the terminology before you start reading part one of the novel.

SG: Right, I should be able to look at the comprehension strategies, and the main cognitive strategies of the level one and the honors and say, “let’s see what is going on in these classrooms.” That should be interesting.

SG: How do you continue to grow professionally? (Do you attend professional development, work with colleagues, independent work?)

NTB: I think what I am doing now is helping. Because of our administration, and their philosophy, they still will incorporate many of the Wednesday meetings are for helping us with reading strategies that we can use across the board, in-service, county writing workshops. I went to the 6+1 writing traits workshop, had to in order to teach 10<sup>th</sup> grade; I had taught 12<sup>th</sup> grade all those years, honors. The 6+1 relates to FCAT writing. I have been to AP training, twice, I attended county meeting that will help me to teach; I think it’s a growing process. I learn from the students each year. Every time I teach a different novel, they have a different perspective and viewpoint that makes me look at literature differently, especially from a different generation’s perspective.

SG: What are your thoughts about the role of reading in your English language arts class?

NTB: Highly important. Reading and writing are synonymous. They have to be. I usually feel that as teenagers, they don't have a lot of experiences that they can pull from in their life, so they have to pull from what they have read. I think as an adult, you can do both and balance that well, but as a child, the more reading that you had early on years; you can pull from that. I like to make connections, because I have taught 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> grade English, so I prepare them. If I see some symbolism in *1984*, I will compare with it to something they might connect to the following year. Today, I'm doing the "Rime of the Ancient Mariner" and was talking about the albatross symbolism in it and the mockingbird symbolism in *To Kill a Mockingbird* and pulling from something they had read in past years. If they are a senior or if they are moving up as a sophomore. I will make a connection with something that they might read next year about a society that deals with the sexual repressions going on in *1984* and when they read *Scarlet Letter* next year with Hester Prynne and some of the punishment that she has to go through with the scarlet A and the adultery. Like what Winston is committing when he is, in *1984*, with Julia because he has not been divorced from Katharine in the novel. They have been separated for eleven years. I try to make connections with them. They have all kinds of various activities they are doing with this novel. I will let you see every activity if you want to see what they have done with the sections of *1984*. I can do a portfolio.

SG: That would be great. Let's do it Thursday then. I want to paint an accurate picture of what is going on.

NTB: Because there are days when I talk for 10-15 minutes like today, I set up the activity for part two, we talked about how we could come up with some of the listing

ourselves with what they have read. Then I give them 20 minutes to start reading and looking up themes for the next section. What they need to do with the activity.

SG: Could you describe your major instructional practices?

NTB: I try to with the upper level not to preach and teach bell to bell. I don't want them where I will stifle their creativity. I get them started and lead them into something by giving an example or two, but I let them become leaders in the classroom, too sometimes. Like when we were reading *Alas Babylon*, which is not difficult to understand. I put them into random groups. I gave them study guide questions, and they had to go up to the front of the classroom and present each day. Of course, I helped them through it; they would come to me and they would ask, "is this the right answer?" And sometimes they had difficulty with the symbolism. But overall that was an easy novel after *Julius Caesar*. I am going to have them do a little more presenting on *A Separate Peace*, too. In 1984, I have had to do more teacher leading just because of the terminology; so it depends on the difficulty, the complexity of the material. Being third nine weeks, the students know you by now. The first nine weeks, you are teacher leading more. As the year progresses, like when we get into poetry, you will see some of my poetry. I make them write and model poetry, and I show them my poetry, and I write poetry for them, too. I am on Poetry.com, so I will bring that up and show them the pieces that I have written on-line. I think you should write with your students. I think you should – I try to be teacher/student rolled together. When (our high school principal) wanted us to do that writing assignment, I had all my classes write on that. It was an easier tool. Their idea was to write with the kids, and I think that is a good process. I think that is good; also to be reading with the kids. If you have silent reading, I will sit back here and I will look through my notes and they



think I am reading with them. I think they like that. I love Shakespeare – they do the asides and the soliloquy. I model for instance, to be or not to be, to win or not to win with football as a sport. I try to make it modern; to make it relevant; I wrote about football. I make it modern day. Anything by Frost I love to teach. The best thing is trying to get the kids to change from prose to poetry. I am honest. If I want them to write a poem, and they sound like they are telling a story then I make them start over and try again. I have them present their poems and sometimes they want to rap theirs. I have had interns. I have had Clinical Education training. We used to have interns; I have had five senior internships; about ten beginning teachers. I have been in the beginning teacher program, too, as a supervisor teacher all of these years.

SG: If we had more communication; if we could learn from each other more. If we were able to, we could watch and learn from one another. We could pull ideas from each other and observe each other. But we only see each other at department meetings.

SG: What do you do to meet the needs of struggling readers in your classroom?

NTB: I guess the best strategy that you can do is realize you have to be patient. They are probably going to have to use a dictionary more and come to you more for the definitions. You have to do more one on one with that child. Like if you are in a reading situation and you ask a class to read, I always help the struggling reader by going to them one on one, and more individual and if they have questions. I wish they could write in their books; I find that helpful. I tell them to make a dictionary in their notebooks of words that they learn to try applying and using them in their writings. I have study guides, and we go through some of the terminology. I have students help each other drawing inferences, which is on the FCAT. Some of the brighter students know,

understand and can interpret, but their fluency in pronouncing the words is atrocious. You do many sessions of reading one on one. I correct them. One workshop said do not correct them if they mispronounce a word, but how will they learn? In selective writing I have to do the same thing. The rest of the class doesn't know, and will think it is correct. In poetry, students think "you will let us write about anything" But they will have topics patterns to model with rhythm and rhyme. There are guidelines. I assign honors students chapters to read each night and activities to do. Some read ahead so I give them activities to work on ahead. Some have not read. With struggling readers, I usually try to pace it; if they are behind, maybe by going over it after I have discussed the chapter, will help them to understand the novel. We are at different reading levels. I would rather have a slow reader if they grasp and comprehend what they need to comprehend, than a fast reader who wants to finish it and does not remember anything about the novel when we are discussing it.

SG: Is there anything that you want to add?

NTB: I think experience counts for 70% of being a good teacher. You can get degrees, but the more experience that you have as a teacher; the more classes you have taught, the more generations you have gone through, I think you come to a point in your career, say about 20 years, where you really have gained that confidence, I can't stress enough that experience counts more than workshops or reading endorsement or acquiring a particular degree. They are great and help and supplement with own enrichment. But being with the students and teaching different levels and knowing the complexity and teaching the all the grade levels is what really matters. I taught siblings now; and am now teaching the

son of a parent I taught twenty some years ago. The reading programs are good for the bottom 25%, but I don't teach the bottom 25%. It's not applicable to what I teach.

### **First and Second Observations**

I used the original coding from the first interviews, but the observations were written in chronological order according to the progression of the study. Each observation was about fifty-five minutes long, one class period.

**Table 5: Summative First and Second Observations**

<b>Patterns and Themes</b>	<b>Endorsed Teacher</b>	<b>Non-endorsed Teacher</b>
<b>Students on task</b>	Engaged and on task, begin work immediately. Students seem to want the teacher's approval	Two students presented, the rest listened, not all on task. Students on task listening, brainstorming, responding, students read silently at desks
<b>Background information</b>	Projector displayed notes and pictures, made historical connections	Worksheets with questions Discussion on introduction to new novel.
<b>Student centered</b>	All students engaged in the activity, whole class instruction, study guide questions Students in pairs to play review game.	Only the two students presenting were engaged, students in pairs. Groups of four writing and brainstorming
<b>Students reading aloud/fluency</b>	Students read play aloud, students read a short story aloud. Teacher correction for pronunciation	Students did not read text aloud.
<b>Writing</b>	Journal writing brainstorming	Writing reactions
<b>Class discussions</b>	Themes and structures, different perspectives and interpretations	Teacher led classroom discussion of upcoming novel, poetry interpretations
<b>Vocabulary</b>	Discussed in context	Vocabulary specific to the novel solely. Vocabulary discussed with the introduction to the novel
<b>Pre/during/post reading activity</b>	Students were asked to predict, question and infer, connections, summarizes	Questioning, connections to other literature and music
<b>Cognitive skills</b>	Used multiple cueing strategies	Brainstorming, questioning, connections
<b>Organization of lesson</b>	Agenda posted, students understand routine	No posted agenda, class led by teacher's instruction

***Reading Endorsed Teacher English II Honors (ETB)***

I started with my reflection on this first observation before sharing my notes and details. This was a well-run efficient class. The students understood what was expected of

them, what to do, and seemed focused and pleased to be in class. I observed that they quickly followed directions and were engaged in the activities. The endorsed teacher used several pre-reading strategies and activities to stimulate interest. Using the *Decision Making Matrix*, I observed the endorsed teacher used technology using the projector to display artwork and notes for a study guide. The ET suggested that students read the unabridged version of *Cyrano de Bergerac* for extended readings. The play is multicultural and takes place in France. The ET made connections to the actual historical figure, the French Revolution, and the plot in the play. The play is of high literary quality, covers the genre of plays, and engaged the readers. ET made connections and discussions about the love triangles and relationships in the play. The students were very interested to discover who would win Roxanne's love in the end. The play was age and developmentally appropriate. The romance appealed to the girls and the duals and war appealed to the boys. Themes and structures were discussed as the rising action, setting, sub plots and stereotypical characters were introduced and discussed. The class remained in whole class structure with students working individually. The ET used strategies and skills embedded in the literature study. The questions were to develop higher-level thinking and critical literacy. The questions and discussions from the ET and the students focused on making connections to today's society, historical relevance, and fictional features. The ET led the students through the different perspectives and interpretations of the different characters. Students were asked to predict, question, and infer. The ET used multiple cueing strategies and helped the students develop new knowledge of French culture, history, and literature. The ET helped students with fluency by reading the names of the characters and settings before they started the play so that the students would know

how to pronounce the different French words. The ET used concept driven vocabulary instruction so that the students would understand the words before they encountered them in the play. Students started off with writing in their journals to make a connection to help them brainstorm about heroes before they started the play.

The classroom walls were covered with posters of classic literary works. Some were bought and some appear to be produced by students. Some student projects were displayed around the room including a replica of the Globe Theater, a Shakespeare poster with information, and a poster on Orwell and *1984*. The shelves were lined with textbooks and reference books such as *The Official SAT Study Guide*. There was also a classroom library that contained books by Tom Clancey, *The Cat* series by Braun, *The Picture of Dorian Gray* by Wilde, several classics by such authors as Hemmingway, Zora Neale Hurston, and Maurier. The desks were arranged in straight rows.

Students came in, immediately got their journals, sat down and started working. Some students asked questions about traits and the prompt. While the students were writing in their journals, ET handed back assignments and discussed some comments she had written as feedback. This was an English II honors class. ET used a projector to display a painting of “The Death of Admiral Coligny” by Joseph Benoit Suvée on the white board in the front of the room. She discussed the painting and the stance of the different figures in the portrait.

Field Notes:

Starting with journals and overview. A pictorial and background. Starting *Cyrano de Bergerac*. French revolution.

ETB: What traits does a hero need to depict other than courage? Write a journal entry.

The class uses approximately ten minutes to write. ET then asks the class to share their journal entries. The class looks at the picture “The Death of Admiral Coligny.” Catholics become a mob; it is a mixed scene. They are fighting over a difference in theology. The year is 1777.

ETB: What are the traits of a hero?

Student: persistence

S: driving passion

ETB: Write that in your Cyrano notebook

S: Intellectual, discerning,

ETB: What does discerning mean? Making choices? Intuition? Give me other qualities

S: charisma

ETB: Who is charismatic? MLK, Obama,

ETB: what is charisma?

S: They are the ones you want to be around

ETB: Self-esteem, That is another quality of Cyrano de Bergerac. Some people will confuse attractiveness and charisma. That is not necessarily so. Some say that McCain lacked the charisma that Obama has. Another trait?

S: selflessness

ETB: I like that one a lot. That is another trait that Cyrano de Bergerac will exude.

ETB then makes connection with the Steve Martin film, Roxanne. Make analogies.

Another quality?

S: leadership qualities?

ETB: Who wants to share their journal?

Some students volunteer to share their writing with the class.

ETB: Put your journals away and get your notes out so you can learn about Cyrano de Bergerac.

Notes were placed on projector

Cyrano de Bergerac born in Paris in 1619. He was ostracized in education. He was an excellent duals man and a master swordsman.

ETB: Looking at the notes, what would you bullet in an outline?

Students respond pointing out the main aspects in the notes.

ET shares the differences between the real Cyrano de Bergerac and the one depicted in the play. Then ET covers who the Musketeers were, to protect and serve, purpose of the musketeers, battles and dually, and that this play has no vampires nor werewolves.

Cyrano had a long nose, was wounded twice in battle. He is in love with Roxanne who was his cousin; during that time frame there is nothing taboo about romance with a cousin. There is nothing historical about the romance. Historically he wrote poetry, and killed many while protecting his friend. In 1654, he died when he was struck on the head with a beam. He brought on conflict. In history and in the play he was not afraid of death.

ET gives a character list and tells the students to copy it and skip lines so that they can fill it in later. The list of characters is on the projector.

ETB: What do we already know about Cyrano de Bergerac?

S: He was a duals man and swordsman.

ETB: What is the difference?

S: One challenges people?



ETB: That takes arrogance. What is a signal you want to dual?

S: Someone slaps you with a glove.

ETB: Can you imagine that today?

ET refers to his “handicap,” his bulbous nose. Cyrano demonstrates his ability to lead.

He is righteous.

Students were working on their notes

S: People who are attractive have more charisma because they have more confidence.

ETB: Let’s drop down to our next character, Christian. He is very handsome and blonde,

but he doesn’t have the intellectual ability to write. He will be the love interest of

Roxanne.

ETB: Do you see this triangle? What do you think will happen? What relationships do you think will develop?

The next character is Roxanne who is beautiful and intelligent. She is outspoken for this age, but she has to have a chaperone, (makes connections between the nurse in *Romeo and Juliet* and Duenna in *Cyrano de Bergerac*) Duenna is a comical figure, characterization.

Let’s go down to Ligniere

Ragueneau trust worthy, wants to be an actor and poet, always trusts his wife who he shouldn’t. She is involved with the musketeers. He always defends her. Lise is the wife.

Le Bret is Cyrano’s best friend.

Carbon de Castel is the foil character.

De Guiche is the villain, smooth talking back-stabber, darkest character and malicious.

He is also attracted to Roxanne and he tries to gain access to Roxanne.

ET discusses all the characters and their involvement in the play.

ETB: Let's go over questions about our characters.

ET makes connections to journal writing, traits of a hero, history of Paris, and what the students know about plays.

ETB: Opening setting in a hotel in 1640 at a theater, which was the main entertainment.

ET discusses the culture of Parisians and answers questions about the characters from the students

### ***Non-Reading Endorsed English II Honors (NTB)***

Students came into this classroom and did not seem to share the same enthusiasm as the previous class. They were discussing and reviewing *1984* by George Orwell. The text was unabridged, higher-level fiction. It is in the science fiction genre. I could not tell if the novel engaged or interested the students. The students separated into groups of two for their presentations. I am not sure how the groups were formed. Each group had the project of presenting a theme in the novel and showing evidence in the novel to support their presentation. This was part of a literature study and supports the independence in learning from the *Decision Making Matrix*. Some pairs had to define terminology used in the novel. The NT used technology to project the students' work on to the white board in the front of the classroom while the pair was presenting. The project promoted social interaction around literacy and responsibility. The desks were arranged in rows that face each other so that half of the desks were on the right side of the room and half of the desks face them and were on the left. When the students paired, they did not move the desks.

The classroom had students' works displayed all over the walls including posters on the Jacobean age, Romanticism, Anglo-Saxon period, medieval time, Elizabethan, Victorian, science fiction, Shakespeare, etc. Mainly textbooks were on the shelves. Senior class pictures from previous years were across the back of the classroom. There was a poster on Frankenstein.

Field Notes: NT had students get into groups; there was a post activity on the projector. She outlines what they were doing for the day and reviews what they had done. She outlined what would be due the next couple of days.

NTB: One minute to get with your partner and get organized.

NT used the projector to project the students' work on the board. Two students went to the front of the room and presented their part of the review for the novel *1984*. The students presented their slogan "Ignorance is Strength." Students gave examples from the novel. NT asked questions and clarifies points, mentioning where in the novel the examples are. NT reviewed the vocabulary word paradox. The three slogans were paradoxical statements.

Next pair of students presented "War is Peace"

NTB: Name the three super states for me.

Students name the super states. Their presentation was typed up.

The next pair was "Ministry of Love." The next group reviewed the "Ministry of Truth" that would rewrite history. NT mentioned propaganda. Next group presents "Newspeak," the official language of Oceania. Newspeak is to destroy free thought with limited vocabulary with no negative words to control thought. The next pair presented on

telesccreens that show both directions and is why “big brother is always watching.” Next group had “Thought Crime.” One student presented “Double think.”

Next pair presented the “Thought Police.”

Not all of the students were paying attention to the presentations. The presentations were to act as a review for their test on *1984* the next day. While students were presenting, NT asked questions and made connections to our lives, with undercover police officers. Some students had their cell phones out and were texting. The next pair was covering “Vaporizing” and how Winston’s information had disappeared as if he never existed. One girl near me was drawing and doodling the entire time. When it was her time to present, her partner spoke the entire time. She never said a word. They presented the “Diary.” The next group presented the “Paper weight.” It was a beautiful glass globe that contained a piece of coral and represented a time before big brother. The last pair presented “hate week.” Brainwashing the people. Winston worked a ninety-hour workweek.

After presentations, NT handed out a worksheet with questions on it for students to fill out. The sheet was to be a review for the exam. The sheet had eighteen questions on it. NT reviewed the answers. Students were working quietly answering the questions

After the first several student presentations, some of the students lost interest. It appeared to me that the activity went on too long without the entire class’ participation. NT’s connections, questioning, and insights were helpful, but too many students were off task.

### ***Reading Endorsed English I Blocked with Reading (ETA)***

This classroom had energy and life to it. The students seem to be interested in the activities and happy to participate. Even though the text was for English I, it seemed a bit over this classes' ability. The teacher had to stop and scaffold so often that the story started to lose its cohesiveness. The story was required reading by the county for all English I classes. The teacher covered many of the difficult vocabulary words the class would encounter as they read the story. The teacher discusses the themes and structure of science fiction. Because the story was a bit difficult for the class, the teacher tried to help engage them and maintain their interest by making connections to their everyday lives.

The room had inspirational posters such as, "Be part of the solution, not part of the problem," and "Today is a great day to learn something new," and "Reading is to the mind what exercise is to the body," and parts of speech with examples, capitalization rules, books with titles and students names who have read the books. There was a classroom library and students' work with pictures they drew of the Odyssey. The agenda for the day was written on the board with page numbers of the textbook. The class was full of characters who liked to participate and share their thoughts. There were sixteen students present. Some students had to share textbooks. Three pairs or six students were sharing books. The desks were in rows facing the front of the classroom.

Field notes:

ETA: Open your literature book; she makes the connection to I-Robot and to the author Isaac Asimov. The author's name is written on the board with the page number. ET had a discussion about science fiction and how it seemed plausible, but stretches the boundaries. ET put a vocabulary word on the projector and discussed the prefixes and

etymology. The words were predigested, subsidiary, intuition, bugger factor. One student loved to ask questions and make comments. The ET addressed and answered his questions. ET made connections to current movies and the vocabulary words. Students made personal connections to the words. ET showed a picture of old computer that was ten feet tall, weighed 30 tons, and took up an entire room. Students asked where was the keyboard? Where was the mouse? How would they move them? What would they do with it? ET directed students to look at the picture in the book and discuss what they thought about it. ET had a “The Machine that Won the War” sheet on projector and was going over the three main characters, Henderson, Jablonsky, and Swift, and what they do in the story.

ET addressed students individually, and kept them on task.

ET read the first paragraph aloud to the students, and then discussed the opening and the setting. ET called on students to read. After a few students read, ET stopped and summarized, asked questions, and then called on another student to read.

ETA: What do you think the word menace means?

ET then made connections to society, menace to society, Charles Manson, the book *Helter Skelter*. ET helped students as they stumble over words and made sure they pronounced it correctly. ET encouraged and praised students while they were reading.

When a student stumbled over one of the vocabulary words that were just reviewed, ET said to look at the word again and mentioned that it was a vocabulary word. The student said, oh yeah, and made the correction.

ET called on a student who was talking and off task. ET gently told the student where they were in their reading. Afterward, she mentioned more vocabulary and made connections. What does it mean to minimalize something?

ET told her students to try again until they were successful. What does it mean to circumvent? Looks at etymology circum and how they circumvent their parents. When a student pronounced a word with uncertainty, ET corrected him and then said, say it like you mean it. The students smiled and repeated the word “suspiciously.”

ET stopped, summarized, and asked questions. Cryogenics, people who want to be frozen and thawed later when there is a cure for cancer. Some of the students said they want to be frozen. ET made connections to current events. ET called on a student who doesn't know where they were in the story. A student told him. He stumbled over a word, and a student told him the word. ET said not to do that. He must use his skills to figure out the word.

ETA: What does it mean to smile sheepishly? Some students demonstrate examples.

ETA: No, particularly, you skipped a line sweetheart. ET finished the story. Turn to page 103 in the adapted reader. They reviewed the summary. ET moved a student to the front of the room; the student was off task.

ETA: What was his job? (mentioning a character). He was the chief programmer. How do you spell chief?

### ***Non-Endorsed English I Reading Block (NTA)***

The classroom had all kinds of books on shelves and across the board at the front. There was a large poster with the word “can't” circled in red with a line across it. There were also trophies and pictures of soccer teams. The back of the room had soccer posters

and the front of the room had reading posters. The desks were originally arranged in rows, but after immediate instructions, the students form groups of four.

NT greeted students at the door at the bell, immediately told students to form groups of four. Each person needed a sheet of paper. “Love, sex, and rock n roll” was written on the board. Students wrote a few sentences on their impressions or reactions to the words on the board. “When you are finished writing, share with your group what are some of the main issues teenagers face. Act as your own secretary and write down some of the groups’ responses,” instructed NT. NT walked about the class asking groups what they had come up with and asked them questions. “Now come to a consensus as a group what is the main issue. 30 more seconds. Eyes and ears. Go around the groups. If yours is a duplicate, that is okay. Don’t change it.”

Group answered: Drugs, pregnancy, peer pressure, smoking,

NTA: Okay, my time again. We just finished a wonderful novel and now we are going to be introduced to another one, *Perks of Being a Wallflower*.

We discussed this. We couldn’t read this the first nine weeks. We had to spend time together and mature. What did I say is the window to society? Literature. This book is in the same vein as *Catcher in the Rye*. There are going to be some mature themes in here. I do not condone everything in the book. I think if you don’t agree it should spur some passionate writing about how you don’t agree with what is happening in the book. One person from each group needs to get four books for your group.

Each group was given a sheet a paper, handout, with before reading on the left and after reading on the right. The statements were in the middle. “Put a plus or a minus if you agree or not in the before reading column. Then we will move on to preview the



text.” NT had a plus above the word agree on the board and a minus above the word disagree on the board. One student was the “reader” of the group and the group either agreed or disagreed. NT circulated the room making sure the groups were on task and completing the assignment. NT gave notice that the groups had two more minutes to wrap up their discussions. When he wanted their attention, he said “eyes and ears.” “I want your voice and honesty in your writing, complete sentences. Take one of the ten items, individually, and give me more of your feelings, raw emotions, honesty, voice. Anytime you put your own personal experience in your writing is a great way to put voice in your writing. This is going to be collected and graded by me.” NT had excellent classroom management. Students listened and followed directions quickly. “After you have finished your writing, you can start previewing the book. Read the covers, what the critics have to say in the front cover, whether you think you will enjoy the book, how difficult or easy you think the book will be. This book will generate discussions and writing. If you don’t feel comfortable sharing your personal feelings, that is okay. Who would like to share with the class?” Student said it is difficult to make friends in high school because of stereotypes.

NTA: Stereotypes are going to be discussed throughout the book. What are stereotypes?

Student: How you are classified?

NTA: Yes, we will be discussing how this influences your life in high school. Discussion continues about how life changes from middle school to high school. NT prompts and questions while students respond and discusses themes in the new book and makes connections to literature they read in the past.

NTA: When I was in college and read *Catcher in the Rye*, I was excited to do the assignment and I wanted to get my grade back. I was able to relate to the main character.

What is the title?

S: *Perk of being a Wallflower*

NTA: What is a perk? Give me an example of a perk.

Let me tell you the perks to teaching. When I go to carwash palace, many (our high school) students work there, and they will cut me a deal.

What is a Wallflower?

S: Something not noticed in the background

NTA: Oh, I love it; that is great. Why would this have to do with teenage life?

Student: Some teenagers don't want to be noticed.

NT told a student to read the definition of wallflower out of the dictionary.

NTA: I hope this book stimulates discussions and emotions. Tomorrow we will start this book and find out who the main character is. Please put the books back, the desks back and collect the papers to be turned in.

### **Second Observations**

The second observations occurred two days before the third nine weeks exams. This gave me a chance to observe the strategies used by the teachers to review and prepare their students for the exams.

#### ***Reading Endorsed English II Honors (ETB)***

Questions were on projector; students were in rows working quietly. There were twenty-six students present.

ETB: Take out your study guide questions and characters; do you have any questions on the questions for Act I?

Student: Who was Christian trying to fight and why?

ETB: Christian was angry with . . .

Student: Can Christian dual?

