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The emergence and development of preservice teachers' professional belief systems about reading and reading instruction

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THE EMERGENCE AND DEVELOPMENT OF PRESERVICE TEACHERS' PROFESSIONAL BELIEF SYSTEMS ABOUT READING AND READING INSTRUCTION

by

Deanna Mariea Floy Stoube

An Abstract

Of a thesis submitted in partial fulfillment
of the requirements for the Doctor of
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Thesis Supervisor: Associate Professor Linda G. Fielding

ABSTRACT

Research about preservice teachers' beliefs indicates that the educational beliefs they have developed over time will have an impact on not only how they respond to the various experiences they have while enrolled in a teacher education program, but also their receptiveness to future professional development opportunities. I investigated the developing and emerging beliefs regarding reading and its instruction of four preservice elementary teachers during their participation in two university reading methods courses and the accompanying field-based experiences in the elementary teacher education program that was the site of my study. Two purposes framed the qualitative, longitudinal design of my study. One purpose was to examine the participants' prior, university-, and field-based experiences with reading and its instruction and the meaning they attached to these experiences. The second purpose was to learn how the participants incorporated into their developing belief systems as teachers of reading the various conceptions regarding reading development and its instruction they brought to and encountered during their university coursework and field experiences. Data sources included interviews, archival documents from the courses (reading philosophies, belief surveys and autobiographical reading histories), reading expert surveys, reflexive philosophies and personal pedagogies. Results, presented in portraits for each participant, indicated that the participants created fictive images of the teachers they wanted to be that served as the lenses through which they interpreted both their university- and field-based experiences that were the focus of my study. When discussing their action agendas for teaching reading in the future, each participant relied on the fictive image she had created of herself as a teacher of reading. Consistent with existing research in this area, prior and field-based experiences with reading and its instruction seemed more influential in the development of these preservice teachers' beliefs than were the reading "methods of teaching" courses or instructors. A key implication, consistent with the National

Commission on Excellence in Elementary Teacher Preparation for Reading Instruction (2003, 2007) recommendations, is for teacher educators to operate from and enact a clear vision of what reading instruction consists of across the elementary grade levels and content areas.

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CERTIFICATE OF APPROVAL

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PH.D. THESIS

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This is to certify that the Ph.D. thesis of

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To Sean, Dara and Seth

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when I'd ever be done with school. You might even be asking yourself, "Is she done now?" I hate to disappoint you, but one thing I've discovered is that I'll never be done learning. I'm already planning my next adventure in learning, but don't fret. I'll take a vacation before I start.

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CHAPTER 1: INTRODUCTION

> Learning to teach – like teaching itself – is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become.
>
> Deborah P. Britzman, *Practice Makes Practice*

Preparing individuals to teach involves more than training them in techniques and content knowledge. A perspective rarely taken into account is that of preservice teachers as they go about developing their beliefs about teaching and teachers. This perspective requires us to consider how individuals develop their beliefs about teaching and learning during their teacher education program. Considering this perspective is important because preservice teachers usually already have a vision of the kind of teacher they want to be based on their previous experiences with education; what Lortie (1975) referred to as the *apprenticeship of observation*. During their experiences in a teacher education program, however, preservice teachers often discover varying, and sometimes conflicting, information regarding what it means to teach and be a teacher. How preservice teachers respond to these experiences and internalize this information guides them in their emerging and developing beliefs about teaching and learning.

Teacher beliefs and how they emerge and develop is an important aspect of teacher education. The beliefs of teachers as Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, & Zeichner (2005) state can "shape their dispositions, where they place their effort, whether and how they seek out professional development opportunities, and what obligations they see as intrinsic to their role" (p. 384). In other words, the educational beliefs preservice teachers are developing will have an impact on not only how they respond to the various experiences they have while enrolled in a teacher education program, but also their receptiveness to future professional development opportunities.

The relationship between experiences, interpretations, and belief development can be described as recursive. Individuals' multiple experiences as they progress through a

teacher education program and their interpretations of those experiences intersect and ultimately shape their beliefs as teachers (Carter & Doyle, 1996). These developing beliefs of preservice teachers act as *intuitive screens* (Goodman, 1988) through which they view and interpret the experiences lived (Britzman, 2003) while participating in methods courses, field experiences, and other activities associated with the courses. Depending on the preservice teachers' interpretations of these experiences, the efforts of the teacher education program to educate highly qualified teachers may be supported or impeded. As preservice teachers encounter new knowledge about teaching they compare it to their preexisting beliefs. Depending on these beliefs, they may reject, accommodate, or assimilate the knowledge. Prior experiences, university-based experiences, and field-based experiences are all part of, and fundamental to, the development and emergence of educational beliefs.