ETB: That is a very good question. We see no evidence that Christian is an accomplished duals man.

ET reviewed using upper level vocabulary. ET went over the questions and elicited responses from the students. They finished the review and move on to Act IV. The students opened their books to the correct page and the students knew which role they were reading. “I need Ben to be Cyrano today. Taylor your De Guiche because Julie is sleeping on the job.”

Julie: I never sleep! I’m always awake!

Students took over reading the play. It flowed beautifully. There was never a pause between lines. When one student stumbles over “deference,” ET politely corrected her. When the part required everyone to speak the class participated in unison. A student stumbled over “Frivolity.” ET corrected her pronunciation and defined it.

ET went over Act IV and asked students questions about what they had just read.

ETB: Why didn’t Cyrano tell Roxanne he wrote the letters? Tell me a little more, do you believe Christian was right when he tells Cyrano to find out whom she loves?

Take out a sheet of paper. This is going to be your exit paper, your only way out of the door. You are to defend or challenge Cyrano’s decision to hide the truth. Make sure you clarify your position. You will either defend or challenge. Give reasons for it.

ET stood by the door and collected the exit sheets as the students left.

### ***Non-Reading Endorsed English II Honors (NTB)***

Twenty-nine students

NT had third nine weeks review on the projector that reviewed novels read that quarter covering themes, characters, fifty questions on *Alas Babylon*, fifty questions on *1984*, thirty-five questions on vocabulary. NT gave students back their study guides. The study guides had questions for the novels that the students had to answer. The guides were graded.

NT went over the characters for *Alas Babylon* and how Randy became the focal main character and when he became the leader of the community. Edgar Quinsberry is the tragic character. NT went over each character and reviewed the plot. The students took notes. NT asked students questions about the novel, “Why does Porky die? Where was he headed during the attack? Since he was looting, there is some irony about his death. Porky believes in segregation and Randy believes in integration, after the attack they have to integrate. Two themes: Florence keeps working and does not give up hope, but Edgar gives up hope and commits suicide. Two Tone is a bit of a stagnant character and doesn’t change much.” NT changed what is being projected to a list of Acronyms from *Alas, Babylon* the list includes: SAC, NAACP, UN, ICBM, NATO, USSR, NASA, TOT, UK, SUSAC, CIA, CAP. A student defined each acronym. One student slept through the review.

NTB: Now we will move on to *1984*, and your projects.

NT showed an example of an excellent project using Cornell notes. Another had similarities on the left side of the paper and differences on the right side of the paper. The student sitting in front of me appeared to be taking notes and being on task, but was actually drawing pictures. NT put up a review that lists the characters of 1984. The student who was drawing started reading a different novel. NT put up a handout that covered *1984* and went over the answers. Then NT told her students to get out their vocabulary books, turn to page 45 and then told them which words were going to be on the exam, go to page 49, and lists other words. Etc.

After NT finished, students asked each other to clarify a couple of words.

NTB had students pass out their writing folders.

### ***Reading Endorsed English I (ETA)***

English I class reviewed for the third nine weeks exams. The agenda was written on the board that they were reviewing for the exam.

ETA: There are eighteen of you. You need to get into groups of two and get your materials. Sit next to each other so that I know you are a team.

ET handed each group a white board with a paper towel.

ETA: Does everyone have a partner and a white board? Does everyone have a paper towel? One person is the speaker and the other person is the writer. After I ask the question, you will flip over your white board and write your answer. The group with the most correct will get candy. These questions come from the REWARDS book. Who is Cybil Levanington?

ET had a chart with the eight groups so ET could write down points for the group. Each group held up their answer and showed it to ET. ET gave groups with correct answers a

point. Students were very engaged. They appeared to be having fun while reviewing for the exam.

ETA: Listen, I am not going to repeat it if you are not listening.

A student asked me if he spelled executive correctly. A student was looking at a different book. Et told him to put it away. Another student pulls out a different book after ET told the previous student to put the book away. His partner told him to put his book away. ET told a student who was cheating by looking at another group's board that he was eliminated. "We don't have to play a game, you can just write it from the board." The class was immediately quiet and stop looking around. I could tell from their faces they didn't want to lose their privilege of playing the review game.

ETA: Name the process to become a US citizen. The process is called Naturalization. Put downs and negative comments will cost your group a point.

### ***Non-Reading English I (NTA)***

Twenty-five students were present; the class appears to be about 50% multicultural.

NTA: Music is very influential in the book we are reading. They talk about lyrics, and the main character of their novel coming out of his shell.

NT had students turn to a page in the literature book. The pages were written on the board. NT was making connections between the book the class was reading and the works that were required to be covered in the literature book and were on the exam later that week. NT had the class get into groups of four. He played the Beatles' "Blackbird." NT asked the class what do all the works have in common. Students responded they all have something about birds.

NTA: Eyes and Ears, my time. We talked about the symbolism in all three poems. As a group, have someone read the lyrics aloud. Notice the colors of the bird; can it fly? How is it being described? Notice the symbolism and connections between “Sympathy,” “Blackbird,” and “Caged Bird.” Look for similarities, and how they are different. Discuss it as a group. This is a great study tool for the exam later this week. “Caged Bird” and “Sympathy” are on the exam.

NTA: Wrote on the board Sympathy, Blackbird, and Caged bird. Most of the students were writing down ideas while one student read. All the students appeared on track and engaged. NTA walked around to the different groups and joined in their conversations. NTA asked questions and spurred on their investigations. NTA told the class they had a couple of more minutes before they needed to wrap up their discussions.

NTA: Let’s look at the two poems we have to know for the exam. We are killing two birds with one stone. That is a pun.

Student: We thought it was a guy expressing himself as a bird.

NTA: Good, so it is a comparison or analogy.

Student: We thought it was about slavery.

NTA: Where is the bird? Be confident.

Student: In a cage

NTA: When we talked going to the zoos. What did we discuss? The elephants that sway back and forth, the tigers pacing, the killer whales’ fins that fold over. They all show stress.

NTA: The author says I know why the caged bird sings, it is depressed, it has nothing else to do. It could be a cry of depression. It is not free. A bird is meant to \_\_\_\_\_.

Students: fly

NTA: Birds are meant to fly. The cage takes away its purpose. Our author feels clipped, caged, slavery.

NTA: Groups tell me if you think racism is still rampant.

Students: the KKK, hatred is taught and passed down.

NTA: Back up your opinion with examples

Students: I think so because some people didn't like Obama because he is black.

NTA: Do women make the same amount as men?

Let's talk about Caged Bird

Student: the difference between trapped and free, the bird has limits on what it is allowed to do.

NTA was writing students comments on the board under the name of each poem. They then discussed the definition of infinite.

NTA: This is important for the test. Maya Angelou wrote "Caged Bird." We talked about her influence and being on Oprah. NT read a portion of the poem. They discussed whether all men are created equal. NT mentioned the classroom rules "You don't have to like me, but you do need to respect me and vice versa." NT reviewed history in the United States when "Blackbird" was written by Paul McCarthy. "What does Austin Powers call women? A bird. Paul McCarthy had relationship with an African-American lady. Now reread the poem. What is he asking the Blackbird to do? What is wrong with the bird's wings? What other things?"

NTA: A bird symbolized in three different poems about a person's oppression. Let's go back to our novel. Why might Charlie identify with the "Blackbird" song? Why did he



pick that song? What are some changes you have made in the past year your first year in high school? What changes have you made?

Student: I have become more responsible. I have to rely on myself to do things.

Student: I have to work harder.

NTA: How has Charlie changed? He is stepping out of his cage; he is the preverbal bird learning to fly. It is always in jeopardy of falling while trying to learn. His quest for freedom. With freedom comes responsibility.

NTA: I would like for you use the last ten minutes to read to the middle of page 46. Do not let anything distract you from getting to page 46.

The students were all reading quietly at their desks. NT played “Blackbird” for the class.

### ***Analysis and Reflection***

Student engagement and motivation was excellent in three of the four classes observed. Those classes also tended to be more student-centered with different and changing activities throughout the period. All of the teachers focused on pre-reading strategies, making connections, and reviewing vocabulary before reading. The endorsed teachers and one non-endorsed teacher (the one with four of the six competencies) used cognitive thinking strategies and skills by using scaffolding questioning and eliciting responses including predicting, confirming, summarizing and inferring. What I observed was that the students were more engaged and on task when the instruction was not only hands on and student-centered, but also must include interaction with all of the students participating. The student presentations in the non-endorsed teacher’s class only required the two students presenting to be engaged. The rest of the class was disengaged. The other non-endorsed teacher was particularly skilled at presenting the material in a way

that it was an interest to the students. By writing “drugs, sex, and rock and roll” on the board, all of the students were intrigued to find out what the latest novel was. Both endorsed teachers used visuals on their projectors to enhance their lessons. Three of the four teachers made relevant connections to current events and knowledge. All teachers developed new knowledge and made pronunciation corrections that worked on students’ fluency.

I believe that both endorsed teachers and the non-endorsed teacher who has completed four of the six competencies practices were equivalent. Their instruction focused on student-teacher interactions. They discussed literature with their students. To me, it appeared that the one non-endorsed teacher instructed and told her students the information without much interaction. The environment and atmosphere in the three previous classes was conducive to learning. The later was more stagnant.

All teachers believe that the reading endorsement has some value, but one endorsed teacher said that it was not applicable for high school students. All teachers believe that there should be a reading endorsement specifically for secondary content area teachers or high school content area teachers. This endorsement should focus on comprehension, vocabulary, and fluency as well as note-taking, classroom management, and environment. Both reading endorsed teachers were frustrated that they spent a copious amount of time and effort developing lesson plans that they would never use. All teachers believe that the reading endorsement is more applicable for elementary teachers and students. They believed that they would benefit from increasing their knowledge in comprehension strategies, vocabulary, and study skills. All teachers believed that the reading endorsement is very time consuming and long. They believed there should be a

supplement or incentive for being reading endorsed.

## Section Two

**Table 6: Summative Second Interview**

<b>Patterns and Themes</b>	<b>Endorsed Teacher</b>	<b>Non-endorsed Teacher</b>
<b>Instruction</b>	ETA: direct instruction, teacher guided, ETB: methodological, open forum, important to have goals, discussion to see their understanding	NTA: Teacher led and created, small goal setting to get to larger goal, motivation, small groups, routine and repetition NTB: assess students' prior knowledge to see how much scaffolding is needed to become independent thinkers, make connections with their prior knowledge then make new connections, use hands on activities.
<b>Strategies</b>	ETA: simple strategies, QAR, audio, visual, making connections, ETB: making connections to prior knowledge, questions, reiteration, discussions	NTA: comprehension questions, discussions, text coding, classroom library, SSR, NTB: I give them the definitions to the vocabulary words, etymology, analogies, parts of speech.
<b>Comprehension</b>	ETA: I read a summary to them, ask strategic questions during, lots of reviewing ETB: Prior knowledge, engagement strategies, build fluency, group work to answer questions, use audio and visuals, writing,	NTA: tell them to create a picture in their heads while they read, discussions, main idea, assessment, pair students up, repetition, drawing scenes, must visualize, journals, NTB: critical thinking skills, analogies, context clues,
<b>Vocabulary</b>	ETA: students write two columns with the words and definitions, study and quiz each other, word walls. ETB: utilize words in daily conversation, focus on word, prior knowledge, etymology, draw cartoons	NTA: word wall, diagram box, highlight words they don't know, response in journal, adopting a word a day, teach them about memory, use it or lose it, elaboration in writing, NTB: struggling readers lack vocabulary so vocabulary is essential.
<b>Patterns and</b>	<b>Endorsed Teachers</b>	<b>Non-Endorsed teacher</b>

<b>Themes</b>		
<b>Reading and Writing</b>	ETA: planning box, discussions, ETB: tie writing assignment with literature, connections with daily engagement, revisions, writing folders, model student examples	NTA: 6 +1 traits of writing, voice, your writing reflects your intelligence NTB: use what we have read as a model for writing, creative writing, analyze what we read and how it is written
<b>Instructional Decisions</b>	ETA: use information from oral fluency testing, SRI, knowing their ability level, make accommodations, ETB: based on student temperature, I can either review or challenge	NTA: I have two lessons planned; if it works, I keep it, if it doesn't; I trash it; empathy; what would I like? NTB: look at each class, the caliber of student, scores, and recognize what they need
<b>Reaching All Students</b>	ETA: They can sit with me, work in pairs, ETB: I ask the higher end student to model techniques, suggest outside reading	NTA: level classes correctly, you must validate why they are here; ask where do you want to go? NTB: I teach the higher end and expect the students to rise to the level.
<b>Motivation</b>	ETA: candy if they exceed their goal, parents sign book form, names on the wall who has read what books, show progress in charts for reading speed and accuracy, conferences, if they have a "0" in my class, I keep after them until they complete their work. ETB: have them read the first 5 minutes of class, speak to students individually, with their parents and counselor, extra tutoring,	NTA: Validation, have fun in class; find their interest, find some way to relate to them, show respect, make a connection, NTB: Literature circles, choose their own novel, presentations, independent work
<b>Patterns and</b>	<b>Endorsed Teachers</b>	<b>Non-Endorsed Teachers</b>

Themes		
<b>Reading Endorsement</b>	ETA: five components were a good foundation, resources, web sites were beneficial, videos of teachers demonstrating strategies was helpful, too time consuming, convenient online but took away from family time. Less on phonemic awareness and phonics, more on fluency, vocabulary, comprehension, separate component on strategies, ETB: should be segmented to the level of instruction that the current educator is involved with. The outside expectation during the course of the year was too much. The exercised were not applicable to my level of students. It should include cross curricula instruction, non-fiction.	NTA: It should include the 6+1 traits of writing. Our days are packed; I don't want to get the endorsement on my time. Grandfather us in. Have secondary content area endorsement. Sell me on it. NTB: I'd like a customized reading endorsement to suit teachers' needs and be more applicable, have a component on technology, needs to be applicable to high school; teachers who complete it should receive a supplement

***Second Interview with Reading Endorsed Teacher (ETA) English I Reading Block***

These interviews occurred about three weeks into the study after the first two observations.

SG: Can you describe your instruction?

ETA: Well, this class is intensive; so I have to do more direct instruction than I usually do because of the low reading level of students. My instruction is teacher guided, and I do like a questioning type of teaching to get the response you have to lead them to get the response you want -- their thinking is all over the place. I try to teach them simple

strategies. If I had them two years, I would go to other strategies. I think they would benefit from it, but they are not ready now.

SG: Can you give me an example of your strategies?

ETA: Like determining the QAR, they could not categorize the questions now. I taught them the game Rivet, which works on vocabulary. Any vocabulary strategies are very beneficial. I will show them *Romeo and Juliet* and use some of the vocabulary word cards to study for final exam. I will use audio to do the “Raven.” They don’t get it when they read it. I tried it on the “The Cask of the Amontillado” and it helped a lot. When they hear the pace and the rhythm, they get more out of it.

SG: Which resources/ materials are the most useful for you?

ETA: Anything visual, I use Google images; it helps them understand. Audio helps them. If I can relate it to something they already know; that is useful. Transformations help them make connections and relating to real life.

SG: How do you teach comprehension?

ETA: In the literature book, we are teaching previewing and if there is background knowledge. Today, I read the summary to them. That helps them. Sometimes we do anticipation and try to keep them engaged as we go. Orally, I ask strategic questions as we read. If it is several pages, we do a lot of reviewing.

SG: How do you teach vocabulary?

ETA: I have the students take a sheet of paper and make two columns. They put the vocabulary word on left and term on right. I then have them study the words, then get in pairs, and quiz each other. They did very well on their vocabulary quiz. I increase the difficulty every nine weeks. They get candy if they do well on the quizzes. We did word

walls in the beginning, and we will do for more for *Romeo and Juliet*; we did art with the Odyssey. They could take theirs home.

SG: How do you make connections between reading and writing?

ETA: *Reasoning and Writing* is the new book we started today in the reading program. It will help them. That will help them make connections. It will help them with questions they answer on chapters. Right now I have to guide them a lot, and I have to wean them off that. So they have five weeks of independently doing it so they are ready for next year.

SG: What about in your English class? How do you make connections between reading and writing?

ETA: We discussed comprehension the other day. We discussed that if you can't comprehend, then you can't understand what you are reading or express it later in writing. It is so important. The only essay writing that we have done so far is in the reading program, and that is reading a selection. Then they did a planning box, which is on my desk. From it we come up with example topic sentences. They need to write their own. They have to use the details from the planning box to write their summaries. We read a selection; do comprehensive questions. We write those together. They take those. In the science they have to do these independently. This gave them history background knowledge. Anything with background knowledge will help them next year. We will ease into some short essays and then *Rome and Juliet*. I tried essays in the end of first nine weeks, and mid second nine weeks; the quality was not there. They do not have the skills. I tried it last nine weeks; better, but not there. Then we did Write Scores, and they did improve on that. If I could get a hold of material that would help writing early on, like



*Reasoning and Writing*. I should do it at the beginning of the year and that way they would be ready for it. I can switch it around next year.

SG: How do you teach writing skills?

ETA: I use the planning box. Today the *Reasoning & Writing* was writing parallel sentences. Showing how to do that, details, topic sentences, that kind of basic writing. On the write score, after we send the tests in; I keep the booklets. I go back and we highlight what was most effective. That was good. We underline details and highlight the answers; that helped them. They were deficient in enough detail. I said there is plenty here. Afterward I would give out highlighters with the Write Score test. They did highlight, and they did improve.

SG: I liked your review. Did you buy all those whiteboards? They were excited about it.

ETA: I brought them from another school. We had somebody donate those huge sheets. They were cut; we got two dozen of them. They were dissolving the school. So we were allowed to take some things. They loved that. They were so into it. The engagement was great. Once I shut the two cheaters down; they disengaged from the activity.

SG: How do you make the instructional decisions in your classroom?

ETA: I use info from testing, SRI, Oral Reading Fluency, that helps in the beginning. Knowing their ability level as I teach them, their strengths and weaknesses. Like kids who have problems, certain kids can't spell, when I come to a word, I automatically spell it. Some kids like the planning logs; it's on the overhead. If I can get a copier, I make copies for them. Looking up and down drives them crazy; that's an accommodation. If a child has a difficulty, I take it into account. I follow the curriculum, and for instance, I looked over the selection in the literature book and in the adapted version. I am looking at

timing; is it too lengthy for them? I have to supplement with a lot of questions and a quiz to keep them engaged on the way. If I use something too difficult for them, I supplement.

SG: How do you reach all of your students? What scaffolding do you use for your lower achievers and how do you keep the higher achievers challenged at the same time?

ETA: I don't have too many higher achievers. But the kids who finish first; I check the quality; so they slow down and give me what I want. They know they can read or do homework while others are catching up. Reading is first choice. I encourage them to look over their answers. I encourage them to help other students or work in pairs. In the beginning, I group them, but they learn whom they work better with. It's funny because it changes all the time. Lower level students if I know it will be difficult, I ask them to sit with me. That helps and gives them confidence. If there are too many, I ask one of the other kids to help. They have something to offer and share and help someone else.

SG: How do you motivate your students to read and become autonomous? Explain.

ETA: In the beginning they are required to keep a reading log with a minimum number of pages to read weekly, and they are given a grade if they meet goal. They are given candy if they exceed their goal. Every nine weeks, we fill out a form that says this nine weeks I read\_\_ books and\_\_pages. Parents sign that; this gives acknowledgement from parent.

In the beginning I have the parents sign the reading log. Every time they finish a book in the back they are allowed to write their name and the title of the book on the poster type books made by Trend Miller school supply. I had to buy two packages. It looks nice and gives them recognition in the other classes also. In the beginning they are really motivated by how many people have things up there. That was working, too. At the end of the nine weeks once they get that filled out, we talk about how many books they have

read and compare to last nine weeks. It helps show them their progress. A lot of them don't realize how much they have progressed. Part of their exam will be self-assessment of how much their reading has improved. So it will be a short essay for that. They need to take time to reflect. So I would say in the beginning it is very extrinsic and then becomes intrinsic. I am miserly with library passes, they have to show me that they are reading more challenging book, so they go for the bigger ones. But one kid I could not get to read anything until I set him down to get a David Beckham book; now he knows he can go to the library for sports books he likes to read. These two kids are really into art; I found out that there was an anime section in the media center. They are all over that. They have read twenty books and now are branching out into some other things. I told them this nine weeks I would like to see you work towards more text. So I have conferences with them about their books. There are books written about the X men; so this is a stepping-stone. I sit down with a kid and talk to them to find out what makes them tick. Some of my kids wanted to read *Spirit Bear*. I told them it's for my SOAR class; so you can read it next year. I teach level 1 and 2. Not many have IPs.

SG: How do you contend with amotivation in your class?

ETA: I keep on digging at it until I find something. I had discipline problem kid. I could have written him up every day, but I put him up at the front of the class and kept working with him. Just before he was sent to EXCEL, I had him. You just have to keep working on it and ask for parent conferences. I would say at this point I don't have many that are apathetic. If they have a zero in my grade book, I dog them. You have to work hard to keep that zero. They understand that they have the power to change things. That is easier to do with sixteen or eighteen students than with thirty. Eighteen is plenty. So many love

to talk and want that attention. These were the kids were relegated to the back row. They slipped through the cracks and need more attention.

SG: What would you like the reading endorsement to cover? What do you think it covered well, and what should have been added or increased? What do you think was unnecessary? If you could create your own secondary reading endorsement for content area teachers, what would it be?

ETA: It was important to have the foundation of the five components. I need to know what the foundational, what their part is, but creating lesson plans from those was excruciating. I really had to do a lot of research. I have never taught elementary. It would be nice if they made an elementary endorsement, middle school endorsement and high school endorsement, or even primary and secondary. I found the face to face beneficial, sharing web sites, resources, and ideas, huge. I thought component five developing the lesson plans, with all the components, extremely valuable. They made you look at what you teach and how you teach it. Component six, teaching lesson plans and videotaping them and critiquing yourself, very valuable. I found the videos on teachers demonstrating a strategy or technique very helpful. It took me two years to complete the endorsement. Each lesson took over seven hours minimum, each component had six lessons, so that that each component took a minimum of forty-two hours. They give you a week to do it and it took seven hours. I would start Friday night and continue to work all day Saturday and Sunday. It took away from my family time. It was convenient to do it online, but I think I would consider taking a class next time. My husband was working nights, so online was the only way I could do it. I would like to see something about the historical trends in reading. I think that would have been beneficial.

SG: If you were to design a reading endorsement for high school content area teachers, what would it consist of?

ETA: I think all the components were dead on. I would add the history of reading. I would not spend as much time on phonics and phonemic awareness. It would spend the time on fluency, vocabulary, comprehension and have a separate component on strategies. They were interwoven, but it would not hurt to hit again at the end.

SG: Is there anything you would like to add?

ETA: I just finished the endorsement; next year I will have more of a strategic plan for the strategies putting them in certain areas. I could see it being better next year. Now I know more people better, I will do more networking and ask people what they do; like what they do with *Romeo and Juliet*. People teaching in lower classes. I want to tweak it and make it better next year. I tried harder things and they were really resistant. When they had to write the summaries, they spazzed. They don't like doing them now, but they can do them now. I model for them and say look this is the structure, put it in a complete sentence. A timer is crucial with these kids; I set the timer; so they must be on a timer. I tell them ten minutes and give them fifteen.

### ***Second Interview Reading Endorsed Teacher (ETB) English II Honors***

SG: Can you describe your instruction?

ETB: My instruction overall is methodological. It has a rhythm. There is an open forum with record of the day. Then we progress to slightly reflect on our experiences of the last lesson; then we move into the lesson; then we have recap and reiteration and focus on engagement of vocabulary that the students might not understand; and try to rephrase their questions and frame their answers to build a collective comprehension. Building on

prior knowledge and allowing them to make connections with what they may have been exposed to; that is a big thing. It is important to have a goal. I find when I am in an unfamiliar setting with literature, I always open the door for discussion first to see what their level of understanding might be to give me a better framework

SG: Which resources/ materials are the most useful for you?

ETB: My background, experience, web, computer, textbooks; old textbooks; the literature textbook is positive; but I have not utilized it since the first semester. I pull bits and pieces from it, but we focus on writing and grammar and novels and recently we have not needed to utilize the textbook because we are so focused on writing especially in preparation for FCAT writing.

SG: How do you teach comprehension?

ETB: I will look for components that are prior knowledge, engagement strategies, and build on their fluency. I try to team them in groups to ask questions. So, another student can give them insight that they might not see, but hearing from a peer is more effective than hearing it from me because a lot of them stumble over my vocabulary because they don't have that understanding of vocabulary. But I feel confident using it so they can gain the ability to hear it, and it might build to their development of maybe inviting; I will even tell them; why don't you use this word instead? Teaching comprehension is difficult unless you can visually appeal to them, auditorally appeal to them, and get them to start writing some ideas down; such as an exit slip, or entrance slip and questions on post it notes while reading through the literature. So they can come back and say when I was reading this I did not understand \_\_\_\_\_. It helps me to reframe it for them; it even helps the kids to jump in the discussion with their insights.

SG: How do you teach vocabulary?

ETB: I think utilization of vocabulary words in daily conversation; presenting vocabulary word on overhead then asking students what is their prior knowledge of the word; or if any experiences come to mind when seeing the word. I teach Greek and Latin roots; they can take a difficult word and break it apart; they may know one component to build on it; meaningful discussion of the words and groups of words. If you know a particular word such as malevolent, what do you think of with that and what are some other words you can form with that root, of mal, and they start building on their own. We even draw cartoons on the wall when teaching SAT vocabulary, and that helps them gain appreciation through their visual.

SG: How do you make connections between reading and writing?

ETB: I try to tie a writing assignment directly to our reading engagement or something I might bring up from current events or a news article or article from EMSCO, and we demonstrate it, and I ask them about their thoughts on educational funding; and then ask them to write an argumentative piece would they be opposed to teachers salaries being cut or would they be in favor of that and challenge your result of trying to build on academic funding. It helps to tie the connection between what they are reading; how they are accessing daily life; and their engaging philosophy of the world around them because a lot of them they can't correlate to Shakespeare unless they put it into perspective of the daily engagement. So, you talk to them about how Julius Caesar was involved with betrayal, and we have betrayal in government; we have betrayal in education; talk to me some betrayal relationships or about a time you were betrayed; and that is a writing assignment right there. I think they appreciate that one, too

SG: How do you teach writing skills?

ETB: I struggle with writing skills because I wind up rewriting so many papers. I now believe that the process is not simplistic. I really go back to things that work well for my students. Writing folders are effective to show progression of their writing. I like to model student examples for them to evaluate anonymously so they can see things they might take ownership of; sentence combining, vocabulary, different structures, with a lead in they might not have thought of before. Additionally, frequent short term writing assignments that can build into a long-term revision, editing and drafting. A lot of students write an assignment; receive a grade for it; they put it to rest. They do not think in terms of why is it a 6 or 9. What did I do? I tell them to look in *Elements of Language* and tell me what you think about comma splices. Do you know what the antecedent is? Our time is limited for instruction.

SG: How do you make the instructional decisions in your classroom?

ETB: Based on student temperature. If they are responding well to the category of questions and they are prepared, then I will continue on with the lesson and start turning it over to them. If I feel that they are not ready for discussion or they have not prepared for class, then I will use it more as an introductory in anticipation framework to say these are some things that I am looking forward to you having exposure to. So it might entice them to read further or at least clarify their ideals. If they are clearly cognizant and aware of what is going on in the classroom, then I might even step up the challenge based on the classroom temperature. Certain classes will desire a challenge mode than others; so I might throw in additional critical thinking question or even allow two students to



challenge each other in a mode of argumentation regarding a topic that can bring out different perspectives.

SG: How do you reach all of your students? What scaffolding do you use for your lower achievers and how do you keep the higher achievers challenged at the same time?

ETB: That is a tough one, and we all experience that no matter what level we teach. The best thing is to know your students, to gain perspective of their learning appreciation and engagement. I will take a higher end student and ask them if they will assist me by modeling techniques for another student who might be challenged by a certain area. They are usually receptive to it. The lower end student who is having difficulty with hurdles is usually more effectively going to listen to a peer than me. But often I will find too that that particular student who is at higher end will feel a sense of self-gratification that assisted the lower end student. Most of the time you will feel a sense of ownership in their ability to want to help. In addition to that the student that needs more challenge, I will suggest to them other novels that they can read outside, and throw in a meaningful question to them or ask them how is the novel going; so they can feel I am taking ownership for their learning and helping them along. Or I might even show them a particular web site that they can visit to ask challenge questions on the SAT. For instance, my 10<sup>th</sup> graders, I introduce them to the College Board web site. I might challenge them to ask, "Have you looked at the question of the day?" Or have you looked at the Kaplan web site to see what they have to offer. So I am always trying to light a fire. For the lower level student, encouragement is a big factor, immediately they begin to say, "I don't know how to do this. I feel overwhelmed." Communication through parents, blackboard, email, it might not be effective all the time, but I document it all so if there is a parent

conference, to show that it was my intent to reach the parents and student to enable their best success in the class.

SG: How do you motivate your students to read and become autonomous? Explain.

ETB: I think the big thing – I used to start the class with a five minute read; to whichever book that I was trying to introduce them to; it could be as simplistic as a quote from NTR or as major as a paragraph from the Economist magazine or Ivy League or I was reading with them from Generation Me which is about their generation; all the nuances, certain idiosyncrasies, such as body piercing, tattooing, how that has changed through the years. And what we are accustomed to, showing them the differences of generational gap, and that would lead to further conversation. I always encourage them that it is not about the depth of the material; it's about the fact that they can utilize the time other than engaging the TV or the computer to kind of shut down the essence of visual images and focus on words and texts to practice. Just quieting them in the first five minutes when they walk in the door. If you have the record of day up, it teaches them to look up and read and they are ready to go and they know what is coming. I will share with them in Southern vernacular. I tell students you need to find your favorite aphorism, a motto you will live by; this is something your college will ask you; when you go for an interview process when applying for a job; and that also encourages them to read more; and engaging in critical thoughts. You can even tell them to go home and ask their parents about their favorite aphorism and explain why that is. That gains more insight into the nuance or persona of their parents. It will help them see their parent, not as disciplinarian, they are not thinking in terms of “wow, my parent thinks like that...” I learn when I go to other schools, just in styles and they way they speak. When I am videotaping for national

board, I repeat certain words, and I have certain hand cues; and I wonder if that is conducive to their learning or is debilitating to their learning, so I have to be careful to model it and study it, and certain facial expressions because I am easily read through facial expressions. I have to be aware of how my face is read to them; they can tell. They are very in tune with who we are.

SG: How do you contend with amotivation in your class?

ETB: A non-motivated person, the first thing I will do is talk to them individually, and the next thing I might do is talk to the parents, the third thing is ask for a student/parent in conference. If that is not successful, I am going to the counselor; I will send an e-mail; and I am always going to encourage and might even ask the student for special concerns. If it is a concern about lack of reading comprehension, I ask the student if he or she has time to come in before or after or during lunch to get a little extra help or insight about study guides. I encourage them to go to NHS, National Honor Society, for tutoring. I also show them the parameters. If they plan to go to college, I show them things college enrollment advisors are looking at. I have a matrix scale of everything from SAT, ACT scores, to GPA, to expectations for extra curricula that the major state universities are looking for. If college is not even on their mind, I talk to them about entrepreneurship, and how they want to be well read and focused and write effectively to gain access to loans through banks and to be able to travel in circles of an educated individual and be heard and taken seriously. Sometimes that is effective and other times it is not. When it is not, I try to ask for their interest. If they are in band or ROTC, I try to get those extra curricula leaders to say what is it that I can do to ensure that he or she still remains in their activities or can I entice them through their leadership roles to say I need you to do a

little bit more academically in order to continue on with your role with band or be a section leader or whatever. Sometimes that is good and sometimes it is not. I usually tell them “is there a way I can talk to Mr. Leighton or can I talk to Commander Polley because I am concerned that if you continue in this situation with academics you are not going to be able to do that.”

SG: What would you like the reading endorsement to cover? What do you think it covered well, and what should have been added or increased? What do you think was unnecessary?

ETB: It should be segmented to the level of instruction that the current educator is involved with. I think there should be three designed programs; one for elementary; middle and secondary; and even on top of that, secondary that looks into post secondary reading engagement because there is a different fluency required as well as depth of outside prior knowledge. The next part of it what I don't like about the program – I was concerned about the level of outside expectation during the course of the year with the other responsibilities of teaching my students. I was concerned about the level of exercises that were performed that were not conducive to my level of student, which particularly my components were written (and I am sure everyone's are) on more of an elementary or middle school level. The highest level of student that I was able to manifest in an exercise was a seventh grader in middle school, age 12; and that was not applicable to what I was doing in the classroom. It assisted me with my son at the time, but not with what I have to do every day. That was my priority. I thought that the time it took to complete the endorsement was somewhat lengthy in the fact that we needed knowledge immediately. I would have preferred maybe Saturday opportunities or once a month

opportunity all day on a Saturday that could have cut to the chase other than logging on to my computer almost three times a week and then writing papers or doing what I consider to be daunting exercises to fill a book on the weekend. And honestly those exercises with the exception of the graphic organizer that I created and for the engagement activity of doing word walls, I have not utilized them because it was all conducive to the lower level student; even with my lowest 25 percentile student I could not utilize these activities that I taught for 2 years.

SG: How much time did you spend on getting the endorsement?

ETB: I wrote curriculum for the 180 for competencies four and five. Hours – a good thirty hours, maybe more. It's murderous going through the process. I started in the summer and finished the following summer. It took more than a year. I was working on helping with curriculum and instructional manuals and finishing my ESOL again.

SG: If you designed your own reading endorsement for high school content area teachers, what would you include?

ETB: The reading endorsement strategies should include cross curricula instruction; it should include prior knowledge of engagement reading; it should include a section on non-fiction reading that will prepare them for post secondary. It should focus additionally on breaking down passages in order to clarify specific agenda; meaning when you have 3000 word passages such as on the SAT, you break it down for clarity and focus. I think vocabulary instruction and methodology of vocabulary instruction is critical. Going back to Greek and Latin root instruction will assist them with breaking down difficult vocabulary words. And a variety of genres; I love the classics but we can't disengage ourselves from the idea of *Twilight* and juvenile fiction and current events and trends in

pop culture which greatly affect them. We shouldn't give everything to them that they are going to say I love this and I want to read this. Because there has to be some hierarchy of struggle in rereading and I want to train my students in rereading continuously. In my opinion if you are not rereading, something is incorrect, unless it is a simplistic style and there is a way you can pleasure read *Twilight* that does not take a lot of clarity of focus and you lose yourself in that. Then you have a SAT passage that might be Plato's allegory of the cave, which that is so far removed from their rhetorical analysis, they can't even begin to grasp that. So we have to build a gap between training them to read effectively and find the level of expertise and level of engagement and find that vocabulary that they can bridge or scaffold with and then also read for fluency development and just for love and passion of reading. So that would be *Jade* or *Twilight*. I am too busy; I am exhausted; I can't keep up with juvenile literature and current professional literature. It is not about the smartest person; it's about how you present it and make it meaningful for them and engage them. There is not a way you can teach a component on that; that is intrinsically built. If you can show an educator why it is important; that these students need to have preparation to go to post secondary. And they understand what the parameters are up there and we articulate with them. We articulate with our middle school, we articulate with high school; we articulate with our post secondary; then we are a team building together. There has been too much of a disassociation; that is not my responsibility; I am not teaching grammar they should have learned that in middle school; middle school says that is not my responsibility they should have learned that in third grade; what the difference is between a noun and a pronoun. We all need to take responsibility for it. I don't care what anyone does better

than me. I want to know how I can be better to give them something that is meaningful. My kids are my priority. If my kids move on and their post secondary experience or their 12th grade experience and someone tells me they are not prepared. Then something is not right here in my room. That we need to fix. And it not a quick fix strategy. It needs to go across and long.

We don't have that articulation, we don't have a concept of what our post secondary instructors are looking for. And it fluctuates whether they are mid-west, west, in the state of Florida. They have different parameters. They are utilizing their non-fiction prose, too. Their level of expertise. I want for my students to say what we did in the 10<sup>th</sup> grade I was able to use that in comp classes. We are doing the same thing in my other AP classes. If we can do something like that in a reading endorsement; to demonstrate a level of fluency and exposure to non-fiction prose, we have done a great thing. Let's have an introduction to phonemic awareness, and realize what we do as strategy to build on that, and start working on collective grouping. Grouping is preparing our kids who are fluent readers. I don't think a child needs to be engaged in a computer for sixty minutes to feel a sense of engagement. Just talking to a kid and finding out what his interests are might be more helpful. We have engaged in too much technology and are losing our connection with the students.

***Second Interview Non-Endorsed Teacher (NTB) English II Honors***

SG: Can you describe your instruction?

NTB: I assess the students' prior knowledge and see how much scaffolding they will need to become independent thinkers. I make connections with their prior knowledge and then add concepts and make new connections. I use a variety of resources such as

poetry.com to gain their interest and motivate them. I like to have hands on activities in my classroom.

SG: Which resources/ materials are the most useful for you?

NTB: I use a variety of web sites including rag notes, jiffy notes, and Google; I use online streaming, power point presentations, and videos. I use a variety of books as references.

SG: How do you teach comprehension?

NTB: I give them the definition of the vocabulary words. Struggling readers lack vocabulary, so building their vocabulary is essential. I teach etymology so that they will recognize Latin and Greek roots, prefixes and suffixes. I also teach them the twelve different types of analogies, as well as making my own sentences where they have to decide which word would be appropriate for the context and meaning of the sentences I created. I also think knowing the parts of speech for words is important.

SG: How do you teach vocabulary?

NTB: I use critical thinking skills and analogies. We discuss part to whole and context clues. Relating the vocabulary word to a more familiar word that they might already know is advantageous to building newer complex words in their vocabulary.

SG: How do you make connections between reading and writing?

NTB: We read, then use what we have read as a model, to inevitably write something just as good or perhaps better as the techniques shown by the expert writer. I want my students to be more creative than formula type writers. We model sonnets and understand different techniques used by the different authors. We analyze what we read, and how it is written.



SG: How do you teach writing skills?

NTB: I do not like regurgitating or stagnant writing. I have to teach formula writing for the FCAT Writes, but I tell my students after that test is over, to never turn in writing like that again. We focus on critical thinking questions and the different styles of writing. Writing is also a process where it is continuous method of writing and rewriting through brainstorming, rough drafts, peer editing, self-reflection, and self-editing to finally arrive at a final draft.

SG: How do you make the instructional decisions in your classroom?

NTB: I look at each class and the caliber of students. I look at their scores and recognize what they need in my class.

SG: How do you reach all of your students? What scaffolding do you use for your lower achievers and how do you keep the higher achievers challenged at the same time?

NTB: I teach the higher level and expect the students to rise to the level. If they signed up for an Honors class, then they need to be prepared to do honor's work. I use the bell curve for grading purposes. If I taught standard, I would teach to the medium level. I use the *Selection Support* and let students work together more in the standard classes. The bar has to be set extremely high in an honors level class, yet in a standard class the bar must be attainable by the lower and medium level students to reach or else they will lose interest, then fail your class, and eventually become your high school dropouts.

SG: How do you motivate your students to read and become autonomous? Explain.

NTB: I have my students work with literature circles. They can choose their own novel and fill out a chronological sheet analyzing character development, themes, motifs, quotes, and meanings, conflicts in the plot analysis, and new vocabulary words that they have learned while reading. I expect them to read at home. They do presentations on what they have read in class.

SG: How do you contend with amotivation in your class?

NTB: I try to give the seniors more independent work. I talk to them about keeping up their GPA's, and I speak with them individually.

SG: What would you like the reading endorsement to cover? What do you think it covered well, and what should have been added or increased? What do you think was unnecessary?

NTB: I would like to see a customized reading endorsement that would suit each teacher's needs and be more applicable to their classes. I would like it have a component on technology and how to integrate technology with reading comprehension, literature circles, and student-centered activities. I think the current endorsement is geared towards elementary and middle school level teachers and students. I believe it needs to change to be applicable to the high school level.

SG: Is there anything you would like to add?

NTB: The reading endorsement is extensive and takes a couple of years to complete. The work is comparable to a degree. The state or county should offer a supplement for teachers who have completed the work as an incentive.

***Second Interview Non-Endorsed Teacher (NTA) English I Reading Block***

SG: Can you describe your instruction?

NTA: Teacher led instruction. With SRA was scripted out for us. With SOAR it is more teacher created. I try to make why they are here a very valid reason from the beginning so they understand what our whole point is. It's small goal setting to get to a bigger goal. All the things we have to do to get you out of this classroom to where you need to be.

Motivation is a huge part of it. I use small group settings. In these small group settings you try to pair the stronger readers with the weaker readers once you start identifying who is the stronger; who is not stronger. There are some cooperative learning principles that I use. I am a big fan of silent sustained reading; that is a big part of our class, maybe the first ten to fifteen minutes. Routine and repetition are big parts of what we do. That may come from my coaching. They know to come in and go get their favorite book out and get it ready to go. We are doing classroom novels; so they know to get their book and have it ready to go. Getting the routine in place.

SG: Which resources/ materials are the most useful for you?

NTA: I like the literature book for English. The questions have gotten a lot better, the review and assess questions. You can find a variety of level ones and threes. It is seven quick questions; I make them do it every time. And then we go over it. We discuss it and classroom discussion pops up. I love the Impact workbook. It is a consumable workbook; it brilliant because they work in it; so I can keep it in the classroom and they never not have it because it is here in the classroom. The reading selections are up to date; the impact workbook is new every year. I can go ahead and do all the text coding and reading strategies that I believe in right there in that book. It is also huge because it has graphs, charts and diagrams; so it brings in math; and also prepares them for the FCAT because there are diagrams and charts all over the FCAT; so I am nailing FCAT principles while

they are reading what is fun to read and there is a variety of things they can do as far as questions. It is not the same simple mundane answer this; go find it; where is it at; they actually have to think, which is huge. This is for SOAR class; some teachers don't like it because the questions are very hard. They don't know how to do percentages in a reading class. My class library, I love it. I keep trying to get it bigger and bigger.

SG: How do you teach comprehension?

NTA: I talk to them about creating a picture inside their heads while they read. First, we talk about what their hobbies are, what they like. I have them list their three top or favorite movies. Then I explain to them that everything they have ever watched on TV has been written in book or script form. Everything they are watching they could read. So then you ask how many of you read three pages and don't know what you have read; all the hands go up. So we are going to work and being able to read five pages and not forget; on reading twenty pages and without falling asleep. We will get there. So comprehension comes from the fact that you have to be able to retain what you have read; so the author's purpose; the main idea is one the main things you have to be able to peg. If you don't know why you are reading this or what the author wants you to know or what the author wants you to know after reading it; then it defeats the whole purpose; so the main idea is crucial. If you look at the *Impact* book, we chart their progress; so I can show them if they are getting better or they are getting worse. So instant success is important with comprehension. (NT has me look at an *Impact* workbook) On the first page, there are reading assessment answer document, students read the story then have a comprehension exam. When they miss questions on the reading selection: I can see where they have problems: cause and effect; or words and phrases; main idea; compare and

contrast, reference and research. I can see if the student is weak in main idea, for instance. When paired into groups, I put a student weak in main idea with a student who is strong in main idea. The first five chapters, they did in groups and they would help each other with the comprehension test. If the group was having problem with main idea, I could see if another group was not having problems with main idea. I would take two students from group that is strong and main idea and swap them with two students in the group that is weak in main idea. Their scores improve as they go along. So repetition and showing them they can complete a book that they picked. I explain Lexile scores; how to find certain books; it does no good if they choose a book they cannot understand. They need to pick up something smaller and get some success with it. A lot of drawing early on; draw the scene; re enact a scene. Show a favorite scene; visualize it. Create a picture in your head. Draw it out in journals. What does the character look like? That is what comprehension is. If you can't visualize it, that is the problem. Writing: a poor reader is a poor writer. I will have students read the first paragraph and last paragraph of story to find main idea.

SG: How do you teach vocabulary?

NTA: Oh, vocabulary. I love it and I hate it. I hate the vocabulary tests. It seems like such a big part of my time is grading, and I hate grading papers. One thing I have tried is how can I teach vocabulary without giving vocabulary tests all the time. I tried the word wall, but I was always taking bad words off the wall. It was causing more problems than benefiting. Ready or not page 3: diagram box; they highlight words they don't know. I ask them to make it in response journal and define it in their own words. They can look it up. What word are you adopting today and every day? Can you adopt that word and use it

throughout the day? I teach them about memory. There are three levels of memory. The first is simple attention which we forget every day. Comprehension is the second or third layer level, and the one I do research on. Vocabulary is repetition. I teach my students about rote memory. If you don't use the vocabulary you will lose it. I tell them to use elaboration techniques in their writing. I grade for elaboration; not just red, crimson or blood red. I should have more vocabulary tests. In their writing, I don't just grade for grammar; I grade for bigger and better words, elaboration.

SG: How do you make connections between reading and writing?

NTA: Voice. We went to the 6+1 traits of writing. It was my favorite in-service. My favorite trait is voice: speak to me in your writing. In an interview, people will judge you by the way you look, speak and write. The way you speak is an indication of your intelligence. You are judged on your resume, by the way you write; by way you look, and by the way you speak. Your writing must be your voice, not your street voice. Don't use kill, use annihilate. Give me your voice and elaborate.

SG: How do you teach writing skills?

NTA: For the FCAT I have to teach them to write in the box; don't write outside the box. Fill the big box; make it neat. If you had to read this messy paper hundred times, how would you feel the hundredth time? Writing structure is important. We work on writing and using complete sentences, capitalization, punctuation, etc. We work on structuring a sentence appropriately, and not having run on sentences. We work on using commas, apostrophes, semi-colons correctly.

SG: How do you make the instructional decisions in your classroom?

NTA: I have a lot of freedom. I'm lucky. If it works, I keep it; if it doesn't, I trash it. I have a backup plan. I have two lessons prepared. I always have two to three things prepared. Empathy, what would I like? They are made to sit in those uncomfortable desks all day long, so I will let them move around the room. I also allow them to keep stuff in classroom because they hate running to their lockers. I try to make it easy for them. They have to work harder than I do. If I can do a drill where they are having fun, they don't realize they are working. I like that the reading selections are up to date. I will allow them to choose what they want to read and then explain why they have to read, "To Kill a Mockingbird." I explain to them how the process works. Comprehension is not just about reading something you like; you have to comprehend the things you don't like as well. I want them to have fun. If they don't like coming to your classroom, you have lost them already. Gum, cell phones, drinks do not bother me; if they abuse it; I take care of it. If they are on task, I will allow them freedoms like in a college classroom as long as they don't disrupt or distract me. The first nine weeks is tough. If you have a drink it is out of sight; take a sip; don't leave it out on your desk. Eventually they control themselves. They must learn: run a red light and see what happens; be late every day; see what happens. The teacher is valuable resource to community. A room cannot be chaos. One teaching style is not effective for all. Old school works for some. Students learn lessons from different teaching styles.

SG: How do you reach all of your students? What scaffolding do you use for your lower achievers and how do you keep the higher achievers challenged at the same time?

NTA: Not having correct levels in the reading classrooms causes major disruptions. We need to figure out how to level them correctly. If you have all level ones in your class,

they are still going to be learning at different speeds, but that is where your teaching skills come in using cooperative learning and mentoring a weaker student with a stronger reader. I tell the students don't be afraid read out loud. I would like to do away with six desks so I could have more room for the students to get away from others and read to each other. I have thirty desks in here because of the FCAT. Now that the FCAT is over, I'd like to have some more space for my students. I could have a group move over by window. They like reading to their friends. I can hear and see their oral fluency. I have them read for a minute. If you have too many levels in a class, it causes problems. How can we level our classes appropriately? A student who receives a level one on FCAT can be a level four in reading. If you have fifteen level one students and fifteen level five students in a class with thirty students, the reality is that the ones will bring the fives down because of classroom management. We have been told to have our standard class work on honors pace. How can new teacher have level one classroom? It sets up the teacher and students for failure. They need to sell veteran teachers on having one level one classes. The veteran teachers believe that they earned the honors class. They think teaching the level ones is punishing them. Instead they need to believe that they are able to make a difference. At 55+, do you want to teach level one students? I like to think I have been placed with these students. Turning around an illiterate student is an accomplishment. Why did teachers become teachers? They need to motivate teachers; sell them on taking a level one class. I thought I could change the world. See a Derek and see the potential. Teachers have excuses such as socio-economic status. I worked for juvenile justice at Evans for gang suppression and drug and family counseling. I was spit



on, stabbed, dealt with homeless students. My students come from Deer Run, which is now twenty years old, and the houses are getting older, and there are more rentals.

SG: How do you motivate your students to read and become autonomous? Explain

NTA: You must validate why they are here. Where do they want to go? If they want to go there, they must do this. You must bring in all kinds of examples of why reading is so important in today's world. Talk to them about technology and the ever increasing field.

Have them look at their cell phone and ask what did cell phone look like two years ago.

Look at what technology is doing; in two years it has doubled, tripled itself. Do you think the people making this technology cannot read? Here is an application from Burger King.

Look at Burger King; you cannot apply for a job without at least being in high school.

Burger King, one of the lowest paying jobs, requires some education. You have to prove to students why they are here. Since you must be here, let's do it together.

SG: How do you contend with amotivation in your class?

NTA: The most frustrating thing in the world. A student today, she is on cell phone 24/7, she distracts the others. She said she is repeating 9<sup>th</sup> grade. A current student whose Lexile scores are great; her writing is very good; but she does not turn in her work. Her parents will not come in for a parent teacher conference. Every motivational tool I know has not worked with her. But, she finished the novel we just read. Someone at (the high school) has to figure it out. I may move her desk; take the cell phone away. Right now she does do a little bit of her work. I hate losing one; I am competitive. There have been several over the years. I have reached some by finding some way to relate, to become a part of their world. I don't speak to them like a typical adult. Most of the students are level ones who have traveled through school without enjoying teachers. I have them

respect me as a person first; respect me as a teacher second. Whatever they want to talk about, I talk to them about fishing, about band, about music, about mechanics. I make a connection first, as a teacher, or maybe even as a friend first. Based on our friendship, do the work; do it for me. Sometimes it works.

SG: What would you like the reading endorsement to cover? What do you think it covered well, and what should have been added or increased? What do you think was unnecessary?