The purpose of this study was to explore how preservice teachers' educational beliefs emerged and developed as they went through their teacher education program. More specifically, I explored how preservice teachers' beliefs regarding reading and its instruction emerged and developed. Exploring the emergence and development of preservice teachers' beliefs about reading and its instruction is important to teacher educators because these beliefs influence the interpretation and value the preservice teachers assign to the variety of experiences they encounter in their reading methods courses, which were the sites for my data collection. Therefore, my study focused on the experiences and beliefs of preservice teachers as they negotiated their understanding of multiple experiences with reading instruction and continued the process of developing and refining their beliefs as teachers of reading while enrolled in a teacher education program. Additionally, I examined how preservice teachers' plans for teaching reading – *action agendas* (Pajares, 1992) – were influenced by the experiences they had. The potential for beliefs to shape future behavior suggests the importance of a study such as

mine because it revealed factors that influenced the development of these educational beliefs.

In the next few sections of this chapter I introduce the conceptual framework for my study, which examined how four preservice teachers developed and refined their emerging beliefs as teachers of reading at three points during their teacher education program. First, I explain the relationship between knowledge and beliefs. Next, I survey the role of experience in teacher education and how it influences preservice teachers' action agendas for teaching reading. I then present Bakhtin's (1981) theory of ideological becoming which explains his views on how individuals' belief systems, how we think things will/should be, emerge and develop (Freedman & Ball, 2004). The dialogic perspective offered by Bakhtin frames the remaining sections of this chapter, in which I describe how the multiple experiences lived by preservice teachers intersect and inform not only the development and emergence of their beliefs regarding reading and its instruction, but also their action agendas for teaching reading.

Knowledge and Beliefs

The relevance of knowledge and belief in teacher education becomes complicated when one tries to define each of these terms in isolation. Many philosophical experts have studied and continue to study the theory of knowledge; also known as epistemology. A difficulty often encountered in epistemology is the close-knit nature of knowledge and beliefs. Although differences of opinion do exist, it is widely accepted that beliefs influence knowledge to some degree. In the following paragraphs I first look at the two constructs separately and then consider how they are connected. I end with a discussion of the influence knowledge and beliefs have on the emergence and development of preservice teachers' beliefs.

One of the major questions epistemology deals with is "What is knowledge?" The classical definition, accredited to Plato, was generally accepted until the 1960s.

Plato defined knowledge as justifiable true belief. In 1963, however, Edmund Gettier suggested this might not always be the case. Since then many attempts to firm up a definition for knowledge have been suggested. Basically, these suggestions for defining knowledge fall into two categories: propositional or procedural. Propositional knowledge refers to the knowledge of something and has been characterized as declarative knowledge, theoretical reason, and descriptive knowledge. In contrast, procedural knowledge refers to knowing how something is done. It has been characterized as practical reason and mainly deals with actions (Steup, 2006).

Like knowledge, beliefs also have been characterized in many ways. Pajares (1992) illustrates this with his discussion of beliefs as a *messy construct*.

> They travel in disguise and often under alias – attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, actions strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature. (p. 309)

Beliefs, because they deal with individuals' understandings, are difficult to define without a contextual frame of reference. They also require some level of inference regarding their presence. You can't observe belief, but rather you infer what beliefs a person has based on their belief statements, actions, and plans for action *about* something (Rokeach, 1968; Sigel, 1985; Harvey, 1986). As suggested by Pajares (1992) any study involving an investigation into beliefs requires a narrowing of scope. Because of his suggestion I chose to focus on preservice teachers' beliefs *about* reading and its instruction as the contextual frame of reference for my study.

Research on the development of teacher knowledge indicates that it depends to a certain level upon an individual's prior beliefs regarding teaching. Munby, Russell, and Martin (2001) found in their review of research that changing already-established beliefs regarding teaching is difficult, if not impossible. Preexisting beliefs tend to be strong and more connected; therefore preservice teachers may reject knowledge presented in a

teacher education program when it doesn't match what they already believe. Pajares (1992) refers to the static nature of beliefs as the primacy effect: "A primacy effect is at work as these early inferences bias interpretations of subsequent and often contradictory information, so that personal theories are always insufficiently revised even in the face of contradictions this new information may hold" (p. 317). This is similar to Nisbett and Ross' (1980) perseverance phenomena in which individuals manipulate contradictory information so that it actually supports what they initially believed in.