NTA: The 6+1 traits of writing should be mandatory for every teacher. They can pick apart the 6 steps; that should be our writing focus. We now understand the five paragraph essay is not necessarily the correct essay. You have got to hear them; let them write; let them have their voice. The entire school should have the 6+1, not just reading or English teachers, so they do it throughout the day. I think it should be on the reading endorsement, but also be part of the educational process. The thing I do not like about reading endorsement is having to do it on my time. Our days are packed; grading papers at nights and doing it on the weekends. I have a second job. I don't have time to be in class at 7 P.M. I don't want to. Make reading endorsement part of college and grandfather us in. Get all the new ones. The administrators put first year teachers in the reading classes anyway. What I like about the reading endorsement is, someone has said, you don't have to read Shakespeare to be a good comprehender. You can read a newspaper article, or *Angels and Demons*; something you have picked and teach comprehension that way. I love that they have changed the traditional setting of English because we don't have traditional students. Boys don't come in with their shirts tucked in because their parents made them. Dad and mom are not in the house all the time checking homework.

The reading endorsement has changed the veteran teachers. The FCAT has changed focus which changed comprehension scores. The focus is on being able to read and comprehend. Every elementary and middle school teacher teaching reading and English should be reading endorsed. High school teachers can be reading endorsed, but if students have been taught reading from kindergarten, we can read Shakespeare and *To Kill a Mockingbird* and take it to a new level. Now, There is a huge gap. Their quick fix is endorse our high school teachers. High schools are held accountable for FCAT scores. High schools are federally funded money depends on FCAT scores; so quick fix is to fix high school teachers. In 2010, every kid in kindergarten should have a reading endorsed English teacher through the eighth grade. A level one student in high school, maybe we can get him to a level three by graduation.

SG: If there were a reading endorsement for content that will be used in your area.

What should a reading endorsement have?

NTA: Let's look at basic, AP, Honors reading strategies for a history class. If you are learning about the Middle East and current events; step outside of textbook and read *Two Cups of Tea* and have reading be a huge part of curriculum. Now you must cover the Sunshine State bench standards, and a reading curriculum that you cover. They would have to go back to block two hours classes. You cannot cover all of that curriculum in forty-five minutes. You can implement and cover bench standards, but nothing in depth. I think you can implement reading in a classroom without such a focus on teachers meeting bench standards. In science class you can implement more reading; science is more hands on; they need labs. They have the writing part of it – require correctly formed sentences and English writing strategies. Looking for main idea, thesis, word problems.

SG: What strategies should be included in a content area reading endorsement?

NTA: What I teach in my class, the strategies, they should use in other classrooms.

I teach them to use sticky notes. Do the other teachers have time in their classes to teach these strategies? The kids need extra work and reinforcement of the strategies. They should be using Reading strategies, graphic organizers, writing in complete sentences in all of their classes. I like response journals, graded journals, writing in complete sentences, taking notes for tests. They don't know how to take notes. I think the reading endorsement should be content specific. We are worked to death. Give an incentive, a carrot, a supplement.

SG: Is there anything you would like to add?

NTA: I like the idea of a content area reading endorsement. That makes sense. Why just us? If we are saviors of school, make all of them do it; make it as easy as possible. Sell me on it. Don't just shove it down my throat. Make me want to do it. Change my opinion.

**Table 7: Summative Observations Three and Four**

<b>Patterns and Themes</b>	<b>Endorsed Teacher</b>	<b>Non-endorsed Teacher</b>
<b>Strategies</b>	Retell, questioning, note-taking, pre-reading, answering comprehension questions, summarizes, plot triangle, look at pictures in the book and discuss before reading, connections to daily life, discussion	Venn Diagram, personal connections to literature, SSR, connections between literature,
<b>Lessons</b>	Grammar, literature, author's purpose, journal writing about current global events, symbolism,	Themes in literature and units, poetry, voice in writing
<b>Fluency</b>	Calls on students to read aloud	Students read their writing aloud
<b>Vocabulary</b>	In context, underline key words in the text and discuss and give examples, asks questions by imbedding the definition within the sentence, reviews AP terminology	Review poetry terminology, students must have an understanding and apply their knowledge, vocabulary quiz,
<b>Organization</b>	Agendas posted, students use planners	Teacher instructed
<b>Miscellaneous</b>	Uses positive reinforcements, reviews extracurricular activities in the school	Students exchange and grade each other's papers

**Third Observations**

***Reading Endorsed English I (ETA) English I Reading Block***

Thirteen students were present in class. The students were sitting in rows facing towards the front of the classroom. ET was covering grammar. ET had sentences on the screen using a projector. ET asked the students to tell her what is the subject and what is the predicate of each sentence.

ET: Write R on your paper. R stands for retell.

The ET taught a lesson from the SRA Reading and Reasoning program. Twelve of the thirteen students were on task. One student in the back of the class was pretending to be playing the drums. He then asked a question and started to work.

There was a note on the board that read, “missing books.” Six books were listed below. The agenda was written on the board. There was a student working and writing with his head down. ET walked by and asked him to keep his head up. ET explained to the class that, “This is to help you develop auditory discrimination, to help you with note taking. These are the baby steps to help you. Put away your books and get out your adapted books. Turn to page 152.” “A Celebration of Grandfathers.” ET went over pre-reading strategies by asking the class, “What do you know about the author by his name?” ET made connections to today’s world, respecting the elderly, anti-aging commercials, aging. “If this is an essay telling you how and why you should respect the elderly, what kind of essay is this?” Students answered it is a persuasive essay. “Look for the author’s views and opinions. Let’s go over some vocabulary.” ET read the first paragraph and then called on students to read. They stopped after reading a couple of pages and filled in the blue boxes on the pages. They underlined key words in the text and discussed why the words were underlined. They were using consumable workbooks so could write directly in them. One student was not writing in his book. ET asked why. He said he cannot find his book and had someone else’s. ET walked to the cabinet and found his workbook quickly. ET handed it to him. “Write down your answer. What does the grandfather mean when he says, ‘Know where your stand.’ Don’t stand in an ant pile.” They returned to the story. A student asked if she could read. ET asked the class what does wane mean? They then had a discussion about the definition and gave

examples. ET summarized the day and told the class, tomorrow we will continue on pages 157 and 158.

***Reading Endorsed Teacher English II Honors (ETB)***

Twenty-four students were present.

ET had the agenda and assignments on projector.

ET: told the class to turn in your textbook to page 354. Your test will start out matching the characters and their descriptions. Roxanne's real name is Madeline Robin.

Verifying friends of Cyrano.

Who are the antagonists who are causing Cyrano's distress?

You probably denoted her philander when she absconded with the musketeer.

Make your planner available so that you can write down you schedule for reading A

*Separate Peace*.

What is an allegory?

ET put questions on the projector. A student in the back immediately got up and closed the blinds over the windows in the back of the classroom so that all of the students can read the questions on the board.

ET gave positive reinforcement to her students. "I love that, excellent, I couldn't have put it better myself. In addition ..."

Which characters were idealists? What is an idealist? Include and cite an incident in the play to support your answer.

A couple of students had their heads down. Most of the students were engaged, answering questions and participating in the discussion.

ET: “Julia, please stop texting in my class!”

ET changes from *Cyrano* to *Separate Peace*. When is the test on *Cyrano*? How many questions? What do you need to know?

A *Separate Peace* notes were on the projector.

ET: Gene Forrester is the protagonist and Phinneas is the antagonist. He is the catalyst. He wants to live life as fully as possible. The curriculum is accelerated so that the boys graduate and go fight in WWII.

ET covered characters, the setting, symbolism, literary devices, and AP terminology. The AP terminology includes: ambiguity, tone/mood, anecdote, irony, and figurative language including metaphor, simile, personification, hyperbole, and understatement.

ET: Reading Schedule: chapter 1 is due today, Wednesday is Rabbit, Rabbit day. Test on Thursday. Chapters 2-3 for Friday and you can be quizzed on 4/14 through chapter 8. On the 17<sup>th</sup> you should have the entire novel finished and then we will have the test.

### ***Non-Reading Endorsed English II Honors (NTB)***

There were twenty-eight students present.

The NT was enthusiastic about my observation of her poetry lessons. She started the class by instructing her students to get out two sheets of paper. NT went over some things on the syllabus and covered that they are starting a unit on poetry. NT mentioned many break the rules in poetry like E.E. Cummings and Emily Dickinson, but NT preferred that the students demonstrate mastering the rules and types of poetry before they can break them. NT went over literary terms used in poetry. NT put up quotes on the projector about poetry by poets such as Carl Sandburg, Edgar Allan Poe, Gwendolyn Brooks, Anton Chekhov, Emily Dickinson, Walt Whitman, Robert Frost, etc..



Then NT had a sheet that read: Poetry Worksheet

Pre-Activity: Some of these have more than one answer. What poetic literary terms do you already know? Using the following literary terms (simile, metaphor, personification, apostrophe, hyperbole, alliteration, and onomatopoeia) identify the following expressions found in poetry. Some may have two answers and some terms may be used twice.

1. "The yard is like an extended living room."
2. "A dress so loud it hurts my eyes."
3. "He ate and drank the precious words."
4. "My vigor is a new-minted penny."
5. "A tree, as if a God, lifts her leafy arms to pray."
6. "I fall upon the thorny fingers of life."
7. "And a rainbow held out its shining hand."
8. "His arms dangled a mile out of his sleeves."
9. "...this grim, ungainly ghastly, gaunt, and ominous bird of yore"
10. "By the twanging and the clanging of bells."

Bonus question:

If this is a metaphor comparing Rome to a mistress in the following statement, then what other literary device could this also encompass?

"Rome...the slowly-fading mistress of the world."

NT had students exchange papers and grade each other's papers. Then NT went over the answers. NT put on the projector a list of literary terms. Students had to write down the terms and then define them. Terms include: onomatopoeia, allusion, couplet, meter, hyperbole, metaphor, simile, allegory, alliteration, consonance, rhythm, rhyme, and

synecdoche. NT read out the definitions. She gave examples of the definitions. *Rime of the Ancient Mariner* is an allegory. NT showed poetry.com and how to become published. Students perked up a bit and seemed more interested. NT looked herself up on the web site. The class became loud. NT showed the rhyming dictionary on poetry.com. NT shared her published poetry on poetry.com

### ***Non-Reading English I (NTA)***

Twenty-four students were present.

NT began the class by talking to them.

NT: This last quarter our theme will be love and sacrifice. What are the boundaries of love and sacrifice, and where does one draw the line between them? Students were to think about the best gift they were given that was materialistic, that you unwrapped, you could hold and see it. What was the best gift you were given that you that was not tangible?

Students are brainstorming.

NT: How much are we willing to sacrifice for love?

Go ahead and draw a large Venn diagram on your paper. Make it big! We are going to compare and contrast two characters from different stories. On one side write Jim and Della and on the other side write Charlie. What did Jim and Della sacrifice for love? What did Charlie sacrifice for love? Where do the similarities go? Put them in the center and differences on the outside.

He asked the class questions about the “Gift of the Magi” and *Perks to Being a Wallflower*. Some students started answering and NT told them to write their answers down.

NT: What question do I hate to be asked?

Students respond, “How long does it have to be? How many paragraphs?”

NT: I want your voice and it better not be a robotic response. Blow me out of the water with your elaborations and vocabulary! When we finished “The Gift of the Magi,” how did it make you feel? Don’t be lazy; don’t cut corners. Give me something good. The NT continues, “We have talked about music all year. What are some songs you would put on a mixed tape for a loved one?”

Students shared their favorite gifts. Sports, life, love were popular.

NT: Which one do we take for granted more?

Students respond the non-materialistic gifts.

NT: Lets go back to “The Gift of the Magi,” what were your reactions?

Students shared their writing with the class. The students answered the questions and mentioned their feelings about the story, and made personal connections, also. They ended the class by talking about the music they would put on a mixed tape. They enjoyed sharing their music.

NT wrapped it up going back to the theme.

#### **Fourth Observations**

##### ***Reading Endorsed English I (ETA)***

Observation four: twelve students present

Teacher had a diagram of a plot triangle on the board with the introduction, rising action, introduction of conflict, climax, falling action, and resolution. The agenda for the day was also on the board.

Teacher had students look at the pictures in the textbook and discuss each picture before they read the story. Teacher asked the students who were the Magi? She asked them about Christmas and Three Kings Day. Teacher introduced the main characters Della and Jim and gave background about the author O' Henry. The teacher asked the students how to pronounce words in the vocabulary section before the story. Then she drew a picture on the board of a peer glass.

The teacher started drawing on the board on the plot diagram and writes 1900's, New York City, and Della and Jim under the introduction. She then read the first paragraph, stopped and discussed what it meant then continued. The teacher stopped regularly to discuss the story and what the details mean. NT wrote on the board by the rising action that Della sold her hair. Then NT talked about the moral of the story: giving selflessly. The teacher wrote the climax, falling action, and resolution on the board on the diagram. Then she asked the students what each one was before she wrote on the board. She instructed the students to get out a sheet of paper to start the questions on page 530 and to answer questions one through five. All students were on task and writing their answers. The teacher read each question to the students.

***Reading Endorsed Teacher English II Honors (ETB)***

Fourth observation: twenty-seven students

Journal writing: Should the United States use force to deter Somalia pirates. Teacher brought up current news about how the pirates took over a ship and took a captain hostage. Navy Seal snipers killed three of the pirates and saved the captain. The next day the pirates took two more ships hostage. The Middle East was uncomfortable

with how the United States handled the situation. One of the ships taken hostage was from Egypt.

They then moved on to a quiz on *A Separate Peace*. The teacher read aloud all of questions, students wrote down the questions and answered them later. Teacher gave directions for students to write down all the questions and return to answer them after writing all of the questions down. Question one: what was the super suicide society of the summer session?

Once they had finished their quiz, they were to turn it in. After they had turned in their quiz, students were to write in their journals on the topic given earlier. The teacher said she was looking forward to their responses. The agenda was on the projector: quiz on *Separate Peace*, journal writing, *Separate Peace*.

Teacher announced that the students had two minutes to wrap up their journal writing and prepare for discussion. Teacher went through the roll and asked if students were coming to a SAT/ACT combo test after school on Wednesday. The class was about 50/50 signing up for the exam. The class had an organized, thoughtful discussion about the current event. Students raised their hands and shared their opinions on the journal topic. Many students used other current events to support their statements.

The teacher went over some events going on extracurricular that week including the play produced by the high school Thespians, a faculty basketball game, a movie in the gym, and other events.

The ET had study questions on the white board from the projector. She mentioned the role reversal of the characters in *A Separate Peace*. They discussed several questions then the teacher had the students turn to page 84 in the novel. She asked them to find the

name of the two rivers. One was polluted, dirty, smells, and the other is calm, serene, clean.

ET: What can you surmise about the symbolism of these two rivers. One represents Gene and the other represents Phinny. We don't know what is beneath the murky surface of Gene. Phinny is clear and direct. You know from the surface what he is all about.

***Non-Reading Endorsed English II Honors (NTB)***

Observation four: twenty-six students present

Teacher talked to students about writing a poem using a musical instrument and comparing it to something else, an emotion, a person, anything. She said she would share an example from a student's work from the previous year using a herty gerty.

She told the students to prepare for a vocabulary quiz they were about to take. Some of the students were using the time to study. The student by me (the one in the past who doodled) was reading a book. Teacher told students to put their books away and take out a paper, label it unit ten, and number it from one to thirty-five. The quizzes were designed and constructed by the teacher. The quiz had a section where students must select the best antonym.

An example of the first question is 1. To behave admirably A. jealously B. emotionally C. Badly D. Fashionably E. Judiciously

The next section was to select the best definition. An example of these type questions is 11. Represented the constituents A. offenders B. Amateurs C. Petitioners D. executives E. Voters

The next section was fill in the blank with the appropriate word. There was a word bank at the top of this section and sentences with blanks underneath. An example of the sentence was 21. The \_\_\_\_\_ lottery winner began jumping up and down and shouting when the numbers he had chosen appeared on the television screen.

The last section consisted of analogies. An example of these type questions is 31.

Affadavit: statement A. abound: die B. Consolidate: Owe C. ornate: clothing D. Curtail: decrease

The teacher placed directions on the projector for students to silently read “The History of the Guitar” in their textbook after they have turned in their vocabulary quiz. The room was completely silent as the students either read the passage, or some who had finished put their heads down. The teacher reminded the students that she would be asking questions about what they had read in a few moments. The teacher told the students to research the instrument they were going to write about. Then she asked how has the guitar changed through the centuries. The students volunteered and answer the questions. The class then turned to the poem “The Guitar.” This was free verse.

NT: You can try free verse in your poem.

The teacher read the poem to the class and then asked a few questions.

NT: Someone tell me the simile in the poem.

She put the assignment on the projector.

NT: Choose an image or setting from nature and compare it to a musical instrument.

Write at least twelve lines; consider the literary devices; try to use three. Remember to evoke emotion, pursue passion, and stimulate the senses. The poem must be typed.

The teacher read one that she wrote and one from a student. Students started talking about which instrument they were going to use. The teacher played music by the herty gerty and shared how it was used in mid-evil times and referred to by Chaucer. The teacher gave back the first poems submitted by the students. A student wanted to read his poem and walked to the front of the room and shared his.

***Non-Reading English I Reading Block (NTA)***

Observation four: twenty-three students sitting in rows

The teacher stood by the door and greeted the students as they entered. Many characters names were written across the board. The teacher told students to turn to 768 in their literature books. The teacher made connections between *Perks of being a Wallflower* and *Romeo and Juliet*. Then the teacher talked about their prior knowledge, KWL, about *Romeo and Juliet* and Shakespeare. Then he talked about relationships they will have in their adolescent and adult life.

The students shared what they wrote about the relationships in *Perks of Being a Wallflower* and relationships they have in their lives. The teacher made connections between what they were saying and *Romeo and Juliet* and a story they already read *The Interlopers*. A student talked about the character fighting in the *Perks of Being a Wallflower* and how the character fights and how he fights. The teacher asked him some questions about fighting and his temper. Then the teacher made connections to *Romeo and Juliet* and the fighting and dueling. The NT said that the guys in the class will enjoy the fight scene. Another student mentions the friendship Charlie has in *Perks of Being a Wallflower*, and the teacher made connections about the friendship of Romeo and



Mercutio. The teacher always thanked the students when they volunteered to read their responses.

A student made connections between *Twilight* and *Romeo and Juliet*. Another student brought up the movie *Seven Pounds*. The teacher made the connections between the movie and *Perks of Being a Wallflower* and *Romeo and Juliet* and the theme of sacrifice. The teacher told the students to make sure their names were on their papers and to pass them forward.

The NT told the students to take out a new sheet of paper.

NT: These last couple of minutes, write down everything you know about *Romeo and Juliet*. Think about it, have you seen images, a movie, know someone named Romeo or Juliet?

All of the students started writing.

NT: What does the word tragedy mean?

Students then shared their knowledge.

### ***Analysis and Reflection***

Both reading endorsed teachers used multicultural literature and made connections to other cultures and traditions. They also made connections between school and home. The endorsed teachers found videotaping their teaching beneficial and suggested using videotaping as a resourceful tool to be used in the future. The English I teachers used graphic organizers such as the Venn diagram, plot triangle and KWL. All participants articulated that they would like to incorporate more technology into their instruction. All teachers believe that reading and writing should be taught together and

are essential components to not only English classes, but should be taught and assiduous in all content area classes.

### Section Three

**Table 8: Summative Third Interviews**

<b>Patterns and Themes</b>	<b>Endorsed Teachers</b>	<b>Non-endorsed Teachers</b>
<b>Students' Roles</b>	Leaders, facilitators, curious academicians, they have responsibilities; collaborative team building,	They have a participant role, leadership, collaborative. They must respect everyone in the classroom and learn.
<b>Assessment</b>	Comprehension questions, quizzes, workbook pages, quick game quiz, oral and written assessments, exit or entrance assessments,	Quizzes, tests, writing assignments, class participation, group and individual work, rubrics.
<b>Professional Development</b>	Need more on reading strategies, comprehension strategies, any strategies, teachers should have the freedom to observe each other and use department meetings to exchange ideas. We need more articulation, cross-cultural, cross curricular, strategies to increase motivation and engagement.	Anything that relates to high-level critical thinking skills and work with college professors. I would like more writing workshops, more prompts, and samples.
<b>Obstacles</b>	I need to see the strategies demonstrated, confidence, resources, student attitudes. A closed mentality for the new that is out of the comfort realm for teachers and students. Lack of time, there is not enough reflective time	Lack of time, how to sift through everything; how do we know which research is valid and credible? We are told what to teach, how to teach, when to teach. It hinders teacher creativity. We can't do projects or cover anything in depth. My own stubbornness or staleness. My ego that I do it right and not to try something different.
<b>Patterns and</b>	Endorsed Teachers	Non-endorsed Teachers

Themes		
<b>Reading Endorsement</b>	The reading endorsement makes English teachers more aware of the way they should be teaching. The strategies are a tool belt. A class in adolescent literature should be part of the endorsement. Reading should be part of every education curriculum. I'd like a notebook of strategies and have the strategies build in layers. The way we teach must continually evolve and remain flexible. The reading endorsement will help me share best practices with colleagues in content areas. I think the endorsement should be more of an independent study conducive to content area.	If it covered upper level AP strategies and didn't take so many hours, I would do it. I think history and science teachers need the reading endorsement as well. I learned in the reading competencies that you have to reach the students and that is not always with traditional literature. I can teach comprehension with a comic book. Every teacher can help his or her students by using strategies and skills.
<b>Changes in reading instruction</b>	Back when I was in school there was no direct strategies taught; it was less structured. They are coming out with better ideas of how to train in reading, difference in engagement and expectations. There are now more ancillary materials and resources available.	I grew up on phonics. Whole language kids cannot spell. Reading aloud is beneficial. We didn't have the pre/post strategies when I was in high school. When I was in high school, we didn't discuss or debate about a novel. We read it and were tested.
<b>Reading Crisis in US</b>	Hold parents accountable, parental training, more reading less TV. Understanding diverse learners, make knowledge publically accessible, model	Parents need to read to their children. The entire family needs to be involved with reading.

***Third Interview with Reading Endorsed Teacher (ETA) English I Reading Block***

SG: What multicultural strategies do you use? Explain.

ETA: During Black history month, on homework, I have biographies of African-Americans, next month, Hispanic Americans, and women as a minority, famous American women as a minority. Also, any holiday, like Hanukkah, we did Day of Atonement, Yom Kippur, Epiphany, Three Kings Day, Kwanzaa, so they know about

other cultures. I read to them about those things, so they have an appreciation. If we have artwork in our books, I draw their attention to that, too.

SG: What are your students' roles in your class?

ETA: I wasn't sure how to have the students assigned roles in their groups. In the SOAR classes, I learned it but did not incorporate into my groups. I have not seen it done.

SG: What assessment do you use in your class? Why?

ETA: I use all kinds of assessment. I use comprehensive questions as we go along; the work/ questions at the end of the chapter; vocabulary quizzes, story test; pages in workbook. Today, the assessment for Act one was art- on *Romeo and Juliet*; sometimes I do a quick quiz on the whiteboards, as a quick game.

SG: What area or subject matter of professional development do you find beneficial or you would like to have more?

ETA: I would like to have more workshops on reading strategies, pre-reading strategies, comprehension strategies, fluency, any strategies, a wide range to choose what is best.

SG: What obstacles do you encounter that impede your growth in implementing your knowledge about reading in the content areas?

ETA: Have knowledge of strategies, but I would like to have a video on it; or see someone demonstrating it. I love the videos; I want to download and see it demonstrated. I want to hear from someone who has used a strategy successfully. I want to know the value of it.

SG: What challenges do you encounter when improving your teaching?

ETA: Confidence is one since this is my first year teaching English. Sometimes resources; I have to make a lot of things myself. Student attitude; "I can't do that." I have

had to scaffold their skills so that they can be successful. They are still reluctant to answer questions on their own.

SG: Did the reading endorsement change your beliefs about the role of reading in the content areas or your knowledge about reading instruction or in general?

ETA: It reaffirmed reading as a foundation, which must be strong for someone to be successful.

SG: How could/does the reading endorsement benefit your school or other content areas?

ETA: Makes an English teacher more aware of the way they should be teaching. The strategies are tools in tool belt that they can use. It benefits the teachers, the students and the school. It makes for a stronger program, which benefits all.

SG: Do you think reading instruction has changed since you were in college?

ETA: Yes. I took Special Education Reading in college. This program is different; broader, more appropriate for level I teach. I like the focus of the passages on social studies and science, gives students background of things they have in high school. It is very valuable and serves two purposes. The reading program selects articles that are interesting and relevant to students. The focus is better now.

SG: How has reading instruction changed since you attended secondary school?

ETA: To my knowledge, I received no reading instruction in secondary school; the last instruction I remember was in elementary. The reading was done through English. The content area was read the chapter. I did pick up strategies; I don't remember direct strategies being taught to me. In study groups, I picked up better ways to study, read and prepare. We have them in science, bold type, outlining, vocabulary, headings and subheadings. In English, read then draw a picture. It is more structured now.

SG: What do you think would help solve the reading crisis in America?

ETA: I sign a log every night for my son in first grade. Holding parents accountable for reading done at home; I think is a big deal. It should be done at an early age. There should be parental training on how to read with your child at home. I would love to see book mobiles back in the neighborhoods. Less TV more reading; encourage a no TV night; reading night once a week. Spending some good quality time with your kid. Work on science project, cook something, read.

SG: Are there any questions I did not ask you that you thought I should have asked you?