Beliefs play an integral role in the body of knowledge you develop. Pajares (1992) suggests, "Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted" (p. 325). Beliefs influence what knowledge will be comprehended and how it will be interpreted. Beliefs can have an impact on the experiences preservice teachers have with education by filtering what aspects of knowledge presented in the teacher education program will be accepted/rejected. The role of experience, therefore, is linked to the filtering nature of beliefs and the acquisition of knowledge.

Experiences and Action Agendas

The role experience plays in the development of a teacher, therefore, should not be overlooked, but valued for how it may influence that development. The experiences one has with being a teacher occur long before entering a formal teacher education program. Many of us at an early age developed some understanding of what a teacher is. Whether we attended preschool or watched Ms. Frizzle in action on the television, we knew what teachers did. Even today when someone says "teacher", we can immediately call up a mental image of a teacher. These images, however, tend to oversimplify the essence of being a teacher. As teacher outsiders we project a perspective of what a teacher is that relies mainly on culturally-scripted (Alsup, 2006), stereotypical images of

teacher. Britzman (2003) suggests, "The overfamiliarity of the teaching profession is a significant contradiction affecting those learning to teach" (p. 27). This overfamiliarity may eventually lead to confusion for preservice teachers.

Associated with this confusion are the preservice teachers' beliefs about teaching. Pajares (1992) described how beliefs about a particular topic lead to plans for future behavior; what he called *action agendas*. With regard to teaching, he stated, "A teacher's attitude about a particular educational issue may include beliefs connected to attitudes about the nature of society, the community, race, and even family. These connections create the values that guide one's life, develop and maintain other attitudes, interpret information, and determine behavior" (p. 319). During their teacher education program preservice teachers find themselves shifting in and out of roles and experiences as *student*, *student teacher*, and *teacher*. They find themselves attempting to reconcile these roles with their existing beliefs about what being a teacher entails. Their experiences both inside the university classroom and during their field experiences sometimes conflict not only with each other, but also with existing beliefs based on prior experiences. Despite growing interest in the beliefs and/or dispositions of preservice teachers, it is usually left up to the preservice teacher to negotiate all these experiences gained in a variety of contexts (prior, university-, and field-based) in order to develop their belief systems and action agendas for teaching.

Developing and refining beliefs may involve letting go of previously held conceptions regarding the nature of teaching. Sumara and Luce-Kapler (1996) describe becoming a teacher as a process of unbecoming. According to them, "learning to teach is a form of 'unbecoming' the identity one brings to the process of learning to teach" (p. 81). Additionally, they contend learning to teach is more than just learning teaching skills, but involves a process of negotiation among three images of teacher: *pre-teaching image*, *fictive image* (occurs while in a teacher education program), and the *lived image*. Developing and refining educational belief systems requires preservice teachers to

confront all these images of teaching and interpret what being a teacher means to them personally.

Flores and Day (2006) provide us with insight regarding where images of teacher come from. They characterize teacher identity and its construction as "the interplay between contextual, cultural, and biographical factors" (p. 219). It involves a continual process of negotiation in which *mediating influences* and *socializing agents* influence identity construction. Mediating influences include "pre-teaching identity, past influences, contexts of teaching, and reshaped identity" (p. 230). Socializing agents are the people included in classroom contexts and teacher education experiences. Through the process of negotiation individuals continually construct, deconstruct, and reconstruct their identities as teachers.

Other researchers have added to our understanding of the foundational role experience plays in the emerging and developing beliefs of teachers. Fang (1996) describes personal history beliefs as forming teacher identities. Connelly, Clandinin, and He (1997) suggest a teacher's identity, what they refer to as professional knowledge landscape, includes personal, in-school, and out-of-school experiences. Danielewicz (2001) states engagement in teaching practice and social categorization (being seen as a teacher) during the process of learning to teach influences teacher identity. Britzman (2003) cites biography, emotions, and institutional structures as key elements in constructing teacher identity. Alsup (2006) discusses how constructing a teacher identity involves negotiating through existing personal beliefs and the knowledge of being a teacher. She characterizes the professional identity of a teacher as one "that integrates the intellectual, the emotional, and the physical aspects of the teacher's life" (p. 36). All these characterizations of teacher identity and its construction involve negotiation of the experiences and beliefs preservice teachers have both prior to and during enrollment in a teacher education program.