ETA: Yes, what should they be doing differently at the college level for reading instruction. I think it should be required for English majors to have reading strategies. People can compartmentalize and see English teachers and reading teachers differently. I took a reading disabilities class. We should take an adolescent literature class, more geared for secondary students. Reading should be part of all education curriculums. The Source book in the beginning, the strategies were in a list; it was nice to see them in a list. The list is useful, if one thing does not work; try another. A teacher at Lyman High School teaches reading and requires her students to use a different strategy and list and document which strategy they are using. I would like something that builds on a strategy in layers. If they are tools, you start with a manual tool and build to using a power tool. It would be great to have the strategies in a notebook. I would like a video tape of reading strategies for English meetings, reading, seeing video, and implementing. Observing other teachers is good. I want to do the writing exercise that Scott uses. His classroom management is fantastic. He keeps the kids focused and engaged.

SG: Is there anything you would like to add?

ETA: Teachers need to have the freedom to observe each other and use department meetings as a time to exchange ideas, and networking with other teachers. Sharing concerns for students. If we could have those who do the play acting, maybe UCF students speaking Elizabethan English. If we could have books where they should be. Teaching the book listed at times is difficult because of the shortage of classroom sets.

***Third Interview Reading Endorsed Teacher (ETB) English II Honors***

SG: What multicultural strategies do you use? Explain.

ETB: I introduce multicultural literature, a variety of non-fiction texts, local and national issues, and because we have a stratified diversity in our school system, not only do you touch on the Hispanic culture, but you evaluate our Asian culture and our Muslim culture. Our Muslim base is growing adequately, and it is really important to touch on that because of the non-fixturing that we do in the junior level classes. It can be extremely scathing towards terrorism, Muslims, and theology in general. And when you make even Biblical allusions in literature, you have to be extremely careful with regard to that in teaching with regard to sensitivity toward them. I like to introduce a variety of genre samples, including poetry, to allow them to see the different venues and the different particular hindrances that many of our diversities faced. I try to bring that more into my focus in my curriculum.

SG: What are your students' roles in your class?

ETB: Leaders, facilitators, they are curious academicians. I like to establish responsibilities, not only for a segue few, but include them with the opportunity to write on the board or to speak or to read a passage or to lead the response group; collaborative writing, collaborative team building skills through engagement of reading; think,



pair/share groups. They like to ask you a lot of questions, so the more that you can facilitate them engaging in question strategies between each other or among the group, is even far greater in a leadership capacity. I think their role is critical in that venue because they will listen to their peers and the response of their peers more than me.

SG: What assessment do you use in your class? Why?

ETB: I use a variety of sources - oral assessment, written assessment, co-operative learning assessment, exit or entrance assessments. The reason I vary the assessment is because it will work with all the learning processes and will appeal to a mass diversity that is represented in any classroom, whether you have the top 25% performing or middle of the road or lower academic 25%. The more diversity you can offer in an assessment process, I think you will hit the mark of someone at some point. And if you can find that strength, hopefully they will feel a sense of gratitude and success, in one area; so they might continue to improve in other areas.

SG: What area or subject matter of professional development do you find beneficial or you would like to have more?

ETB: Articulation, I like the idea of cross-cultural, cross-curricular articulation and in-service. I would like to continue strategies for writing and continue strategies to increase our engagement of all learners. How do you appeal to a multi-dimensional classroom? I think it is important for us to see all parameters of education because a lot of us live in a glass bubble and believe that we have got the top 25% or the middle road or we are not ever going to be teaching the lower 25%; and I am not going to teach that because it is beneath me. We should never be elitist to believe that we should not be able to reach all students in our classroom; and I think you can have in-service points to see the

perspective of all levels, all curriculum; all disciplines; all methods of what these kids walk through when they walk out the door. It enables us to enhance our teaching strategies and be better educators, and just have a commonality for understanding and that builds our rapport in the classroom. They should actually come up with congeniality courses for instructors and just the method of behavioral modification would be helpful in psychological assessment because what our kids are going through now is not what they went through a decade ago and it will continue to evolve as our world evolves. The strategies that we face on the Internet today, we were not even thinking about that in 1995. It was not even feasible; even in 2000, it was not feasible. The concerns I have now for my kids online are so much greater than I ever would have thought.

SG: What obstacles do you encounter that impede your growth in implementing your knowledge about reading in the content areas?

ETB: A closed mentality for introducing new literature that is out of the comfort realm. Not only for students, but also for educators in general. A lack of materials is always a condition that hinders us. The delivery of the materials with regard to copyright issues, modalities of being within compliance of utilizing electronic media because there is a huge issue with that. I must redo my packet because it was not in compliance with copyright and transferable evidence; and that is a hindrance that I am thinking about more as I present documents on the doc cam; as I present internet access; is it feasible and transferable to my audience and students, or am I out of compliance. That is something that I am going to be thinking about more now. There is an educational fair practice, but with in-services to educators; it is a different perspective. And with consumable products, it is a different perspective. These are consumable products that I use in the classroom,

but I cannot use word for word, and utilize the method for which that is utilized. I have to reword it if I am going to send out as a documentation for kids to walk with it; I never knew that. These are things that will hinder me to plan and prepare for. The more you share and distribute, it can come back to harm you.

SG: What challenges do you encounter when improving your teaching?

ETB: Lack of time. My time is so critical with regard to all the projects that I am working on. I need to sit back, debrief, think and plan. Our schedules are so busy. But that should be number one priority. Yet we are living in such a fast paced, flexible environment that you don't have a lot of time to make transitions. It would be advantageous for all educators once a year to make a video taping of their classroom session whether a student video tape or they set up a camera and let it stay for a couple of hours just to see what best practices they have to offer and where technique could be modified or changed or perhaps a question answer strategy or maybe even the way that they interact with students, through facial expressions, non-verbal. You don't see it because you are up here involved, and perhaps you take more control of the classroom than you need to. And that is a strategy that I am working on, is more turning it over to my students to get more of an interplay of the student involvement versus my infiltration of this is my instruction, hear me, because I want to have more flexibility for them to have the opportunity for meaningful conversation, question, answer, plus more reflective time. There is not enough reflective time in the academic day. That they can have the opportunity to ask questions; they don't have enough down time to think about it. It is so fast paced. I think going through all the strategies; videotaping has been so advantageous. I try to videotape once a month. TV production students, on a volunteer basis, could tape to learn the

technique of the camera. It would be a demo tape. I may present to TV production and present to department meeting. We are offering it as an opportunity to get some help and see what you are doing well.

SG: Did the reading endorsement change your beliefs about the role of reading in the content areas or your knowledge about reading instruction or in general?

ETB: Knowledge of reading instruction in general – yes, as far as pre-reading strategies, engagement of reading, and backing up to reframe the vocabulary in context, also making meaningful connections. As an educator, as I began to season and mature, every year I realize that the connections are not with the same student that I had 15 years ago, ten years ago. The way that we teach has to continually evolve and remain flexible. There are tried and true practices that are effective, but the way we taught literature even 5 years ago, is not conducive to this learner currently. I believe that our minds need to be continually open to ideas not only from our students, but also from fellow educators and on top of that we have to remain flexible to research, other avenues. That is what my reading endorsement improved for me, overall.

SG: How could/does the reading endorsement benefit your school or other content areas?

ETB: The reading endorsement will benefit my opportunity to share best practices with colleagues through articulation in content areas. I think some of my students will take strategies that they engage in my room and apply them to cross-curricula needs. It is also advantageous when other educators come in and sit in my class. They say I never thought of that as a pre-reading activity. I could model that for my social studies or other class. Because that I am sharing best practices, they are beginning to season with me. As I have found what works and does not work. I have moved away from graphic organizers; I used

to use them as a weekly practice in past years. This year I am not using them as readily because I have more philosophy of technology. Because the kids need to have that threefold process: kinetic, tactile, visual, auditory, especially with ADD, and at risk, lack of engagement student. They need to facilitate some kind of structure in their environment.

SG: Do you think reading instruction has changed since you were in college?

ETB: Absolutely. When I was in college there was nothing such as reading instruction. I never majored in reading instruction; I never majored in education. I came in the back door. Here is the textbook. Read it. Because I was an engaged, very desirous student, it was not a struggle. But I watched students all around me struggle. I did not know how to help them. I did not know how to clarify. I was passionate about it; they were not. On the flip side, they were passionate about chemistry. By today's standards, our education majors are required to take certain classes. I don't know the success ratio. They are coming out with better ideas of how to train in reading, at least from my perspective. The difference in the engagement of the reading class and expectations are night and day. You must be ready to hit the ground running. You have that early training and that makes a difference.

SG: How has reading instruction changed since you attended secondary school?

ETB: I had no formal training; I had never heard of reading class. The reading endorsement came to me, and I thought what is the reading endorsement? Just do it. I never thought of phonics; I never thought of phonemic awareness; I never thought of positive fluency. Ancillary materials were fluff sitting on a shelf. But now ancillary materials for every text that we use, that is variety to utilize in your classroom that you

might not be able to create because of lack of time. I think as we evolve more ancillary materials will be on the web; there is a breadth that you could never even touch on a quarter of what is out there. The resources are so much more accessible; the time constraints are greater to be in education. In sincere aspect as we add the 7<sup>th</sup> period day, there is positive, but yet a hindrance to say where are we going with all these numbers and additional responsibilities. Weeks will fly out of control if we don't have pre-planning. To understand at what point do we need to be in the reading process before I invest in the overall assessment strategy because it is all intertwined. Even for the class curricula, it is all intertwined. I don't want to think this is English, 40 minutes and I am out the door. I want them to say 'How can I use techniques that I learned in English to clarify my purpose in social studies and sciences'. It needs to be utilized together; sometimes it is hard to make the connections. And some don't make connections. But there are a lot that will. And the more the kids can connect in their mind, like a puzzle; they are happier because it shows some purpose. They want to know what will I use this for.

SG: When you were attending secondary did you have reading instruction?

ETB: I was told here's the book. You never asked questions; there were no explanations; there was no vocabulary in context, no vocabulary in novels. If you saw a word that was unfamiliar to you, you obtained a dictionary to look it up yourself. We were in at a point of working to access knowledge; our kids have been provided knowledge through the information highway. Knowledge, but in different venues to I think evaluate multiple learning. They never had to work to access knowledge because it is self-imposed by technology, so now what are we going to do to process knowledge. The process if you

don't have the actual desire to access, it why process it? This is stuff, I don't care about it nor am I engaged; so why use it? I will displace it. There is no agenda or protocol purpose there. Show me. Tell me. How will this benefit me? You have to make that connection and lead them.

SG: What do you think would help solve the reading crisis in America?

ETB: Understanding, nurturing, to all of the variety of diverse learners that we have in the classroom. Economically, there are hindrances and hurdles that we will never be able to jump over for availability of rich text sources within a home. But if we make it publicly accessible, in a public domain, such as public libraries, coffee houses, restaurants with Wi-Fi, the more public access you have to accessibility of reading materials, and integrate sources into public domains the better opportunity there is to serve the masses. If we could have an enrichment in our engagement or reading and show the purpose, the plentitude, and the wide variety and reach diversity then we will also be able to serve the masses in general. Possibly not only funding, but just call on Americans to stop what they are doing, instead of watching TV or computer, but actually go back to the traditional, like newspaper or magazine and really engage in reading, not just flip through the pages, to actually engage in reading is different. We need to model good behavior, not only to our children, but to other adults as well. Modeling behavior, and accessibility, and just common courtesy for each other, and a nurturing spirit, is going to be a huge jump forward for the reading crisis in America.

SG: Are there any questions I have not asked you that you think are important? Is there anything you would like to add?

ETB: What materials did you extrapolate from the reading program that you use on a practicing daily practice basis? You asked about the strategies because I really did not have materials that I walked away with per se that I created on my own. I think the reading endorsement in general should be more of an independent study, conducive to the content area, conducive to the learning manifested in the classroom, the learner, the style of the learner, the level of the learner. We don't know from year to year what we are teaching. But at least if we are segued into a group of juvenile to post secondary learners, that would stratify it far greater than if you had elementary, middle school or pre teen. We don't have that here. It has been my observation that the more you challenge up here; you are going to bring mediocrity to meet the challenge. But yet you are going to have a diverse range of learners in the classroom and no one is ever going to get that view in the segued group. That is not beautiful to me because you need to have that diversity in the classroom. I can't think of one question that was not asked. This was a very intricate, involved interview to ask about the parameters of positive of the reading endorsement, but it also invited opportunities for discussion that is very proactive.

SG: I really enjoyed observing your class and I hope to restructure and make changes to my class next year modeling it after yours.

ETB: I thrive on my students' energy, their engagement, their interactions; they are focused and want to learn. They are on task. It is learning technique, modeling, evaluating, observing, and trying something new; if it doesn't work, drop it and go to something new. We are constantly evolving in education. The videotaping would be great; we could take the tapes home to observe. I want to videotape the SAT in service.



Use these. Make it work for your people. We have to remember that sharing, videotaping, sharing is what it is all about. The engagement, classroom management is critical.

***Third Interview Non-Endorsed Teacher (NTB) English II Honors***

SG: What multicultural strategies do you use? Explain.

NTB: I did a multicultural paper with my senior project, where they had to choose an author from a culture; they had to choose a historian, a statesman, a poet, or a novelist or an essayist author from the culture; then they had to choose a musician or athlete from the culture. They had to look at modern day contemporary trends of the culture. They had to show and state the accomplishments of the effect that the accomplishments had on the culture through those three people. They had to make an educated hypothesis of where the culture is headed in the next ten years. I will show it to you. They had to do a Power Point presentation, ten slides where they had to choose, five slides from the beginning of their paper; they had categories to choose from, like religion, holidays celebrated, government, economy, education, all this was current trends within the culture; and then they choose those three people for the body, then they had to make an educated surmise/guess of where the culture is headed in the next decade. They had to use MLA format with internal documentation and a works cited page with topic outline and a thesis statement. That was my senior project. Two of the students had Japanese words down and a beautiful power point; they wore kimonos. I have been doing project for ten years. I used to have a multicultural food day; they had to use authentic recipes and bring in food, back when we could bring in food.

SG: What are your students' roles in your class?

NTB: They have more of a participant role. They have leadership roles, they work in groups of three or four; or they pair off. Today, I have stage directors and everything for my play; I let them decide who will play what part. For the main parts, I let them do a little ad lib as why they want that part, and then I have two stage directors deciding who gets the part. I am just sitting here, letting them run the show.

SG: What assessment do you use in your class? Why?

NTB: Quizzes, tests, writing assignments, class participation grades, group work, individual work, rubrics for all writing assignments. I weight my grades. I do a third of their averages, like home work, daily assignments, quizzes, participation grades; a third of my average is their writing assignments, like their portfolio and the last third is testing projects.

SG: What area or subject matter of professional development do you find beneficial or you would like to have more?

NTB: Anything that relates to high-level critical thinking skills with the honors and AP level workshops. I would like to see workshops where college professors come in more from freshman comp 1 & 2 since I teach seniors and that is where they are headed next year; and have more communication maybe at the Community College level or UCF.

Once a year I go to a workshop at Seminole Community College where we do get to sit down with colleagues at the college level, composition 1 & 2. I find that beneficial.

Sitting down with interdisciplinary, I guess history, tying some units together might be nice, more with English and history, especially the time periods in British literature, and teachers with projects.

SG: What obstacles do you encounter that impede your growth in implementing your knowledge about reading in the content areas?

NTB: The time, lack of planning time to decide what to read or not to read, and all in the Internet; how to sift through it. We need more direction - What are the good web sites? Some research contradicts other research. What is the most valid research? What should we look at as teachers, the validity of it all? How credible – is it tried and true? What works for one child does not necessarily work for another. Are studies done in classrooms? I hear from other teachers that Read 180 works, but a lot of it is not likable for the students. Reading programs that are scripted leave no room for creativity. It seems most of the research is for lower level students. They need more research that pertains to more upper performing level high school students. We need strategies for comprehension, note taking, fluency, critical thinking for the higher-level student. Strategies need to change. We need to focus on the second and third tier vocabulary. What I liked about this year; we were in earlier years talking about the lowest 25 %; this year, we talked about raising the 4.0 looking at the high end. ESE students and standard classes are lost in the school's focus. We need balance.

SG: What challenges do you encounter when improving your teaching?

NTB: Probably fitting into the mold and the lack of creativity. Teaching has become scripted lesson plans and robotic. We are told what to teach, what handouts to use, when to teach it; how to teach it; it hinders growth as teacher. I cannot do the projects that I used to do. We are filling out more paper work. We have to do the 6+1 traits of writing. It might be good for beginning teacher, but it stifles my creativity. We have to practice for the FCAT. We must make more time making sure we highlight the rubrics.

SG: Did the reading endorsement change your beliefs about the role of reading in the content areas or your knowledge about reading instruction or in general?

NTB: No, for me. Maybe for a beginning teacher, yes. The reading endorsement, because of how it is organized and someone has to teach reading classes and it is usually the beginning teacher. In the way it is presented, unless there is some flexibility in changing it, the number of hours, for someone who has been in the system for twenty-five years and teaches the upper level and AP strategies, then I would do it. It is not for the upper level teacher. I think some workshops are beneficial; like the literature circles; I tried them and they worked. Decoding, highlight the word, etymology, roots and prefixes, have the kids come up with their meanings. I tried that; it worked out pretty well. The twelfth grade vocabulary book is good; we maybe need a different level for honors. In Honors, I require antonyms, and I have them use the word in a sentence. Yes, some reading strategies I have tried and they work.

SG: How could/does the reading endorsement benefit your school or other content areas?

NTB: I would like to see more emphasis on history and science – they went to 6+1 traits of writing; criteria being introduced is beneficial.

SG: Do you think reading instruction has changed since you were in college?

NTB: Yes, we have more research and knowledge of strategies to teach reading. I grew up on phonics. Then they went to rote, and those students cannot spell; and now they are back to phonics. Elementary teachers and middle school teachers have more reading strategies and know what does work for the lower level students. It is beneficial for them. Since I began teaching, putting them into groups; pairing a weak reader with a more advanced reader does help. Popcorn reading in smaller groups. Reading aloud is

beneficial. I prefer to read aloud or have student read aloud. I don't like audiotapes; I will use them for short stories, but I don't like that technique.

SG: How has reading instruction changed since you attended secondary school?

NTB: Now, there are more reading concentration courses and more course work. I only had two or three reading strategies courses, and they were elementary level. Basically, I had literature classes or writing classes. I think the reading endorsement should be changed to make two or three classes and make it for English teacher credits, an English/reading degree. I had a class on Ebonics that included reading strategies. We had diagramming of sentences, strategies to use, formal versus informal.

SG: When you were in high school, has reading instruction changed?

NTB: We had vocabulary, analogies, reading, and writing. We didn't have the study guides or the pre and post reading activities. I now think that pre reading strategies help; that was not in high school when I was in school. They gave a test after. Wait till the end and we will have a test on it. Students learn more when they are prepared with pre activities, and they have comprehension assessment throughout.

SG: What do you think would help solve the reading crisis in America?

NTB: Parents reading to children. My mom read to me. Have a scheduled reading time and instill in their children. They need to pleasure read.

SG: Is there anything you would like to add?

NTB: I have enjoyed this. I hope you take from me the strategies I use. For me to take reading endorsement it must be filtered towards upper, AP level. I make my own graphic organizers. I taught the lower level for 7 years. I don't get why the vocabulary is such an issue for them. They know the meaning, but they cannot pronounce it. Changing their

diet can help; pulling out soda machines helped. They really have a difficult time staying focused!

***Third Interview Non-Endorsed Teacher (NTA)***

SG: What multicultural strategies do you use? Explain.

NTA: I treat them all the same (and laughs). That was more of a real question early on when I had a lot of level ones. I have them sit in front of the classroom and pair them up. I found the best way was to pair them with someone they felt comfortable with; let them ask questions; work at a slower pace; not necessarily have the same time table as some of the other students. I had six to seven Spanish-English dictionaries in the classroom that they could use. Their rubric was maybe a little different for them as the year progressed in grading their writing. Maybe not so much an emphasis on grammar, but more an emphasis on voice and organization as far as structure goes. Are they putting their sentences at the margin? Are they running over the margin? Those type of things, those areas first, before I start nailing them with grammatical errors as far as words. Usually with my Spanish-speaking students, normally what I have as far as ESOL students, their main issue is putting verbs in the wrong tense. Just making sure that I was not putting them down for those types of scores; so their grading scale is a little different. Pairing them up helps me tremendously, and for the last few years, I have not had language issues.

SG: What are your students' roles in your class?

NTA: The major principle that we go over is respect. We talk about that their job is – I have the can't poster up – the first week I talk about - their only job is to learn this year and be respectful. If they can follow those two major rules, it will be an easy year. If they

can respect that I have bad days, I will respect that they have bad days. I know a lot of stuff goes on in their lives, so their role is for them to allow me to be a sponge and soak all the knowledge that I have to give you from this year and for them to be a sponge as well and soak as much as possible before moving to the next year. And so their role is to learn from me and to allow me to educate you with what I know.

SG: What assessment do you use in your class? Why?

NTA: English – Test Builder CD (Green literature book) I feel it is a pretty fair assessment as far as multiple-choice questions; it's easy. It allows me to print out tests pretty fast. As far as essays, I developed my own rubric based on the 6 + 1 Traits of Writing. I base all my writing around the 6 + 1 Traits of Writing. What am I looking for at the certain period? At the beginning of the year, I start with organization and structure. Towards the end of the year, I am looking more for their voice. Are they staying on top of responding to the idea, and 6 + 1 is the easiest way to get them to do it. They may be scored a little easier at the beginning of the year; it gets tougher as it goes on. It's harder to get a six than it was at the beginning of the year. When you take a scale with a scale from 1-6, 6=100 and 1=59.

SG: What area or subject matter of professional development do you find beneficial or you would like to have more?

NTA: I think we could use some leadership stuff to understand what administrators are going through and what they are thinking. I don't like the class separation between – I use from a history standpoint-- it is always administrators versus us or us versus them. I hate the SEA meeting where they leave the room and we do an evaluation. So I would

like to understand what leadership is going through and what they are looking for. I would like in service stuff to do that.

Subject area-- 6+1 was my favorite in-service; more writing, more creative writing samples, more expository writing, narrative type prompts. If I could have a notebook full of thousands of prompts to flip through, to go on days when I get here at 7:12. Something to give the kids for ten minutes to give me time to get myself together. I love that stuff.

SG: What obstacles do you encounter that impede your growth in implementing your knowledge about reading in the content areas?

NTA: My own stubbornness as a teacher. We have a tendency to stick with what works, and we stay stale, like the way our desks are in a line that compares to a factory. We are the exact same way as teachers. What works one year, we assume is going to work the next. My own humanness to step outside my comfort zone, to constantly keep pushing myself outside the box instead of always putting guidelines around me of what is easy. I try to throw my tests away, so I have to redo them next year. I know that the principal would not like hearing that. I figure I have to keep asking different questions, even though it is the same *Romeo and Juliet* and the same *Odyssey*. I throw the tests away that way you have to redo them. Can't get stale. I learned that from watching the old veteran English teachers complain. They had file drawers; they had the entire year in a drawer.

SG: What challenges do you encounter when improving your teaching?

NTA: My ego. I think I do it right; steering clear of my opinion that the way that I think is the way it should be done. I learned it in the 6 + 1 Traits of Writing. When I started, I thought it was so elementary; this is beneath me, but when I gave it a chance, I saw where



you could take writing to a much more beneficial area. It was something new, and new is not always bad; change is not always bad, so I think it equates to the questions before about my own stubbornness and thinking you can't learn something when you get older.

SG: Did the reading endorsement change your beliefs about the role of reading in the content areas or your knowledge about reading instruction or in general?

NTA: I was raised with the traditional Shakespeare; you will learn about the Greeks and how they invented writing; you will have to learn the classics and diagramming sentences. I learned that traditional literature is not where you have to teach comprehension. You can use an elementary school picture book to teach comprehension and writing. You can allow them to choose something they like and have some success before shoving the classics at them. You can let them read at their level. If a student loves comic books, I can teach him to write by having him write his own comic book. I am hooking him and get him to comprehend. That is what the reading program allowed me to see.

SG: How could/does the reading endorsement benefit your school or other content areas?

NTA: I think we are already seeing it. I think it would brilliant if every teacher was to put a writing curriculum into his or her subject area. I think you can help your students learn their level textbook by using comprehension and writing strategies and skills.

SG: Do you think reading instruction has changed since you were in college?

NTA: Yes, definitely. College was here is the book. You will be tested on this very soon. I think the group mentality of sharing of ideas, talking in a group about a book or passage, the debating issues that go along with it, the amount of writing that goes along with it. Are you asking about the teaching principles that I learned in college about

reading or how I was taught to read in college? Cooperative learning was huge because I majored in elementary. The students were going to magically learn vocabulary because it was integrated with their math and science and history, and they had one book to cover all the subject areas. The minority student and student whose parents were going through a divorce, all of them would magically get it at the end of the week. And that is not how it works because there are so many different levels of learning. And that is what they taught us in college. So when we got into the real world, and we saw a huge deficiency in vocabulary, there is a huge deficiency in grammar, and kids were not picking up those principles, and they were now in the higher levels of education in high school. They couldn't put a sentence together and their vocabulary was below level. Now we are introducing stories that should be at their level and they cannot comprehend. So it has definitely changed since I have been out of college.

SG: How has reading instruction changed since you attended secondary school?

NTA: I was lucky. I had two parents who forced us to read and turn the TV off. They read, so my brother and I were fortunate to have that structure and very good at reading. I had the higher-level honors level classes, and we were pushed. We were handed a book, then we did the worksheets, and then you were tested on it. And then we put the book away. We never had a chance to discuss what we can now with some of our creative writing. There was no in-depth analysis or debate or talk about what went on in the novel. We were robots and did what we were told or you would fail.

SG: What do you think would help solve the reading crisis in America?

NTA: Change in family structure. Parents have to help out at home. My wife and I are both teachers, and we introduced reading to our children the same way. I introduced my

son to comic books at the age of three. He took home five graphic novels that my students read and finished them in a week. They have stopped him from going any further in his third grade reading packet because they don't want him doing any fourth grade stuff. This is a source of debate that I am having with his teachers. They don't want him pulling away from his classmates. We need to have the entire family involved and have the kid take ownership of his or her reading. Technology and the way the world is going, reading is going to be a huge part of how you make money the rest of your life. Wherever it may be. I tell the kids, you say you don't like reading, but you read all day every day. You read hundreds of text messages each day. You go on fifty different web sites. You are on Facebook and Myspace. You read more than you think.

SG: Is there anything you would like to add?

NTA: I would like to see the results of the TREKA. Some of the answers all looked good. I am curious about how I did. I think I did well.

**Table 9: Summative Fifth and Sixth Observations**

<b>Patterns and Themes</b>	<b>Endorsed Teacher</b>	<b>Non-endorsed Teacher</b>
<b>Strategies</b>	Visual, drawing pictures, audio, listening to fluent reader, building background and making connections to prior knowledge, paired work, students read aloud, teachers correct pronunciation, work on fluency, journal writing, summarizes, reconstruct scenes from <i>Romeo and Juliet</i> , asks questions,	Note-taking, review literary devices, makes connections between the play and high school life, picture the action in their minds, gives background information, summarizes, uses critical thinking in assessment of <i>Romeo and Juliet</i>
<b>Motivation</b>	Posted agenda, prompt feedback,	Discussion groups, collaborative writing
<b>Vocabulary</b>	Analyzes etymology, review and study before test, play game of RIVET as review, crossword puzzle	
<b>Writing</b>	Journal entries, practice writing thesis statements in two minutes for the SAT.	Write a paragraph explaining why chapter ten is the climatic point of the story. Proof-reading

### **Fifth Observations**

#### ***Reading Endorsed English I Reading Block (ETA)***

Observation five: thirteen students

The teacher had the students take out their white boards and draw a picture of a Raven. After the students had drawn their pictures, the teacher asked them to write down some adjectives that describe the bird. Students seemed to really enjoy this activity and they proudly showed each other their pictures.

ET: We are going to read the “Raven” by Edgar Allen Poe.

The teacher put up a web page about ravens that had a picture and also an audio of its croaking call. The teacher asked the students to look at the Raven's beak and asked if they can tell if the Raven is a meat eater. She told them because of the shape of its beak, they could tell it is a carnivore. The teacher asked the class what do they thought the poem will be like since it is by Edgar Allen Poe. The teacher then had another web page that has Christopher Walken reading the "Raven."

Teacher had the class get into groups of two; the teacher called them study groups. They worked together to answer twelve questions. Three groups paired up correctly. Three students stayed by themselves. Three students formed a group and argue who needed to go work with someone else. The teacher then went over the questions and led the students to the correct answers. The teacher told the students to look over the particular stanza where the answer was and had the students find the correct answer. One of the students wrote something inappropriate on his white board, the teacher had him read the stanza where the answer was. He struggled with a couple of words and the teacher helped him.

***Reading Endorsed Teacher English II Honors (ETB)***

Observation five: twenty-three students

The agenda was on the projector for the day.

ET: Get out your journals; write in your journal about a courtesy rule that you live by.

You have three minutes to write this down.

All students were diligently writing in their journals. A student raised her hand and the teacher came to her desk to answer her question that way she didn't disturb the other students who were writing and brainstorming. The teacher handed back papers and

answered more questions quietly while students finished their journal entries. She then told the students they had a minute left and on the next page of their journal she wanted them to divide the page into four sections with one horizontal and one vertical line.

ET: Someone tell me about his or her courtesy rule.

Student: Patience

Student: Don't judge people by their appearance or race

Student: The golden rule, or common courtesy using please or thank you

Student: Chivalry is gone

ET: In your boxes, put a one in the first box, a two in the second, and three and four accordingly. You are going to listen to some music. Jot down any memories you have in the first box. No talking, listen and write. Write down your ideas in box one.

The music had an acoustic guitar and someone whistling, it was happy, gleeful music. It was called "Best Friends."

ET: Go to track two box. Are you ready for track two. Track two is "Chariots of Fire."

The students started murmuring. Track three was "Staying Alive;" students started giggling. The final fourth track was Louie Armstrong's "It's a wonder World."

The teacher then had the students share their memories inspired by each track of music. She instructed them to write down these four words at the top of their papers: sentimental, benevolent, vibrant, poetic. These were tones used by authors while writing.

ET: Which words represent the tracks? Track one is vibrant, poetic; look at track two, what words work?

ET: What does benevolent mean?

Student: Kind and generous

Teacher: Good what is an antonym?

Student: Malevolent

Teacher: Good, look at the etymology and Greek roots and prefixes.

They continued looking at the tracks and words to describe the music.

ET: Flip the page and write one paragraph on one of those boxes, you can use a narration, persuasion, talk about the tone. When you finish your journal, you are welcome to put it back, and I will give you your assignment.

***Non-Reading Endorsed English II Honors (NTB)***

Fifth observation: twenty-seven students present

NT: Get your poem, your final draft. Count the number of lines you have and write it down on the back. The more literary devices you use the more poetic your poem will be. You were required to use three.

The students wrote down the devices they used on their poems. They then one at a time went to the front of the room and shared their poem. They were reading their own poems aloud in front of the class. Most students were paying attention. The girl who doodles was doodling again. All students had their heads up. They were listening attentively to their peers.

NT said the students needed to write down notes to the next novel, *A Separate Peace*. NT made the students notice the spelling of the title, and told the students to make sure Peace is spelled Peace. All of the students were taking the notes. The notes on the projector include the author, genre, date of publication, narrator, point of view, setting, protagonist, major conflict, themes. Teacher gave an introduction to the novel and mentioned themes and conflicts, symbolism.

***Non-Reading English I Reading Block (NTA)***

Observation five: twenty-five students

The teacher told students to take out their textbooks and reminded students they had to catch up since they were taking a survey. ET gave a recapitulation of *Romeo and Juliet*. He made connections between the cliques in our high school and the Montagues and Capulets. Teacher told students to remember the “et” on the end of Juliet and the end of Capulet to remember that Juliet is a Capulet. The NT talked about comprehension and making a picture in their minds. They should picture Romeo arguing with his dad. Page 772 at street scene two. Teacher gave background and told what was going to happen, then read the play. He stopped regularly and summarized the plot. The teacher stopped and summarized regularly, but the students were listening and reading along without activity and interaction. Five students had their heads down. Teacher said, “sleepy heads, I can’t believe you are sleeping on me. You are going to need this. We are having a test on this. Flip the page. We are going to have a test on ACT I now.”

1. Which character do you identify with the most?
2. What is your definition of love?
3. What is the difference between love with family and love with a boyfriend or girlfriend?

I want to hear your voice.

**Sixth Observations**

***Reading Endorsed English I Reading Block (ETA)***

Observation six: eleven students



The ET told the students they had three minutes to look over their vocabulary words. The students were all focused on studying. On the projector, ET had the RIVET game.

ET: What is a Rivet? What is on your jeans, the little round metal clasp on your jeans and its job? What does it mean if you are riveted by something? When the helicopter lands later today, you will be riveted to watch.

RIVET is across the top. Under it were number eight lines with blanks. ET gave the students hints about the vocabulary words that were from *Romeo and Juliet*. Students could guess letters and then if they got the word, ET gave them candy. All of the students were engaged. One of the students guessed “pernicious.” ET had him spell it and gave the definition. Words so far are kinsman, nuptials, pernicious, perilous. ET asked the students what perilous meant and then differentiated pernicious and perilous. The next word was anguish. ET made connections to the news when we see a tragedy. They continued with consent and shunned. A student said shunned means if someone smells bad you shun them. The last word was wretch. The students got excited and said another student cheated. ET reminded them that they should have good sportsmanship and these accusations were the reason they don’t play often.

ET recapitulated *Romeo and Juliet* and the sword-fighting scene when the characters bite their thumbs to insult each other. They reconstructed the fight scene. Four students walked to the front of the classroom. The four boys re-enact the scene putting it in their own words. Then they sat down and started reading their parts of the play. ET summarized what was read. Three students came up and acted out what they had just read in their own words. Then continued at their desks reading the play. ET told the students

to look at the picture in the book and asked them which is Romeo and which is Benvolio and how can they tell?

ET then stopped the play and gave the students a crossword puzzle. She told the students they could work together as long as they were productive. The crossword puzzle was on the same words as their vocabulary sheet. ET helped the students and walked them through some of the clues and hints. She then told them that should start them. Two girls were working together, most decided to work by themselves.

***Reading Endorsed Teacher English II Honors (ETB)***

Observation six: twenty-six students present

ET had students open their books to “The Stolen Child” in their literature books. ET asked students questions about the poem. They looked at a picture in the literature book. The poem is by William Butler Yeats. ET assigned the poem by stanzas to the students to read aloud. ET discussed the poem and asked students questions. She then told the students to take out a sheet of paper to take a quiz. She put eight questions on the projector. She told them they could move so that they can read from the projector if necessary. Several students in the back moved to the front of the room to see. ET walked around the room and observed the students. When the students finished the quiz they put their papers in a folder in the front of the room to be turned in. Students turned in their quizzes and returned their textbooks.

ET asked students to take out four prompts that they had. She went over SAT writing and writing a thesis statement. She asked them to write for fifteen minutes on one of the prompts. ET walked around the classroom as the students write. ET asked who

wants to share? Do you feel confident sharing? ET put a prompt on the projector: Think carefully about the issue presented in the following excerpt and the assignment below:

A person does not simply “receive” his or her identity. Identity is much more than the name or features one is born with. True identity is something people must create for themselves by making choices that are significant and that require a courageous commitment in the face of challenges. Identity means having ideas and values that one lives by.

Assignment: Is identify something people are born with or given or is it something people create for themselves? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples from your reading, studies, experience, or observations.

ET: You only have twenty-five to write your essay on the SAT. Write this on your paper: Thesis statement = two minutes.

You have two minutes to write a thesis statement that covers all three parameters. Go! All students are diligently writing on their paper.

Did you use the personal pronoun I in your thesis statement? Did you use active verbs? Do you have excessive prepositions or to be verbs? Circle them. These are the things I will be looking for when I evaluate your thesis.

Avoid the pronoun I, did you use question? Avoid simplistic verbs.

ET put up a new prompt and read it to the students. There are three components that need to be addressed. You have two minutes to write a thesis statement.

***Non-Reading Endorsed English II Honors (NTB)***

Sixth observation: twenty-eight students

Teacher went over the FCAT writes scores. She told the students she would share their scores with each student individually.

NT: Get out a sheet of paper. You can use your books this time. Clear your desk, have a piece of paper and a novel. You may want to use a direct quote or two. Fill up the front page.

Quick Write: Chapter ten of *A Separate Peace* is considered the turning point of the novel. Explain in a well-developed paragraph why this is considered the climatic point of the story in which Gene Forrester narrates for us a classic tale of self -awakening and the psychological horrors of war.

All of the students appeared to be engaged. NT walked around and shared the scores while the students write. Students started sharing their scores with each other. Some students appeared to be reading the chapter. The girl who sat in front of me, who usually was doodling, appeared to be reading the chapter. Students turned in their paragraphs after they have finished. NT told students to get into groups of three to have discussion groups. The students do not move the desks so it is difficult to distinguish the groups. NT walked around and assigned the groups a question from their study guide. The girl in front of me was doodling again and talking about skateboarding with the guy in front of her. The girl to her left was working on math work. The boy asked the doodling girl which question they were supposed to answer. He answered the question and doodling girl wrote it down. A girl down the row had a *Seventeen* magazine out and was talking about Jonas tickets and a concert April 28.

NT brought the class back to attention and summarized the story. Gene never went to war nor was drafted. NT had the first group go to the front of the room to read

their answer to the first question. One student from the group answered the question. NT asked more questions to help led them to the correct answer. Each group went up and gave their answers. Doodling girl spoke for her group.

***Non-Reading English I Reading Block (NTA)***

Observation six: twenty-three students

NT told the students to get out a couple of sheets of paper. He then shared his experience in high school with writing. How he took a creative writing class in high school and that every piece of writing you turn in, is an expression of who you are. He then shared that he punctuates his text messages and emails. He stressed that you are judged by your writing.

He asked how many students dream. He said then your brain works. He told them that he hates it when students say they are not creative. He said they are all creative, whether it be in doodling, music, working on cars. He then asked the students to get into groups of two or three. The students instantly moved their desks and got into groups. NT: You can write anything as long as it is appropriate for school. Start thinking now what you are going to write. You will have three minutes to write, then you will pass your paper clockwise. You will have one minute read what they wrote and then have three minutes to continue what they wrote. After several rotations, the paper will go back to the original author. They will proofread and edit the paper, make corrections to grammar and punctuation, and change the vocabulary to more challenging words. Ready go! Todd, you're not writing. Student mumbles. Yeah, everybody is writing right now.

All of the students were focused on writing. I could see the concentration on their faces. One student was covering up his work, which was humorous since he would be

trading his paper with his group members in three minutes. Students traded papers. They were smiling and laughing as they read each other's papers. They then added to the story they were given. They exchanged again. He asked students about keeping the focus of the story, saving it if necessary, adding to the story. The room was completely silent with the exception of pens writing frantically on their papers. The students were focused and engrossed in the activity.

NT: Time, give the paper back to the original person. Listen to instructions. Read the story, correct grammatical errors, find words that are simplistic and change them to stronger vocabulary. Share it with the group; decide which paper is the best of the group. Rewrite it on another sheet of paper. I will give you five minutes to do that.

The NT walked around and checked the students' work. He reminded them to correct it, and to add vocabulary.

NT: Dictionaries are on the shelves if you need assistance. Make sure your name is on the rough and final draft because this will be collected for a grade.

NT: As I walked around, I heard you being the teacher. I heard you say to each other that you didn't stay on task; your handwriting is horrible. Now you know how your teachers feel.

Each group shared their best stories. They varied on topic from bank robbing koalas to a dream home in the islands.

NT: To wrap this up, make sure your name is on your papers and turn them in.

### ***Analysis and Reflection***

All participants read aloud to their classes. They also voiced their concern over lack of parental involvement with students' education. The English I teachers wanted

more resources and instruction in adolescent literature to reach their students and make connections. The endorsed English II honors teacher also reiterated that she tries to read some adolescent literature to help her stay connected with her students. The endorsed teachers and the teacher with four of the reading endorsed competencies expressed a need and a concern to stay connected and involved with their students. All participants expressed that a lack of time is a deterrent to their teaching. They would like to have comprehension strategies demonstrated for them to be able to implement them correctly.

## CHAPTER FIVE: INTERPRETATIONS

In this chapter, I revisited the research questions and answered them with my observations, interviews, and the TReKA questionnaire from the study. Each section of this chapter is based on a research question or study proposition. This study was an exploration of theory to practice and the interpretations were based on my qualitative findings. The sample of participants was diminutive. Thus, this was a reflection and an insight of a larger population. Because this was a qualitative study, the experiences and voices of the veteran teachers were advantageous and noteworthy.

### **Are Practices Equivalent?**

The first question and focus of this study was: *Are reading endorsed English language arts teachers' practices equivalent to teachers who are not reading endorsed at a central Florida high school?* I witnessed a more engaged class, more activities, and more strategies implemented in the two classes of the reading endorsed teachers than the one teacher who had not taken the reading competencies. The other non-endorsed teacher had excellent engagement and use of strategies, but has completed four of the six competencies and participated in numerous reading professional development sessions, including participating in a reading research program conducted at the school previously. He also stated that he is autonomous and self-motivated to research effective reading instruction independently. The reading endorsed teachers had more interaction and participation with the students. The non-endorsed teacher's classroom (the one without any of the competencies) tended to be teacher-centered where the students were observers and absorbed the information rather than interact with it.



All teachers used pre-reading strategies. The endorsed teachers used more during-reading strategies than the non-endorsed teachers. They all used post-reading strategies and summarized, then mentioned the assessments or tests. Only the honors level endorsed teacher created a classroom atmosphere of a reading culture with high expectations, engagement, and daily practice where reading was expected to continue at home and outside of the classroom. Those students appeared to be autonomous and self-regulating in their studies and reading. The learning atmosphere in the two endorsed and the non-endorsed with competencies classes was more energetic than the honors class of the non-endorsed teacher. The three former classes had students who seemed interested and engaged. Being in class was not a burden to them. The latter's class seemed to be filled with students checking their cell phones and looking at the time. The assignments seemed to be more of a chore than an exploration. This is surprising because the honors students should be more motivated intrinsically to learn than the remedial level one students from the reading blocks.

It could be that the reading endorsed teachers represent the teacher who is striving for self-improvement, analyzing their methods, and ameliorating their instruction. If teachers are resistant to professional development then that may be indicative of teachers who are unautocratic and lackadaisical about their teaching or have confidence that they need no further development. I believe the voice of the participants and their opinions came through in their interviews and answers on professional development. Three of the participants were interested in enhancing their learning. The endorsed teachers were less opposed to continuing professional development than the non-endorsed teachers. Both non-endorsed teachers expressed that they were experienced and knew their craft,

although the non-endorsed with four of the competencies said that he tries to learn and take something from every professional development he attends. He also stated that he realized his own stubbornness can lead to staleness and it was an obstacle he must overcome. The other non-endorsed teacher stated that she has been teaching for twenty-four years and mentioned finishing her career and retiring. With retirement on the horizon, she may eschew professional development because she sees implementing new tactics and ideas as too exhausting. Besides, she has been teaching for twenty-four years and therefore, she knows what she is doing. She expressed that experience was more beneficial than degrees, endorsements, or certificates several times.

The following chart shows the features the NCTE Commission on Reading indicated as essential for an effective literacy program on their *Decision Making Matrix*. The X's only indicate that these features were observed by the researcher and do not indicate to what extent or how successfully they were used. Some features were discussed at length during interviews, but not perceived during the classroom observations. The ETB mentioned during each interview the importance of non-fiction prose and the need for it to be a new focal point in the English curriculum, but I did not witness non-fiction prose being used in the ETB's classroom or any other of the English teachers' classrooms. It is worth repeating that the endorsed teachers posted daily agendas, and the non-endorsed teachers did not. The endorsed teachers and the non-endorsed teacher with the four of the six reading endorsement competencies had classroom libraries for the students to utilize. The non-endorsed without reading endorsement competencies did not have a classroom library. Much of the literature was chosen and mandated by the county, so none of the teachers had the influence on deciding which text they would cover in their

curriculum. The endorsed and non-endorsed with competencies teachers suggested extended outside reading to complement and enhance their lessons. The endorsed teachers employed multicultural perspectives and included this in the background information. Only the endorsed honors teacher included global current events as a connection to her lessons. The endorsed teachers and non-endorsed with competencies teacher were skilled at embedding strategies and skills in the text, using during-reading comprehension checks. They also engaged in discussions with interaction, responses, and reflections on students' comments. The non-endorsed teacher without the competencies tended to speak to the students without discussions or engagement. The students did not have responses nor reactions to the discussions. Although the teachers mentioned SSR, I did not witness it in any of the classroom observations. Neither did I witness students have independence in learning. They followed the teachers' instructions, and the lessons were for the entire class with no free choice of study or pursuit. *Reading Next* states that seventy percent of high school students require differentiated instruction. What I mainly witnessed in the classrooms was whole class instruction with no differentiated instruction. All reading strategies were implemented to the entire class and not modified to the individual student.

Concurrently, the non-endorsed teacher without the reading endorsement competencies focused much of her interviews talking about critical thinking skills and the upper and higher level cognitive skills, but I did not witness her students being asked to reflect or construct original ideas or concepts. Most of the questions asked in the class were on the "right there" QAR level. The students were dependent on her giving them the information without synthesis or building independence. Even the students' presentations

were merely reading their answers to level one questions. They did demonstrate creativity when they fashioned their own poems and read them aloud in front of the class. Yet the teacher gave them such guidelines that the assignment was still dependent. They had to use a certain format, compare a musical instrument and nature, and use certain poetic devices.

**Table 10: SRBB Strategies listed on the DMM**

SBRR Strategies	ETA	ETB	NTA	NTB
Authentic texts	X	X	X	X
Predictable text	X	X	X	X
Non-fiction text				
Classroom libraries	X	X	X	
Connections	X	X	X	X
Suggestions for extended readings	X	X	X	
Multicultural perspectives	X	X		
Current information		X		
Wide range of purposes		X	X	
Range of authors	X	X	X	X
Multiple disciplines	X	X	X	X
Multiple genres	X	X	X	X
Engage and interest readers	X	X	X	
High literary quality	X	X	X	X
Content that is age and developmentally appropriate	X	X	X	X
Content that is of interest of both genders	X	X	X	X
Small group instruction	X		X	X
Individual work	X	X	X	X
Flexible groups	X		X	X
Student generated topics			X	
Strategies and skills embedded in meaningful text	X	X	X	
Scaffolded instruction	X	X	X	X
Discussion	X	X	X	
SSR, free choice reading				
Student choice of text				
Literature study	X	X	X	X
Develop high level critical literacy		X		
Meaning making with text	X	X	X	
Multiple perspectives		X	X	
Independence in learning				
Develop cognitive strategies	X	X	X	
Develop metacognitive strategies	X	X	X	

<b>SBRR Strategies</b>	<b>ETA</b>	<b>ETB</b>	<b>NTA</b>	<b>NTB</b>
Support risk-taking	X	X	X	X
Multiple cueing systems	X	X	X	X
Comprehension work	X	X	X	X
Intertextuality	X	X	X	X
Develop schema	X	X	X	X
Reading fluency with comprehension	X	X		
Miscues as a window into cue and strategy utilization	X	X		
Word families	X	X	X	X
Experiential vocabulary	X	X	X	X
Vocabulary from text	X	X	X	X
Concept-driven vocabulary	X	X	X	X
Response to text in students' words		X	X	
Integrated reading and writing	X	X	X	X
Discussions about individual and social uses of literacy	X	X	X	
Student choice of reading selections				
Documenting and assessing reading growth	X		X	
Problem-solving and resourcefulness encouraged		X		
Social interaction	X		X	X
Written reactions and responses to text		X	X	
Portfolios		X	X	X
Support for meeting individual needs	X	X	X	
School-to-home connection	X	X	X	

### **Knowledgeable about Reading Development**

Issue sub-questions (Creswell, 2005) to refine the key research question for the study include the following: *Are secondary English teachers who are reading endorsed more knowledgeable about reading development during the adolescent years and about quality reading instruction in the content areas versus English teachers who are not reading endorsed?* The participants answers for the TReKA were very similar and did not show a significant difference in reading development knowledge or knowledge about the quality of reading. I sent a copy of the TReKA to each participant in the morning and each participant returned it to me that afternoon. I presume that each participant answered

the questions without assistance. The results may be inaccurate because one of the non-endorsed teachers has completed four of the six competencies and is well educated in reading development. His elementary degree and former professional development give him more knowledge about reading development than the average content area teacher. For a more detailed analysis of the participants' answers to the TReKA and a reflection of secondary English teachers' beliefs, see the next section of this chapter.

### ***TREKA Questionnaire Results***

The results from the TReKA questionnaire were surprising. The TReKA is a well-designed test in terms of reliability, item difficulty, discriminating power, and sentence structure and presentation. The KR-20 reliability coefficient of the TREKA was 0.91. The average score and the standard deviation for the test were 37.4 and 7.68. Only a few test items appeared to be very easy with poor discriminating powers. No test item appeared to have “zero” difficulty, requiring revision or replacement. Only a few choices of each test item appeared to be ineffective as either distracters or correct answers.

The non-endorsed teachers scored higher than the endorsed teachers, but only by a marginal difference. The endorsed teachers answered forty-two questions correctly and missed twenty-six questions. The non-endorsed teachers answered forty-six questions correctly and missed twenty-two questions. One of the non-endorsed teachers has completed four of the six competencies toward the reading endorsement and attended many workshops on teaching reading. The non-endorsed teacher without the reading endorsement competencies missed thirteen questions out of the thirty-four, so her results were equal to the endorsed teachers. Some of the trends in the answers may reflect the

beliefs of secondary English language arts teachers, so this section investigated particular tendencies on certain questions.

Three of the four teachers missed question seven: *If a child has not learned “phonics” by the end of first grade, s/he will need to be taught reading in some other way.* This may reflect the belief and tendency of secondary English teachers to place phonics in a solely elementary setting. All four participants missed question nine: *Why do some students, even after they have been remediated through intensive instruction, still remain disfluent readers?* This should be a focal point in secondary instruction because many students are placed into an intensive reading block after their ninth grade FCAT scores are received and stay in the intensive program until graduation. Three of the four participants missed question twenty-six: *Which text would not be appropriate to use for a fluency-building activity?* This may show a deficiency in fluency knowledge at the secondary level and a lack of deliberation on fluency in the secondary classroom.