Teacher education programs, by their very nature, become the contact zones (Bakhtin, 1981) in which differing beliefs regarding the nature of teaching intersect and vie for privilege (Freedman & Ball, 2004). The emergence and development of belief systems has been characterized as a struggle for voice (Britzman, 2003), an integration of personal and professional selves (Alsup, 2006), and a socially-situated process (Johnson, 2004). Preservice teachers come to teacher education programs with already existing beliefs of the teachers they want to become. Their preexisting beliefs are often challenged by information presented during their teacher education programs. The various ways in which being a teacher is represented and discussed make up the discourses of teacher belief development.

As preservice teachers struggle to make sense of the competing discourses, they are developing and refining their teacher beliefs by determining which discourses they ultimately take up as their own. Alsup (2006) refers to the competing discourses collectively as *borderland discourse*:

> Within borderland discourse there is evidence of contact between disparate personal and professional subjectivities, which can lead to the eventual integration of these multiple subject positions. Such integration through discourse is vital for the developing teacher, who must negotiate conflicting subject positions and ideologies while creating a professional self. (p. 6)

In other words, preservice teachers encounter many beliefs regarding what it means to be a teacher while they are learning to become a teacher. In order to continue refining their own teacher beliefs, preservice teachers need to develop their own self-understandings of these beliefs. The dialogic nature of learning requires us to listen to preservice teachers as they narrate their negotiation of experiences and begin refining their teacher beliefs.

My study of teacher beliefs is important because I explored how individuals negotiated the many discourses available to them during prior experiences, university-based experiences, and field-based experiences. Additionally, I explored how these

experiences were linked, if at all, to their action agendas for teaching reading. This process of negotiation is a critical factor in investigating the social process of developing one's own beliefs regarding reading and its instruction. The foundational discourse of experience, as Britzman (2003) explains, "will go on to structure the values we bestow onto theory and practice, reading and doing, thinking and acting, knowing and ignoring" (p. 13). In other words, the experiences lived by preservice teachers will have an impact on the teacher belief systems they construct and ultimately on the teachers they will become.

This study builds on and adds to existing studies of teacher beliefs in three ways. First, many of the studies I reviewed took place during student teaching or first year teaching situations. While I believe these are important studies, I suggest even more information can be found by studying preservice teachers early in their teacher education program. My study provides a link between studies that have been done regarding popular cultural references to teaching (Weber & Mitchell, 1995; Sandefur & Moore, 2004) and first year teaching studies. In addition my study provides insight regarding the influence university-based and field-based experiences have on the process of teacher belief development. The American Educational Research Association's (AERA) recent publication, *Studying Teacher Education* (2005), in fact calls for more studies addressing the impact claims of methods courses and field experiences.

The second unexplored area found in my study is the focus I place on elementary teachers of reading. A majority of the studies I reviewed dealt primarily with secondary English preservice teachers. Given the increased public awareness of reading (Hoffman, Roller, & National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction, 2003), early reading development in particular, and a personal commitment to the importance of elementary reading instruction, I chose to focus specifically on the emerging and developing beliefs of elementary teachers towards reading and its instruction.

Third, my study looks at the development of teacher beliefs over two reading methods courses. The studies I reviewed generally used only one course/one semester as the research context. I feel this limits the potential of their findings. This limitation is echoed in AERA's (2005) study of teacher education; specifically Clift and Brady's chapter dealing with methods courses and field experiences. Therefore, my study focuses on how elementary preservice teachers' beliefs about reading and its instruction emerged and developed over two semesters in which they were enrolled in two different reading methods courses with two different structures of field experience. The same preservice teachers were followed through both courses in an attempt to reveal the authority various mediating influences and socializing agents had on the emergence and development of their beliefs.

Theoretical Framework

The way preservice teachers make sense of the competing sources of information regarding what it means to teach and be a teacher is through language. Because of this I chose to use Mikhail Bakhtin's theory of *ideological becoming* as my framework. According to Bakhtin (1981), "The ideological becoming of a human being is the process of selectively assimilating the words of others" (p. 341). Bakhtin's theory focuses on how we develop our beliefs systems (how we think things will/should be) through dialogic and social processes. He maintains belief systems develop when we make choices based on the discourses available to us. Bakhtin's notion of heteroglossia illustrates the complexity of belief system development in the presence of competing sources of information.