In a positive reflection of the secondary English teachers, all answered question sixteen correctly: *According to scientifically based reading research, what are the four main categories of reading assessment?* This may reflect the importance secondary teachers place on assessment. Likewise, all answered question seventeen correctly: *Students need to learn effective strategies to independently acquire new words through?* This may indicate the importance secondary English teachers place on etymology. They answered question nineteen correctly: *According to research, what is one reason that text becomes inaccessible to struggling students?* All the participants focused on and desired more comprehension strategies to use in their classroom. The FCAT is primarily a comprehension test and so the participants requested more comprehension strategies in

their professional development. Also question twenty: *Which of the following strategies is effective in motivating students to read and encouraging engagement in reading?* They knew what good readers do in question twenty-three, and that struggling readers who are taught the structure of the printed word and allowed to practice decoding techniques show improvements in their fluency and comprehension.

### **Motivating Students to Read**

The next research question was answered by my classroom observations: *Do secondary English teachers who are reading endorsed use instructional practices that are effective in motivating secondary students to read?* In my observations, I experienced a more engaged atmosphere in the classes of the endorsed teachers and the non-endorsed with the four of the six competencies than in the class of the non-endorsed without the reading competencies. The former teachers had students on-task and volunteering to read aloud. Discussions in these classes indicated that the students read the text and could make connections by asking and answering questions. I observed the reading endorsed teachers having the students stop and think about what they read; they made connections between the text, students' lives, worldly events, and other texts. They asked questions, had students make predictions, and they had the students respond and reflect in writing about what they read. They used background knowledge and visuals to stimulate interest before reading. Both endorsed teachers had posted agendas and gave objectives and purposes. The endorsed teachers and the non-endorsed teacher with four competencies had interactive discussions with the class on the text and other connections.

According to Snow and Biancorosa (2003), motivation and engagement can be instilled and maintained by offering students a choice and giving them the freedom to



choose what they want to read or research. I did not observe students having a choice of their reading selections during my observations, but the English I with a reading block teachers did say that their students are able to choose their books during silent reading. They have silent reading during the reading portion of the class, and I only observed the English I portion. The county's English curriculum is very detailed and micromanaged. It is given to the teachers and is to be strictly followed. English teachers in the county studied do not have the freedom to decide which texts would be suitable or decodable for their students. Even if the English teacher knows that the text is at the majority of the class' frustration level, the teacher must teach that particular text during the prescribed nine-week grading period using the activities given by the county. It is then up to the teacher to try to scaffold enough for the students to comprehend adequately to pass the common assessment exam which must be given by all teachers of that subject. Teaching material at students' frustration level can cause amotivation and student apathy. Teaching to a test decreases creative authentic assessments. These are issues that should be researched and reviewed by county policy makers.

### **Scientifically Based Reading Research Practices**

In addition to the main research questions for the study, Yin (1984) suggests using study propositions to direct attention to something that should be examined within the scope of the study. Study propositions included the following: *What are key and SBRR-aligned instructional practices of secondary English teachers who are reading endorsed versus English teachers who are not reading endorsed?* The main strategies I observed in all of the classes pertained to comprehension. All participants used pre-reading strategies, although the endorsed teachers also used visuals to build background knowledge. The

endorsed teachers and the non-endorsed with four competencies used writing strategies to brainstorm before beginning a new text. Both honors teachers projected notes for the students to copy that covered themes, characters, the setting, etc. The English I teachers made personal connections to their students' prior knowledge. The endorsed teachers and the non-endorsed with four competencies checked student comprehension and made connections during the reading assignments. Because the honors non-endorsed teacher had her students read the novels for homework, I did not witness during-reading strategies. She did have the students write a paragraph explaining why chapter ten of *A Separate Peace* was the climax of the novel. At this time I noticed some students quickly reading the chapter making it evident they were not keeping up with the assigned reading at home. All teachers gave comprehension tests after each novel or several works. The endorsed English I teacher made her assessment into a competitive game where the students wrote their answers on white boards and the teacher kept score. This was a highly engaged class and the students were motivated to earn points by answering correctly. The endorsed teachers and the non-endorsed teacher with four of the six reading endorsement competencies had classroom libraries. The non-endorsed teacher did not have a classroom library or books out that were accessible to her students.

All participants covered vocabulary in their lessons. The endorsed teachers and the non-endorsed with over half of the competencies covered second tier vocabulary that was from the text but applicable to increasing their standard vocabulary. The non-endorsed teacher covered vocabulary that was needed for the comprehension of *1984*, but was not applicable to everyday speech. Examples include: newspeak, thought crime, double speak. She also covered poetic terminology and gave a vocabulary quiz from

words listed in a vocabulary workbook. According to Blachowicz and Fischer, (2002) research indicates that vocabulary instruction should not only come from context and a wide range of reading, but also it should come from direct and explicit instruction. The endorsed teachers covered the etymology of vocabulary words, breaking them down to their parts. The non-endorsed with competencies had students look up and read definitions aloud in the class and then discuss the word, usage, and how it is important to the literature. The endorsed honors teacher also covered AP and SAT vocabulary that the students will need to be successful on the tests.

I observed small group instruction in one endorsed teacher's class and both non-endorsed teachers' classes. The non-endorsed teacher with the English I reading block had students collaborate on a writing assignment where the students worked together and created a story. They then made corrections to the final product. I did not witness peer editing as in finalizing an essay draft for publication or assessment in any of the classes. The endorsed teacher with the English I reading block class had students work together on assignments and as a team answering questions during a game. The honors non-endorsed teacher had her students work in pairs and present answers to questions.

Fluency did not seem to be a priority in the secondary classrooms. I only observed students reading text aloud in the endorsed teachers' classes. Both teachers gently corrected mispronunciations and scaffolded meanings of the unfamiliar words to the class. The English I teachers said that they use a progress monitor and chart their students' oral fluency. The non-endorsed English I teacher stated that he believed oral fluency to be the best indicator and assessment for placing students in reading programs.

Working on fluency as a lesson plan was not emphasized. The main focus for the participants was comprehension strategies with vocabulary a distant second.

### **Student Motivation to Read**

The next study proposition pertained to the earlier research question about the instructional strategies that were implemented to enhance motivation. *What does student motivation to read look like in the classrooms of secondary English teachers who are reading endorsed versus those who are not?* In the honors English II classrooms, I observed the endorsed teacher's class read aloud the play *Cyrano de Bergerac* and the poem "The Stolen Child." The students were on task, read fluently with expression and appeared to enjoy reading aloud to the class. When the endorsed-teacher had the class read and record notes from the projector, students moved to the front of the classroom to have a better view. They seemed interested and engaged. In the non-endorsed honors teacher's classroom, I did not witness a student read aloud from a text. They did read their own work in front to the class including presentations that included answers and their own poetry. When the non-endorsed teacher instructed the class to read silently on their own "The History of the Guitar" at their desks, I observed several students off task and behavior that did not reflect high motivation. In the English I in a reading block endorsed teacher's class I observed the students were motivated to read aloud in the class several times with either a short story or the play *Romeo and Juliet*. The motivation appeared to be intrinsic and from a desire for attention. Other students who were not chosen to read appeared to be off task and uninterested until they had the opportunity to be the center of attention. In the non-endorsed English I in a reading block teacher's class, I observed the students reading aloud their responses and creative writing. The

motivation appeared high and all students were on task and gave the impression that they were interested in what their peers had written. The non-endorsed English I teacher read *Romeo and Juliet* aloud to the class, stopped regularly to discuss connections, the plot, and demonstrated a think-aloud. The class was on task, reading along at their desks, and seemed interested in the story. When they were told to read silently at their desks, all of the students appeared to be on task and engrossed in the adolescent literature novel.

Many students are anxious to read aloud in front of their classmates. They are not confident in their fluency and do not feel confident in their vocabulary recognition and pronunciation. This may cause amotivation to read in the classroom. I have witnessed students feign knowing where the class is reading in a text, so that they were not expected to read aloud. According to Allington (2001), fluency is the most neglected reading skill in the classroom. I only observed students reading aloud from texts in the endorsed teachers' classrooms. The endorsed teachers encouraged and corrected the students when they stumbled over words. They defined the words to help the students comprehend the text and increase their vocabulary. Research shows that repeated and monitored oral reading improves reading fluency and reading achievement, yet only the endorsed teacher with the reading block mentioned working on timed reading and repeated readings with her students to improve fluency. She did mention that she learned from her reading endorsement classes that repeated readings have value. Research from the National Reading Panel (2000) further indicates that fluency develops with repeated practices with a high degree of success and has significant influence on word recognition, vocabulary, and comprehension.

Observing students read from texts in the endorsed teachers classes and not in the non-endorsed teachers' classes probably was a coincidence during the six observations of each teacher's class. The National Reading Panel acknowledged the critical component and development that skilled readers need multiple opportunities to practice reading with fluency in the classroom. Furthermore, students who struggle with fluency struggle with comprehension and require profuse practice (NICHD, 2000).

### **Strategies used in Practice**

One of the core questions of this study was, *Have the classes in reading instruction and scientifically based reading research strategies carried over into teaching practices in the classroom? If yes, how and in what areas of student learning?* During the interviews, all participants mentioned strategies that they learned and implemented in their classrooms. The main strategies that they discussed the most and that I also observed the most in their classrooms were comprehension strategies. These strategies mainly consisted of connecting to prior knowledge and giving background information before reading the text, asking predicting or summarizing questions during the text, and summarizing or reflecting along with an assessment after the text. Asking pre/during/after comprehension questions were used frequently. The English I teachers used graphic organizers including a plot triangle and a Venn diagram. The English II honors teachers used note taking and study guides. The comprehension strategies were interconnected with assessment strategies. The two were usually mentioned with the FCAT. Vocabulary and instructional strategies were also discussed regularly and observed in the classrooms. Vocabulary came primarily from the literature being taught, except the non-endorsed teacher did give vocabulary quizzes from a vocabulary workbook. Instructional strategies

included organization of class time, routines, giving students examples and then assignments, and not giving direct instruction from bell to bell.

### **Reading and Writing Connections**

Writing is an essential component to any literacy program, and no single approach will meet the needs of all students. I witnessed writing in brainstorming, reflections, note taking, creative writing, exit slips, and answering questions. I did not witness essay writing, but ETB had students write thesis statements for practicing SAT essays. All participants mentioned using rubrics to grade writing in their interviews. NTA addressed the importance of writing in every interview. I witnessed him push his students to use strong vocabulary words in their writing. He told them, “Don’t give me red; I want crimson!” He stressed using elaborations while his students were writing. Elaborations are key to the 6 + 1 Traits of Writing that he mentioned several times throughout the study. NTB modeled poetry she had written and published on poetry.com for her students. This study was conducted after the FCAT Writes had been given. I may not have witnessed essay writing because the teachers probably had copious lessons writing essays in preparation for the FCAT Writes in February. Unfortunately, standardized tests do dictate what is taught and when.

I did not witness grammar, mechanics, nor sentence combining as a lesson. The participants may have included this on their feedback when they return a writing assignment to the students. Although word processing can help low-achieving writers by aiding them in editing by adding, deleting, moving text, and spell check, schools do not have enough computers nor funding to give students regular access to computers for writing assignments. Biancarosa and Snow (2004) encourage English language arts

teachers to use content area texts when teaching writing skills to expand their knowledge and vocabulary. Most of the writing in the classes I observed was connected to the literature that was being covered. The writing was used to help build knowledge and gain in comprehension.



## **CHAPTER SIX: IMPLICATIONS, DISCUSSIONS, AND CONCLUSIONS**

In this study, I investigated the value of the Florida reading endorsement, its perceived influence on secondary teachers' knowledge of instruction and practices, the role of comprehensive professional development, and the endorsement's influence on student engagement. The significance of these results could provide evidence for policymakers to further mandate reading endorsements for content area teachers. I also tried to capture the veteran English teachers' voice, beliefs, what they valued and did not, their needs, and their aspirations for professional development.

This study confirmed prior research in its reinforcement in the value of professional development. According to Snow and Biancarosa (2003), professional development is needed because some teachers are resistant to new approaches or lack knowledge in reading instruction. Allington (2001) states that student achievement and reading comprehension can be improved with an effective teacher. Because teachers teach what they know, and professional development expands their knowledge, it gives them more breadth to teach.

The study did not contradict the prior research, but did show gaps where more investigations are needed. Block and Pressley (2002) stated that the comprehension strategies of SBRR were not being used in the classroom, but they did not focus on how to ameliorate this problem. My study elucidated the need for coaching, demonstrating, and mentoring after professional development to transfer knowledge and close the gap

between theory and practice. My participants echoed each other when stating that they needed to see these strategies demonstrated before being able to implement them into their classrooms. The IRA and NMSA (2001) recommended that policy makers mandate professional development for teachers, but they do not mention giving incentives, time, or follow up coaching to insure that the professional development is more than superficial coverage that goes no further than the professional development course itself. The NCTE (2004a) recommends schools direct funds towards professional development, but they do not mention using funds for follow up including teachers observing each other for best practices and collaborating on implementation after the professional development.

The study contributed to research by adding the needed voice of the English language arts teachers. Research has a plethora of data on what teachers should do, how policy makers should mandate certain professional development, and outcomes of student achievement, but it lacks the voice of the teachers. What kind of professional development do the teachers consider useful, successful, excessive, inhibiting, or needed? Which professional development do they find motivating and practical? What do they consider as instructional best practices?

The merging themes, implications, and discussions from this investigation were:

1. Differences in the classrooms' atmospheres, students' motivation and engagement, and strategies and instructional practices used by reading endorsed teachers versus non-endorsed teachers.
2. The teachers' voice and beliefs about the reading endorsement, professional development, what they valued, what they need, and what they did not value.

3. The obstacles that inhibited teachers' professional growth and how they can overcome them.
4. The role of the secondary reading endorsed teacher as a mentor and consultant to other content area teachers, the principal, reading coach, and district curriculum leaders.

### **Differences in Atmosphere, Motivation, Strategies and Instructional Practices**

The classroom environments of the reading endorsed teachers provided an atmosphere of motivation and engagement. Students were active in discussions, reading, writing, and thinking. Routines, organization, and instructional formats gave the students objectives and goals to meet each day. The endorsed teachers had several student-centered activities throughout the period where all students in the class were actively participating. They used several scientifically based reading research strategies throughout their instruction and based their vocabulary instruction on tier two level words that would enhance the students' language skills. Their lessons were interactive and students freely asked questions and responded in discussions.

In retrospect, all of the participants recalled their reading instruction when they were in secondary school. They recollected that the teacher gave them a book, said read it, and later gave a test on it. One of the non-endorsed teachers specifically recalled not spending any time discussing novels in class, whether investigating themes or debating issues. Using current research, reading endorsed teachers have changed the instructional practices of the standard English class of decades ago, which are still being practiced in some classrooms today. These reading endorsed teachers change the routine instruction

by using scientifically based reading strategies and student-centered activities. They have created an atmosphere of creativity and motivation.

### **Teachers' Voice and Beliefs about the Reading Endorsement**

All of the participants stated that they think the reading endorsement should have two or three categories: elementary, middle, and high school. They all thought the process was too long and not applicable to teaching high school. They wanted to have access to strategies and instruction in a straightforward, easily accessed resource that starts with a basic strategy that can become more intricate and requires higher-level critical thinking skills. Two of the participants affirmed that they needed to see the strategies demonstrated by either observing other effective teachers or watching videos of strategies being implemented successfully. Participants thought the reading endorsement for secondary content area should include comprehension strategies, vocabulary instruction, note-taking strategies, some fluency, and instructional practices. They did not want to spend a large portion of time or effort on phonemic awareness and phonics. Technology and effective use of the Internet as a resource was mentioned by all participants as well as the lack of adolescent literature coverage in the endorsement. Several participants stated they would like a reading endorsement that accommodated their level of teaching and subject area. Two mentioned making the endorsement into an independent study.

There is a need for further research into the impact of the reading endorsement on teachers' knowledge, practice, and student achievement. Should researchers modify the reading endorsement in accordance to teachers' request or do teachers not understand the foundations that are needed to be knowledgeable in reading instruction? These

differences in opinions show a need for better communication between the researchers and the practitioners. Would it be more prudent to have a reading endorsement for elementary teachers and a different one for secondary teachers? Should CAR-PD replace the reading endorsement for high school teachers? Is this feasible? Do secondary teachers need an extensive background on emergent literacy or phonemic awareness to teach reading in high school? Should secondary teachers, as they expressed in the study, focus more of their studies on strategies for comprehension in the content areas? The approaches, interventions, and strategies suitable for elementary readers initially are not likely to work for adolescents or adults even if they struggle with reading (Alexander, 2005; Alvermann, 2001). Not all instructional strategies are equally effective in promoting secondary students' comprehension. Secondary students benefit from pre-reading strategies that focus on prior knowledge and enrich their background knowledge (Alvermann et al., 1987). Most adolescents do not need further instruction in phonics nor decoding skills. Phonics instruction has not resulted in improving comprehension for older students. In instances where adolescents need help constructing meaning with text, instruction should be embedded in authentic reading (NCTE, 2004a). Teachers should embrace and use the research on effective instructional practices in secondary grades.

### **Obstacles that Inhibit Teachers' Professional Growth**

The common theme that all participants echoed that inhibited their professional growth was a lack of time. Teachers needed more time for peer collaboration, reflection, professional development, planning, finding and using resources, assessing, and making modifications. Many teachers become stale and consistent in their teaching because they

do not have the time to research and change what they have been doing for years. The county made more constraints on teachers' time by adding additional periods of teaching, increasing the student load, and decreasing the planning period. At the school where this study was conducted, the teachers must leave their classrooms during their planning period so that another teacher can "float" into their classroom and teach.

This study changed my teaching practices and instructional composition due to the edification I received by observing the participants and taking the time to reflect on my assessment. I saw strategies that were implemented differently and effectively. I witnessed what motivated students and what caused amotivation. If administrators would encourage teachers, and give them the needed time to observe other teachers, it would make a stronger faculty and school. Several of my participants stated that they needed to see strategies demonstrated effectively to be able to employ them correctly.

Unfortunately, with grading, IEP forms, planning, parent contacts, e-mails, and too many other numerous must "do right nows," teachers have little time for reflection or growth. Professional development, reflection, and implementation take time and effort. I think this is a main reason why teachers desire quick strategies they can use immediately without the research and foundation of the reading endorsement. If the county and administrators would support teachers by giving them time to grow professionally the entire school would benefit.

### **The Role of the Secondary Reading Endorsed Teacher**

All participants emphasized a need and a lack of seeing strategies demonstrated. Reading endorsed teachers and the high school reading coach could solve this issue. The reading coach and reading endorsed teachers should be qualified, constructive, and able

to mentor teachers to use the knowledge they ascertained in workshops, in-services, and classes. Effective coaching would help teachers be able to take the strategies they learned in professional development and apply them in their classes. Seventy-five percent of teachers will implement a new skill with coaching. Training is not powerful enough to bring classroom behavioral changes, but coaching must include and understand fundamental theory, use observation of demonstrations, and practice with feedback to be effective (Alvermann, 1987). Biancarosa and Snow (2004) propose that subject-area teachers, English teachers, reading coaches, and others stakeholders should collaborate to formulate a cohesive school wide reading program. Two teachers at the same school will have different understandings of strategies and professional development based on their goals, history, and activity (Grossman et al., 1999). Effective coaching can bring continuity and community in the school setting. All of the participants stated that they would find the strategies they read about easier to implement if they had a demonstration. They all agreed that observing other teachers and watching constructive use of reading instruction would be beneficial to their teaching.

### **Conclusion**

I witnessed an enthusiastic learning environment in the reading endorsed teachers' classes. They created this enthusiasm by using scientifically based reading research strategies; having student-centered activities; discussing literature, themes, events, and even vocabulary; and motivating students by giving them objectives and goals. The physical environment focused on the importance of reading by having classroom libraries

and posters that conveyed the importance of learning. These teachers used their knowledge of reading to create an effective learning environment.

These same teachers said that the reading endorsement was long and arduous and sometimes was not applicable to high school students. They requested a high school level reading endorsement or independent study. This shows a need for further research and communication between researchers who developed the professional development and the teachers who implement the strategies in the classroom. All participants voiced lack of time as a primary obstacle in their professional growth. The length and amount of reading involved in the endorsement is a deterrent to many teachers. The participants felt that the state or county should give an incentive for becoming reading endorsed.

All participants stated that they needed to see strategies demonstrated and that they would benefit if they could collaborate with their peers more. The role of the reading endorsed teacher could be a demonstrator, mentor, and counselor for other content area teachers. It would be advantageous if the administration would support teachers by giving them time to observe each other and time to reflect and assess their observations.

According to students, the main reason they drop out of high school is that they do not feel they have the literacy skills they need to be successful and persevere with the high school curriculum (Snow & Biancarosa, 2003). If these students are in classrooms where they are taught strategies to help them ameliorate their reading skills with confidence and motivation, perhaps we can lower the dropout statistics. Researchers, teachers, administrators, and policy makers should work together to develop a classroom atmosphere where the teachers and students can excel to excellence. Our society and country depend on it.





## **APPENDIX A: THE DECISION MAKING MATRIX**

## Features of Literacy Programs: A Decision-Making Matrix

Prepared by the Commission on Reading  
National Council of Teachers of English

### Purpose

The Commission on Reading of the National Council of Teachers of English regularly undertakes projects to broaden discussion of important literacy issues and to provide support for teachers as they make informed instructional decisions. Commission members developed the matrix that follows in response to requests from NCTE members for sound, standards-aligned criteria to apply as they select program materials or design local programs of instruction in reading. It is intended to be used as part of professional discussion among colleagues.

### Model

The model on which the matrix is based is aligned with the position statement, "On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It" (<http://www.ncte.org/about/over/positions/category/read/118620.htm>), developed by NCTE's Commission on Reading. Reading is a complex, purposeful, social, and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Effective reading instruction is grounded in a professional knowledge of how readers make sense of print and how students learn. All instruction is based on a careful observation of learners' reading to determine appropriate instruction.

### Users

The matrix is intended as a discussion and decision-making tool for teachers and curriculum developers working together to select instructional materials. Educators do this based on their understandings of the nature and uses of literacy and their beliefs about how literacy is developed. The matrix may be found at the NCTE Web site: [http://www.ncte.org/library/files/About\\_NCTE/Overview/ReadingMatrixFinal.pdf](http://www.ncte.org/library/files/About_NCTE/Overview/ReadingMatrixFinal.pdf)

### Matrix Features

The matrix offers categorized features for teachers to consider in making local decisions about appropriate materials and goals for literacy instruction. Blank rows are provided for additional features users find relevant. Instructional emphases will vary depending on students' age and proficiency in reading and writing. For example, the early features listed under word recognition and word study will be most applicable to elementary programs. These features are ranked by the NCTE Commission on Reading as (4) essential, (3) important, (2) less important, (1) not important for an effective program of literacy instruction. Decisions about the relative importance of various features are based on published research and professional resources. However, each group using the matrix should determine its own rankings by considering local needs, standards, and definitions of reading. Furthermore, *the Commission emphasizes that numeric evaluation of program features is less important than the conversations prompted by the use of the matrix.*

Matrix Use

- 1) In Column 2 on the matrix, rate each feature in terms of its importance (1-4) for an effective literacy program.
- 2) For each literacy program under consideration (whether commercially or locally designed), mark each feature to the degree of its presence in the program. Use **H** to indicate high degree/presence in significant amount, **M** to indicate medium degree/presence in some amount, and **L** to indicate low degree/presence in little or no amount. A desirable program will be one in which features seen as essential or important are evident to a high degree. Educators may wish to add other features and compare the ones they rank highly (3-4) with those given high rankings in the matrix designed by the Commission.

\*\*\*\*\*

You might find it useful to complete the following two statements before using the matrix and starting your conversations.

1) Reading is:

---

---

---

---

2) Reading instruction should be:

---

---

---

---

Program Name \_\_\_\_\_

**INTENDED AUDIENCE**

(check all that apply)

- Primary
- Intermediate
- Middle School
- High School
- English Language Learners (ELL)
- Native English Speakers
- Students requiring reading intervention

NCTE Commission on Reading indicates (4) as essential, (3) as important, (2) as less important, or (1) as not an important feature for an effective literacy program. Decisions about the relative importance of various features are based on published research and professional resources. Rate **H** to indicate high degree/presence, **M** to indicate medium degree/presence, **L** to indicate low degree/presence in each reviewed program. A desirable program will be one in which features seen as essential or important are seen in a high degree.

The "1" column shows NCTE's rating of program features. The "2" column is for your own rating of the features.

1	2	Degree of Presence
<b>H</b>	<b>M</b>	<b>L</b>

## **MEDIA/TOOLS**

### Books

Authentic connected texts, complete & unabridged	4
Predictable texts	4
Decodable texts	1
Abridged texts	2
Skills-based texts	1
Leveled texts	2
Non-fiction texts	4
Classroom libraries	4
Controlled vocabulary	1
Original illustrations	4
Publisher-substituted illustrations	1
Videotapes	2
Internet	2
Computer software	3
Audiotapes	3
School-to-home connections	4
Suggestions for extended readings	4
Recall level worksheets	1

## **MATERIALS REPRESENT**

Authentic multicultural perspectives (text and illustrations)	4
Accurate, current information	4
Wide range of purposes	4
High literary quality	4
Range of authors	4
Multiple disciplines	4
Multiple genres	4
Content likely to engage and interest readers	4
Content that is age and developmentally appropriate	4

Content that is of interest to both genders	4
Conceptual or thematic structures	4

**PARTICIPANT STRUCTURES/GROUPINGS**

Whole class	3
Small groups	4
Individual (instructional and independent)	4
Flexible groups (interest, ability)	4
Pull out instruction	2
Fixed ability groups	1

**INSTRUCTIONAL APPROACHES**

Scripted, sequenced, teacher-directed	1
Student generated topics and questions	4
Strategies and skills taught in isolation	1
Strategies and skills embedded in meaningful text	4
Scaffolded instruction toward independence	4
Discussion	4
Role play	3
Projects	3
Extensive independent reading (SSR, free choice reading)	4
Student choice of instructional texts	4
Literature study	4
Guided reading	3
Shared reading	3
Partner reading	3

**COMPREHENSION**

Development of higher level thinking and critical literacy	4
Emphasis on meaning making with connected text, including focus on using fiction and non-fiction text structures and features	4
Emphasis on application of skills in isolated text excerpts	1
Multiple perspectives, themes, and interpretations	4
Independence in learning/self-directed	4

Development of cognitive strategies (predicting, questioning confirming, summarizing, inferring)	4
Development of metacognitive strategies	4
Support of risk-taking	4
Development of multiple cueing systems	4
Opportunities for comprehension work	4
• before reading	
• during reading	
• after reading	
Intertextuality	4
Development of schema	4
• connections to current knowledge	
• development of new knowledge	

## **WORD RECOGNITION AND WORD STUDY**

Phonemic awareness in isolation	1
Phonemic awareness in context	3
Phonological awareness	2
Phonics in isolation	1
Phonics in context	3
Alphabetic principle	4
Sight words	4
Reading fluency with comprehension	4
Reading fluency without comprehension	1
Miscues as a window into cue and strategy utilization	4
Decoding of pseudo words	1
Word families	4
Experiential base for vocabulary	4
Etymological focus for vocabulary	3
Vocabulary lists	2
Vocabulary from text	4
Vocabulary building with roots & affixes	3
Word lists	1
Concept-driven vocabulary instruction	4

## **READING/WRITING CONNECTIONS**

Constructed spelling as approximation	4
Spelling as a window into phonics knowledge	4
Response to text in students' own words	4
Response to text as fill in the blanks	1
Reading and writing integrated, e.g. text as a source for student writing opportunities	4
Essay form	2
Multiple choice responses to reading	1
Discussions about individual and social uses of literacy	4

## **STUDENT ROLE**

Choice of reading selections	4
Choice of reading extension activities	4
Documenting and assessing reading growth via self-reflection, portfolio development, process journals, etc.	4
Completion of reading logs	2
Problem-solving & resourcefulness encouraged	4
Increased independence and responsibility	4
• social interaction around literacy	
• inquiry into own and others literacy processes and practices	
• risk-taking in reading & writing encouraged	

## **ASSESSMENT**

Formal, standardized	1
Unit tests	1
Classroom-based, ongoing (running record, miscue analysis, retelling, anecdotal observations, student reading histories, records of reading)	4
Multiple choice comprehension tests	2
Student directed	3
Written reactions and responses to texts	4
Portfolios	4



Lists of learners' reading experiences 4

**PROFESSIONAL RESOURCES AND DEVELOPMENT**

Scripts for implementation of program 1  
Data on student outcomes 3  
Support for teacher research, e.g. teacher inquiry topics and findings 3  
Support for meeting needs of individual students (resources, instructional approaches) 4  
Resources and professional development experiences to build teacher knowledge about learning and literacy 4  
Research and theory base of the program provided 4  
Support for teacher as instructional decision-maker 4  
Provision for parent education, support, and involvement 4

Having completed the matrix, how close is the match between the program and your definition of reading and what you believe reading instruction should be?

## Selected Resources

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- Office of Literacy Programs, Ohio Department of Education. (2001) *Choosing a Reading Program: A Consumer's guide*. Ohio Department of Education.
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- Pressley, M. (2002). Effective beginning reading instruction. *Journal of Literacy Research*. 34(2), pp. 165-88.
- Robb, L. (2000). *Teaching Reading in Middle School: A Strategic Approach to Teaching Reading that Improves Comprehension and Thinking*. New York: Scholastic Professional Books.
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U.S. Department of Health and Human Services. (2000). *Report of the National Reading Panel: Teaching Children to Read*. Rockville, MD: NICHD Clearinghouse Publication # 00-4769.

U.S. Department of Health and Human Services. (2000). *Report of the National Reading Panel: Teaching Children to Read: Reports of the Subgroups*. Rockville, MD: NICHD Clearinghouse Publication # 00-4754

**APPENDIX B: TEACHER READING KNOWLEDGE ASSESSMENT  
(TReKA).**

Developed by Vicky Zygoris-Coe, Ph.D., © Florida Online Reading Professional Development (FOR-PD), University of Central Florida, Orlando, Florida. Please do not use without the consent of the author.

**Question 1**

According to research, what is the most distinguishable characteristic of comprehension instruction in highly effective schools?

- a. Amount of homework assigned each night
- b. Time spent in small flexible group instruction
- c. Types of books read by students
- d. Level of teacher education

**Question 2**

Which of the following would NOT be a factor that affects student reading comprehension?

- a. Accurate and fluent word reading skills
- b. The extent of conceptual and factual knowledge
- c. Writing and study skills
- d. Knowledge of fix-up and comprehension strategies

**Question 3**

Recent research studies have contributed to our knowledge of reading. Which one of the following are NOT necessary components of effective beginning reading instruction?

- a. Develop awareness of printed language and the written system
- b. Develop students' phonological awareness
- c. Teach reading through the whole word approach
- d. Teach the relationship between sounds and letters

**Question 4**

Some quality time with a motivating volunteer tutor can solve many children's reading problems.

- a. True
- b. False

**Question 5**

Reading interventions are effective when they:

- a. Provide varied instruction on reading skills the students needs help with
- b. Provide appropriate levels of scaffolding as students learn to apply new skills
- c. Provide a repeated instruction
- d. Provide some opportunities for guided practice of new skills

**Question 6**

Which of the following would NOT be included in a successful early reading program?

- a. Summative assessment ONLY
- b. Provide systematic and explicit instruction in sound/ symbol relationships (phonics)
- c. Convey the understanding that spoken words are composed of sounds (phonemic awareness) and that letters correspond to these sounds
- d. Base instruction on accurate diagnostic information

**Question 7**

If a child has not learned “phonics” by the end of first grade, s/he will need to be taught reading in some other way.

- a. True
- b. False

**Question 8**

Which one the following would NOT be considered a potential stumbling block to becoming a good reader?

- a. Difficulty learning to read words accurately and fluently
  - b. Inability to implement a comprehension strategy
  - c. Insufficient vocabulary, general knowledge, and reasoning skills to support comprehension of written language
  - d. Insensitivity to the phonological structure of words
- 

**Question 9**

Why do some students even after they have been remediated through intensive instruction still remain disfluent readers?

- a. They do not practice reading enough

- b. There are too many words in grade level passages that they still cannot recognize as sight words
  - c. Teachers cannot provide enough explicit instruction to disfluent readers
  - d. Disfluent readers' reading always suffers
- 

**Question 10**

Which of the following principles is NOT supported by the National Reading Panel Report (2000) for vocabulary instruction?

- a. Restructuring reading materials
- b. Pre-teaching of vocabulary
- c. Keyword method
- d. K-W-L

**Question 11**

What are some core principles of differentiated instruction?

- a. Flexible grouping, which includes whole class learning, pairs, student-selected groups, teacher-selected groups, and random groups
- b. The student coordinates use of time and activities
- c. Students are assessed in summative ways
- d. A variety of management strategies, such as learning centers, interest centers, learning buddies are used periodically to help target instruction to student needs

**Question 12**

Scientifically based reading research has identified which of the following five essential components of reading instruction?

- a. Phonemic awareness, phonics, motivation, print-rich environment, comprehension
- b. Phonemic awareness, phonics, fluency, assessment, comprehension
- c. Phonemic awareness, phonics, decodable text, assessment, comprehension
- d. Phonemic awareness, phonics, vocabulary, fluency, comprehension

**Question 13**

The development of phonemic awareness, the alphabetic principle, word reading accuracy and fluency, reading vocabulary and active reading comprehension strategies are sufficient in themselves to produce healthy reading skills.

- a. True
- b. False

---

**Question 14**

Which of the following is NOT a characteristic of a student in the transitional stage of reading and writing?

- a. He focuses on meaning when he writes
  - b. Silent reading predominates
  - c. He is approaching fluency in both reading and writing
  - d. His writing consistently shows strong expression and voice
- 

**Question 15**

In Florida's reading formula, 5+3+ii+iii= No Child Left Behind, the term "ii" represents:

- a. Immediate intervention in all K-3 classrooms
  - b. Two fundamental reading processes
  - c. Two roles of the teacher in literacy instruction
  - d. Initial instruction in all K-3 classrooms
  - e. Initial instruction in high school classrooms
- 

**Question 16**

According to scientifically based research, what are the four main categories of reading assessment?

- a. Screening, norm-referenced, criterion-referenced, and outcome measuring
- b. Screening, diagnostic, progress monitoring, and outcome measuring
- c. Diagnostic, progress monitoring, formative, and standardized
- d. Formative, summative, phonics testing, and word recognition
- e. Standardized, diagnostic, authentic, and performance

**Question 17**

Students need to learn effective strategies to independently acquire new words through:

- a. Copying definitions
- b. Modeling others' behavior
- c. Workbook practice
- d. Phonic, structural, and contextual analysis



---

**Question 18**

According to the National Reading Panel's (2000) report,

- a. Direct teaching in comprehension is not necessary
  - b. Comprehension can be improved by teaching students cognitive strategies
  - c. Question answering is the only strategy likely to yield improvements on standardized tests
  - d. Teaching a combination of cognitive strategies is most desirable
- 

**Question 19**

According to research, what is one reason that text becomes inaccessible to struggling students?

- a. Students do not have the comprehension strategies necessary to unlock meaning
  - b. Students do not try hard enough
  - c. Students are distracted by their classmates
  - d. Students read books that are below their reading levels
- 

**Question 20**

Which of the following strategies is effective in motivating students to read and encouraging engagement in reading?

- a. Giving students a weekly vocabulary test
  - b. Assigning a daily reading skills worksheet
  - c. Reading aloud to students
  - d. Allowing only assigned reading in class
- 

**Question 21**

Which of the following specific strategies will increase content area literacy when actively applied by students?

- a. Providing opportunities for connections to be made to other subject areas through thematic units
  - b. Reading practice focusing on phrases that include high frequency words or content vocabulary
  - c. Teaching signal words or words that indicate a specific type of question or information will follow
  - d. Teaching word morphology, suffixes, prefixes, root words, similes, and metaphors
- 

**Question 22**

Which of the following is a PREREADING strategy?

- a. Partner Reading
- b. Text Chunking
- c. Picture Word Association (PWA)
- d. Group summarizing

**Question 23**

Good readers do all of the following EXCEPT:

- a. Anticipate and predict
- b. Reflect on what was read
- c. Add on, rather than integrate, new information
- d. Use text structure to aid in comprehension

**Question 24**

What are two key methodologies for supporting struggling readers in the classroom?

- a. Direct instruction and discovery learning
  - b. Leveled reading groups and activation of prior knowledge
  - c. Direct instruction and activation of prior knowledge
  - d. Explicit instruction and activation of prior knowledge
  - e. Explicit instruction and independent reading
- 

**Question 25**

Struggling readers who are taught the structure of the printed word and allowed to practice decoding techniques show improvements in their fluency and comprehension.

- a. True
  - b. False
- 

**Question 26**

Which text would not be appropriate to use for a fluency-building activity?

- a. a text with more than 1 in 10 words (10%) that are difficult for the student
- b. a text in which 1 in 20 words (5%) are difficult for the student

- c. a text in which 1 in 50 words (2%) are difficult for the student
  - d. all of the above
- 

**Question 27**

When selecting words for vocabulary instruction, it is best to select:

- a. words that students will be tested on
  - b. words that students ask during reading
  - c. words that are important to understanding concepts or text
  - d. all words that students might not know
- 

**Question 28**

Which of the following would NOT be a way in which teachers could help students' fluency development?

- a. Use round-robin reading
  - b. Read aloud to students
  - c. Use repeated reading and have students graph their time
  - d. Explicitly teach spelling, vocabulary, affixes, and grammar
- 

**Question 29**

Reading fluency refers to a level of accuracy and rate, where decoding is relatively effortless and accurate with correct prosody.

- a. True
  - b. False
- 

**Question 30**

Proficient reading refers to the process of extracting and constructing meaning through active involvement and interaction with text.

- a. True
  - b. False
- 

**Question 31**

Dialogic reading is a shared reading intervention designed to promote the development of oral language skills. It is based on the idea that "How we read to children is as important as how frequently we read to them."

- a. True
- b. False

**Question 32**

A student sees the word “gambol” in the trade book. The student can pronounce the word but does not know the meaning of it even after using context clues. What level is this word for this student?

- a. Partial Word Recognition
- b. Unknown Word
- c. Initial Word Recognition
- d. Full Word Knowledge

**Question 33**

In which of the following approaches does the teacher recognize that within any grade level or age group, there is a wide range of reading ability.

- a. Independent reading
  - b. Guided reading
  - c. Shared reading
  - d. Teacher read-alouds
- 

**Question34**

Having your students explore homophones, idioms, and clichés is good way to help develop word consciousness.

- a. True
  - b. False
-

**APPENDIX C: UCF INTERNAL REVIEW BOARD APPROVAL**



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

### Notice of Expedited Initial Review and Approval

From : **UCF Institutional Review Board**  
**FWA00000351, Exp. 10/8/11, IRB00001138**

To : **Sabrina M. Greenwell**

Date : **February 23, 2009**

IRB Number:

Study Title: **AN EXPLORATORY PARALLEL CASE STUDY COMPARING THE TEACHING PRACTICES OF READING ENDORSED VS. NON-READING ENDORSED SECONDARY ENGLISH LANGUAGE ARTS TEACHERS**

Dear Researcher:

Your research protocol noted above was approved by **expedited** review by the UCF IRB Vice-chair on 2/21/2009. **The expiration date is 2/20/2010.** Your study was determined to be minimal risk for human subjects and expeditable per federal regulations, 45 CFR 46.110. The categories for which this study qualifies as expeditable research are as follows:

6. Collection of data from voice, video, digital, or image recordings made for research purposes.
7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

The IRB has approved a **consent procedure which requires participants to sign consent forms**. Use of the approved, stamped consent document(s) is required. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Subjects or their representatives must receive a copy of the consent form(s).

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

To continue this research beyond the expiration date, a Continuing Review Form must be submitted 2 – 4 weeks prior to the expiration date. Advise the IRB if you receive a subpoena for the release of this information, or if a breach of confidentiality occurs. Also report any unanticipated problems or serious adverse events (within 5 working days). Do not make changes to the protocol methodology or consent form before obtaining IRB approval. Changes can be submitted for IRB review using the Addendum/Modification Request Form. An Addendum/Modification Request Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at <http://iris.research.ucf.edu>.

**Failure to provide a continuing review report could lead to study suspension, a loss of funding and/or publication possibilities, or reporting of noncompliance to sponsors or funding agencies.** The IRB maintains the authority under 45 CFR 46.110(e) to observe or have a third party observe the consent process and the research.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 02/23/2009 10:24:06 AM EST

IRB Coordinator

**APPENDIX D: DISTRICT PERMISSION LETTER**



SEMINOLE COUNTY  
PUBLIC SCHOOLS

DILL VOSHEL, Ed.D.  
*Superintendent*

**Educational Support Center**  
400 E. Lake Mary Boulevard  
Sanford, Florida 32773-7127

RONALD L. PINNELL, Ed.D.  
*Executive Director of  
Secondary Education*

WALT CRITFEN  
*Executive Director of  
Secondary Education*

Telephone: (407) 330-0000  
Facsimile: (407) 330-0300  
Suncom: 351-0058

Visit Our Web Site  
[www.sps.k12.fl.us](http://www.sps.k12.fl.us)

January 29, 2009

Ms. Sabrina Greenwell  
1346 Augusta National Blvd.  
Winter Springs, FL 32708

Dear Ms. Greenwell:

I am in receipt of the amended proposal and supplemental information that you submitted for permission to conduct research in the Seminole County Public Schools. After review of these documents, it has been determined that you are granted permission to conduct the study described in these documents under the conditions described herein.

Your school principal has the authority to decide if she wishes to participate in your study or if it is appropriate to release any requested information. You are expected to make appointments in advance to accommodate the administration and/or staff for research time. Furthermore, any processing or comparison of data will be your responsibility and shall not impact our Assessment and Accountability Department.

Please forward a summary of your project to my office upon completion.  
Good Luck!

Sincerely,

Ronald L. Pinnell, Ed.D.  
Executive Director  
Secondary Education

RLP/jr  
cc: Dr. Shaun Storch



**APPENDIX E: STUDY INTERVIEWS AND OBSERVATIONS**  
**SCHEDULE**

Hello All,

Here is a schedule that might work for us. If you need adjustments, please let me know. Please let me know if you prefer to be interviewed before or after school or during lunch. I would like to use this study to capture the voice and experiences of the veteran teacher. Please use this as a sounding board to express your views and opinions. Remember you can review the study anytime throughout my research. Feel free to make comments, suggestions, or concerns. I have planning second period, so that is the most convenient class for me to observe. If that does not work for you, let me know and I will come during whichever class you prefer. Remember that all annotations will be anonymous and only classified as a reading endorsed or non-reading endorsed teacher. Your identity will be undistinguishable. Thank you very much for your cooperation.

Week One: 3/9-13/08	First Interview
Week Two: 3/16-20/09	Observation One
Week Three: 3/23-27/09	Observation Two
Week Four: 3/30-4/3/09	Interview Two & Observation Three
Week Five: 4/13-17/09	Observation Four
Week Six: 4/20-24/09	Observation Five
Week Seven: 4/27-5/1	Observation Six
Week Eight: 5/4-5/8	Final Interview
5/11-22/09	Finish Writing Dissertation
5/25-29/09	Participants Review

## **APPENDIX F: ADULT PARTICIPANT CONSENT FORM**



***An Exploratory Parallel Case Study Comparing the Teaching Practices of Reading Endorsed vs. Non-Reading Endorsed Secondary English Language Arts Teachers Consent Form***

Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being invited to take part in a research study which will include four people. You can ask questions about the research. You can read this form and agree to take part right now, or take the form home with you to study before you decide. You will be told if any new information is learned which may affect your willingness to continue taking part in this study. You have been asked to take part in this research study because you are an English teacher. You must be 18 years of age or older to be included in the research study and sign this form.

The person doing this research is Sabrina Greenwell, an English teacher at Lake Howell High School and graduate student of Curriculum and Instruction at the University of Central Florida.

Because the researcher is a graduate student she is being guided by Dr. Zygouris-Coe, a UCF faculty supervisor in Reading and Literacy in the Teaching and Learning Principles Department.

**Study title: An Exploratory Parallel Case Study Comparing the Teaching Practices of Reading Endorsed vs. Non-Reading Endorsed Secondary English Language Arts Teachers**

**Purpose of the research study:** The purpose of this study is to compare and explore the teaching practices and the students' learning gains of secondary English language arts teachers who are reading endorsed versus those secondary English language arts teachers who are not endorsed at a local central Florida high school through two parts of a parallel research study.

This study will investigate the following: the role of the Florida reading endorsement on secondary English language arts teachers' knowledge of instruction and practices, and the role of the Florida reading endorsement on student learning gains.

**What you will be asked to do in the study:** Teachers will be interviewed three times before or after school according to the participants' preference (once before, during, and after the classroom observations). I will use an interview protocol that participants will be given to review and prepare for before the interview. The first interview will take place the first week of the study. Teachers will be observed six times throughout the study. Two observations will take place during weeks two and three of the study. I will use the observation protocol, the *Decision Making Matrix* prepared by the Commission on Reading by the Council of Teachers of English (2006). Teachers will be given a copy of the matrix before the observations. I will interview participants again during week four

and observe participants two more times during weeks four and five. I will observe participants the last two times during weeks seven and eight and interview them for the last time during week nine. The *TReKA* (Zygouris-Coe, 2004), a questionnaire, will be given to the teachers to examine their knowledge of scientifically based reading research during the first week of the study.

**Voluntary participation:** You should take part in this study only because you want to. There is no penalty for not taking part, and you will not lose any benefits. You have the right to stop at any time. Just tell the researcher or a member of the research team that you want to stop. You will be told if any new information is learned which may affect your willingness to continue taking part in this study.

**Location:** The research will come to the teachers' classrooms to interview and observe them.

**Time required:** The researcher will visit the participants' classrooms before or after school three times to interview them. The researcher will also come observe their class while they are teaching six times. Each interview and observation will last approximately 50 minutes.

**Audio or video taping:**

The research will use an audio tape recording for the interviews to use for later transcriptions. The tapes will be kept in a locked cabinet and destroyed seven days after the study. The locked cabinet will be locked in the investigator's home. If participants do not wish to be audio taped during the interviews, the investigator will try to transcribe with written notes.

**Risks:**

All information and data will be kept anonymously. You will not be identified.

There are no expected risks for taking part in this study. You do not have to answer every question or complete every task. You will not lose any benefits if you skip questions or tasks.

You do not have to answer any questions that make you feel uncomfortable.

**Benefits:**

There are no expected benefits to you for taking part in this study.

As a research participant you will not benefit directly from this research, besides learning more about the role of the reading endorsement and its influence on English teachers.

**Compensation or payment:**

There is no compensation for participating in this study.

**Confidentiality:** Your identity will be kept confidential. Only the researcher will have access to confidential data. The researcher will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. For example, your name and signed consent form will be kept separate from the information you give in interviews and observations, and these two things will be stored in different places each in their own locked cabinet in the researcher's home. All identifying information will be kept in a locked cabinet in the investigator's home. No identifying information will be on the audio tapes. They will be stored separately from your consent forms and all other materials.

Your information will be assigned a code number. The list connecting your name to this number will be kept in a password protected computer. When the study is done and the data have been analyzed, the list will be destroyed. Your information will be combined with information from other people who took part in this study. When the researcher writes about this study to share what was learned with other researchers, she will write about this combined information. Your name will not be used in any report, so people will not know how you answered or what you did. There is no risk of information being leaked to supervisors or principals because information and identity will be held anonymous and reports will not indicate the identity of the participants.

There are times when the researcher may have to show your information to other people. For example, the law may require the researcher to show your information to a court or to tell authorities if the researcher believes you have abused a child or are in danger to yourself or to someone else. Also, the researcher may have to show your identity to people who check to be sure the research was done right. These may be people from the University of Central Florida or state, federal or local agencies or others who pay to have the research done.

**Study contact for questions about the study or to report a problem:** Sabrina Greenwell, Graduate Student, Curriculum and Instruction program, College of Education, (407) 718-8787 or by email [sabrinag1@bellsouth.net](mailto:sabrinag1@bellsouth.net) or Dr. Zygouris-Coe, Faculty Supervisor, Department of Education at (407) 823-0386 or by email at [vzygouri@mail.ucf.edu](mailto:vzygouri@mail.ucf.edu).

**IRB contact about your rights in the study or to report a complaint:** Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

**How to return this consent form to the researcher:** A second copy is provided for your records. By signing this letter, you give me permission to report your responses anonymously in the final manuscript to be submitted to my faculty supervisor as part of my course work.

- I have read the procedure described above
- I agree to be audio taped
- I voluntarily agree to take part in the procedure
- I am at least 18 years of age or older
- I do not agree to be audio taped

\_\_\_\_\_  
Signature of participant      Printed name of participant      Date

\_\_\_\_\_  
Principal Investigator      Date

## **APPENDIX G: INTERVIEW PROTOCOL**

Sabrina Greenwell  
Interview Protocol

Before

1. What degree/certifications do you have?
2. How long have you been teaching?
3. What subject and grades are you currently teaching?
4. What are your current feelings toward the reading endorsement?
5. Do you plan to become reading endorsed? Why or why not? When?
6. When did you complete your reading endorsement and why?
7. If teacher has completed the reading endorsement: How did you complete your reading endorsement, online, via the district, through classes at UCF?
8. Can you briefly describe some key benefits of the reading endorsement for your instruction?
9. What changes took place in your teaching after you completed the reading endorsement?
10. For non-endorsed teachers: How do you continue to grow professionally? (Do you attend professional development, work with colleagues, independent work?)
11. This is appropriate for both: What are your thoughts about the role of reading in your ELAs class?
12. For both again: Could you describe your major instructional practices?
13. For both again: What do you do to meet the needs of struggling readers in your classroom?
14. Is there anything you would like to add?

During

1. Can you describe your instruction?
2. Which resources/ materials are the most useful for you?
3. How do you teach comprehension?
4. How do you teach vocabulary?
5. How do you make connections between reading and writing?
6. How do you teach writing skills?
7. How do you make the instructional decisions in your classroom?
8. How do you reach all of your students? What scaffolding do you use for your lower achievers and how do you keep the higher achievers challenged at the same time?
9. How do you motivate your students to read and become autonomous? Explain.
10. How do you contend with amotivation in your class?
11. Is there anything you would like to add?

After

1. What multicultural strategies do you use? Explain.
2. What are your students' roles in your class?
3. What assessment do you use in your class? Why?



4. What area or subject matter of professional development do you find beneficial or you would like to have more?
5. What obstacles do you encounter that impede your growth in implementing your knowledge about reading in the content areas?
6. What challenges do you encounter when improving your teaching?
7. Did the reading endorsement change your beliefs about the role of reading in the content areas or your knowledge about reading instruction or in general?
8. How could/does the reading endorsement benefit your school or other content areas?
9. Do you think reading instruction has changed since you were in college?
10. How has reading instruction changed since you attended secondary school?
11. What do you think would help solve the reading crisis in America?
12. Is there anything you would like to add?

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