Like Alsup's (2006) notion of borderland discourse, heteroglossia refers to the presence of multiple discourses and their related beliefs. The tensions inherently found when multiple discourses are present require individuals to navigate moments of heteroglossia as they refine their own belief systems. These moments of heteroglossia

may happen when individuals are presented with information that conflicts with their current knowledge/belief. An example of this is Shulman's (1998) characterization of the two types of experiences (university- and field-based) found in teacher education as a source of tension. He portrays field-based experiences as places where preservice teachers are "admonish(ed) to forget all the nonsense they were taught at the university because now they will learn the way it is really done" (p. 518). The concerns over disparate experiences and mixed messages regarding the nature of teaching seem to lead to Alsup's (2006) borderland discourse and Bakhtin's (1981) moments of heteroglossia.

Bakhtin (1981) goes on to explain that the discourses present during moments of heteroglossia can be categorized as *authoritative discourses* and *internally persuasive discourses*. In my study I use these categories to explore the development of teacher belief systems. I believe this provides an organizational framework for the analysis and articulation of competing discourses. By providing the following definitions, I hope to make explicit not only how I will use them, but also how they are linked.

Authoritative Discourse/Internally Persuasive Discourse

Authoritative discourse is the official discourse; the voice of authority, *the language of power* (Delpit, 1995). Authoritative discourses are not to be considered static, but dependent on the controlling social circumstances of the moment. They are "specific points of view on the world, forms for conceptualizing the world in words, specific world views, each characterized by its own objects, meanings and values" (Bakhtin, 1981, pp. 291-292). Authoritative discourses demand acknowledgement and include many directives from those in authority, such as the U. S. Department of Education over state departments of education, state departments of education over teacher education programs and district school systems, etc. These authoritative discourses are pervasive and this is the key to their status and power: everyone hears them (Morson, 2004).

Internally persuasive discourses, in contrast, are the personal beliefs we hold. They inform our thoughts and shape us into who we are. Internally persuasive discourses are developed as we move beyond just responding to authoritative discourses and assimilate, develop, and articulate our thinking, "by recasting others' ideas in the process of making sense of them" (Greenleaf & Katz, 2004, p. 177). Internally persuasive discourses shape what we think as individuals. They are constantly changing due to our interactions with others and the contexts in which we find ourselves.

It is the interplay between authoritative discourses and internally persuasive discourses that is central to the emergence and development of beliefs and shapes the dialogic process through which beliefs are refined. According to Bakhtin, these two types of discourses are involved in almost constant interplay. The interplay involves a struggle to unite the many discourses into one voice that is internalized and authoritative for us personally. As we decide which discourses we will appropriate and what meaning we give them, our belief systems and action agendas are established.

Refining belief systems involves just such a process of interplay between authoritative and internally persuasive discourses. Britzman (2003) characterizes teaching as dialogic and "situated in relationship to one's biography, present circumstances, deep commitments, affective investments, social context, and conflicting discourses about what it means to become a teacher" (p. 31). In authoring ourselves as teachers we juxtapose the many discourses into a narrative of what we believe a teacher is (Johnson & Mosley, 2006) and represent ourselves as teachers to others through the accounts we share about our experiences. In addition to allowing for rehearsal of the belief systems one hopes to establish, these narrative accounts provide opportunities for the process through which beliefs and action agendas emerge and develop to become visible to others and allows for guidance from the teacher education program.

The Study

My study focused on the emerging and developing belief systems preservice elementary teachers had as they learned to become teachers of reading. Unfortunately, limited research exists in this area of preservice reading education. Indeed, Anders, Hoffman, and Duffy (2000) determined in their review of research in teacher education that of the 19, 457 studies done in reading, only 140 focused on preservice reading education. They state that "we do not know enough about the construct [teacher beliefs] to effect change" (p. 733). Linek, Sampson, Rain, Klakamp, and Smith (2006) add to this stance by citing the lack of research in the development of literacy beliefs and practices in preservice teachers.

I address this limited area of research by exploring preservice reading teachers' belief systems development using narrative analysis. The methodology I used was interactional positioning (Wortham, 2001), which allows for the narrative analysis of how individuals position themselves while creating /enacting their identities through the stories they tell about their experiences. I also administered and analyzed a survey of preservice teacher belief statements about reading instruction (Yussen & Dillon, 2002). In an attempt to track changes in beliefs over time, I administered the survey at the beginning and end of each of the methods courses included in my study. By analyzing the narratives and belief statements of preservice teachers, I make visible their processes of belief systems development and refinement during the negotiation of prior, university-, and field-based experiences. Below I define the parameters of these experiences as I used them in my study.

Prior Experiences

The first area of experiences I will discuss is that of prior experiences. It has been established that preservice teachers come to teacher education programs as insiders (Connelly & Clandinin, 1995; Carter, 1993; Goodman, 1988; Lortie, 1975). Through

their own experiences as students they have seen what teachers do for years. Indeed, these histories have the power to promote or impede the individuals' responsiveness to teacher education programs. Specifically, the histories become filters through which students determine the acceptance or rejection of teaching knowledge presented in the teacher education program.

Prior experiences, as defined in this study, include occurrences, interactions, and beliefs formed preceding formalized preservice teacher education. Occurrences and interactions are encompassed in the reading histories of the preservice teachers; both while they were learning to read and while they are students in teacher education programs. Building on Flores & Day's (2006) notion of mediating influences and socializing agents, I explored how issues of context, materials, and the influences from other people (Clift & Brady, 2005) informed preservice teachers as they further refined their belief systems as teachers of reading.

Contexts considered included the preservice teachers' participation in activities surrounding learning how to read in their home as they were growing up, in their elementary school, and in their community. Materials refer to the items that fostered their development as readers and possibly their play at being teachers. People playing a significant role in prior experiences may include family members, caretakers, teachers, librarians, and the general public. These mediating influences and socializing agents are important to my study because they provided the initial categories for analysis of previous research done in this area and my own data.

University-based and Field-based Experiences

Reading teacher education, indeed teacher education as a whole, consists of university-based and field-based experiences. Romano (2005) characterized information learned in university-based experiences as *knowledge-for-practice*. University-based experiences, such as the two methods courses which were the sites for my study, are

designed to teach preservice teachers methods of instruction in the various content areas. Alongside this knowledge is the *knowledge-in-practice* found in field-based experiences. Field-based experiences, such as the practicum and clinical settings found in this study, are designed to provide opportunities to observe and try out various instructional and organizational methods with children.

In keeping with the preliminary categories I used for analysis of prior experiences, I used context, materials, and the influences of other people within university- and field-based experiences to organize my study. University-based contexts to consider include the two reading methods courses in my study. Materials refer to the items used by the instructors of these courses to convey course content. Influential people to consider include instructors and peers. Within the field-based experiences, contexts to consider include the two course-associated practicums. Materials refer to items the preservice teachers observe being used and/or use themselves for reading instruction with children. Influential people to consider include the cooperating classroom teachers, other staff in the assigned buildings, the children, and the preservice teachers' peers. By studying both types of experiences I explored their influence on the emergence and development of preservice teachers' belief systems dealing with reading and its instruction.

The discourses found in prior, university-based, and field-based experiences can influence the emergence and development of preservice teachers' belief systems. Agee (1998) states teacher education needs to assist preservice students "with pulling all their ideas, old and new, together so they can begin to construct a coherent theory of pedagogy" (p. 118). By focusing my research on the intersection of prior, university-, and field-based experiences and how they inform the development of belief systems, I present a clearer understanding of how these preservice teachers came to make meaning of being teachers of reading through the experiences they had. Additionally, I reveal how their experiences shaped not only their belief systems, but also their action agendas for

teaching reading. The Bakhtinian perspective of ideological becoming allows for just such an exploration. Specifically, I investigated the multiple discourses in preservice teachers' lives and how the experiences they encountered influenced their belief systems as teachers of reading. With this perspective in mind, I explored the following research questions:

1. Prior to student teaching, how did the focal participants position themselves as teachers of reading?
    a. What beliefs regarding reading and its instruction did they profess to have?
    b. How did they situate themselves and others in the development of these beliefs?
2. Prior to beginning their reading methods courses, what initial beliefs regarding reading and its instruction did the focal participants have?
    a. What initial beliefs regarding reading and its instruction did they recall having?
    b. What prior experiences with reading and its instruction, both as reported by the focal participants and from my perspective, may have influenced the development of these initial beliefs?
3. How did these initial beliefs evolve during the focal participants' university- and field-based experiences with learning how to teach reading?
    a. What shifts in their beliefs, if any, occurred during these experiences?
    b. Where in these experiences did these shifts occur?
    c. What variables, both as reported by the focal participants and from my perspective, influenced these changes?
4. At the conclusion of the final interview, what intentions or *action agendas* (Pajares, 1992) for teaching reading in the future did the focal participants have?

a. What beliefs regarding reading and its instruction did they now report to have?
b. What aspects of reading and its instruction did they intend to privilege in their future classrooms?
c. What did they view their role as a teacher of reading to be?

In the next chapter, I provide an overview of the research literature related to the dialogic process of becoming a teacher of reading. I begin with an overview of research associated with prior experiences and the various issues regarding entering beliefs about reading instruction. I then review the research literature concerning the consistency between university-based and field-based experiences. I end with a discussion of the research associated with the intersection of prior, university-, and field-based experiences and how they influence the emergence and development of preservice teachers' belief systems. This overview of the research literature establishes the groundwork for my study of how preservice teachers' belief systems about reading and its instruction emerged and developed during their teacher education program.

CHAPTER 2: REVIEW OF LITERATURE

Exploring the dialogic process by which preservice teachers' beliefs regarding reading and its instruction emerge and develop is a relatively new area of research in the field of teacher education. Teacher education research in general and reading teacher education research specifically has been around since the 1900s and has experienced three shifts in focus. First, the traditional-craft (apprenticeship) focus was prevalent from 1900-1960. This was followed by the competency-based (strategies/methods) focus during 1960-1980. Finally, the inquiry-oriented (teaching teachers/how teachers learn) focus began in the mid-1980s and appears to be the current focus of reading teacher education research (Alvermann, 1990; Anders, Hoffman, & Duffy, 2000; Russell & Korthagen, 1995).

Hoffman and Pearson (2000), however, hint at two emerging and conflicting research foci for the next millennium in their cleverly entitled article, *Reading teacher education in the next millennium: What your grandmother's teacher didn't know that your granddaughter's teacher should*. It is their contention that the general public views a training model with a competency-based focus for teacher education as being efficient and cost-effective. They argue, however, that teacher educators need to be more concerned with teaching teachers and emphasizing an inquiry-oriented focus, despite the current "political forces that privilege a training model for the preparation of teachers" (p. 29). They urge teacher educators not to consider this a static dichotomy, but rather consider how training fits into and enhances teacher educators' and preservice teachers' understandings of the complexities involved in teaching reading. I believe the focus on teaching teachers they suggest in the presence of conflicting foci is at the heart of teacher belief system development.

Teacher belief system development requires preservice teachers to negotiate often conflicting views regarding teaching in order to make sense of the teachers they will

become. I see the second (competency-based) and third (inquiry-oriented) historical shifts in reading teacher education research converging as our educational system experiences an onslaught of education policy debates. Therefore, I suggest teacher belief system development as a possible fourth shift in focus for reading teacher education research that will carry us into the new millennium. It is this focus on the process of reading teacher belief system development that guided my review of literature for my study.

In this chapter I will establish the research foundation for my study, which examined how preservice teachers' belief systems regarding reading and its instruction emerged and developed. Beginning with Britzman's seminal work, *Practice makes practice: A critical study of learning to teach*, written in 1991 and revised in 2003, the research on teacher belief systems and the experiences that shape them is just developing. As noted in Chapter 1, belief systems are constructed as individuals interpret their autobiographical experiences as they encounter new experiences in their day-to-day lives. Britzman (2003) goes on to describe this dialogic process when she states, "With this dialogic understanding, teaching can be reconceptualized as a struggle for voice and discursive practices amid a cacophony of past and present voices, lived experiences, and available practices." (p. 31). Because preservice teachers' cumulative experiences play a significant role in teacher belief system development, understanding what those experiences are and how they interact with each other is vital to understanding the process of teacher belief system development.

I begin by examining the research associated with prior experiences and the various issues regarding entering beliefs about reading and its instruction. Next, I review research concerning issues of consistency between 1) prior experiences and university-based experiences and 2) university-based and field-based experiences. Next, I discuss research associated with the intersection of prior, university-, and field-based experiences. Finally, I end this chapter with a discussion of how these experiences (prior,

university-, and field-based) influence the teaching belief systems that preservice teachers author. This review of the research literature establishes the groundwork for my study which explored the process through which elementary preservice teachers' beliefs regarding reading and its instruction evolved. For each subtopic, I will begin with a brief overview of relevant teacher research in general and when possible will then narrow my focus to reading teacher research.

Prior Experiences

Prior experiences, in my study, refer to the interactions and beliefs preservice teachers have before they enter a formal teacher education program. Sumara and Luce-Kapler (1996) call this the pre-teaching image. The pre-teaching image has been shaped both institutionally and culturally. By participating in the institutionalized environment of *school*, the preservice teachers have seen what teachers do for years. Popular cultural references to teaching have also informed preservice teachers regarding what teachers look like and do. In exploring the research regarding the experiences preservice teachers have had with education, I found it helpful to consider the mediating influences and socializing agents (Flores & Day, 2006) that have shaped their pre-teaching images. In the next two sections I will discuss some of the existing literature for preservice teachers' prior experiences with education in general and their prior experiences with reading instruction specifically.

General Prior Experiences with Education

In Chapter 1, I discussed the complex nature of beliefs and how our many lived experiences have come to shape the belief systems we construct. In order to account for these various experiences, I've organized my discussion of the literature pertaining to general prior experiences with education into the following categories: demographics, diversity, popular culture, perceptions of teaching, and motivation to teach.

Entering Preservice Teachers' Demographics

Following Gee's (2001) characterization of identity as being constructed of interrelated elements, any discussion of prior experience would be incomplete without some attention given to the demographics of preservice teachers. Demographics contextualize the prior experiences of preservice teachers and provide a point of reference for issues of diversity and popular culture. Zumwalt and Craig (2005) suggest knowledge of preservice teachers' demographics could provide teacher educators with information regarding how "they [demographics of preservice teachers] interact with types of preparation, placement, and retention" (p. 144). A caution I encountered in my readings, however, suggested single-site studies can provide misleading information regarding general demographic data because of the variance among institutions and regions. For this reason, I decided to focus my discussion of demographic data on reviews of research in an effort to obtain an accurate depiction of general demographical trends and changes over time for those entering the field of education.

Brookhart and Freeman (1992) reviewed 44 studies concerning the characteristics of individuals entering teacher education. They defined these individuals "as students enrolled in their first teacher preparation course" (p. 37). This is an important distinction because if we wish to establish the prior experiences preservice teachers have it is best to do so before they become too socialized within the culture of their teacher education program. Many of the studies they reviewed used surveys to obtain data. Most studies did not focus solely on demographics, but included demographic information of their subjects in an effort to contextualize the studies and participants.

The demographic findings of this review support the notion that entering preservice teachers are typically White females. Education majors reported working harder for their grades and having a higher level of involvement in extra curricular activities than their non-education peers. Their socioeconomic status tended to be lower than non-education majors.

Howey and Zimpher's (1996) review of studies supported and extended Brookhart and Freeman's (1992) findings. Their review summarized four years' worth of data from the American Association of Colleges for Teacher Education's program, Research About Teacher Education (1987, 1988, 1989, & 1990). They concluded that, in general, preservice teachers are White females, who come directly from high school, and primarily rely on family resources to pay for their education. Rather than enrolling in a school based on its academic reputation, preservice teachers tend to enroll in a school that is close to home and affordable.

Wideen, Mayer-Smith, and Moon (1998) reviewed 97 studies published after 1990. They felt that "the story of how beginning teachers experience programs of teacher education begins with who they are" (p. 130). In summarizing the studies they reviewed, they concluded:

> The typical candidate for teacher education in the United States and Canada is a White, Anglo-Saxon, lower- to middle-class female who has grown up in a suburban or rural area. She is monolingual in English, has traveled very little beyond a 100-mile radius of her home, and has attended a local college or university close to her home. She hopes to teach average, middle-class children in a community similar to the one in which she grew up (p. 141).

They also felt that the homogenous nature of entering preservice teachers was a negative that should continue to be addressed.

In the most recent review of demographic data pertaining to entering preservice teachers, Zumwalt and Craig (2005) focused on four aspects – gender, race and ethnicity, socioeconomic background, and age. The research they reviewed dated back to 1985. They found that most elementary preservice teachers were female. They did note that "although early childhood and elementary teacher education students from all racial and ethnic groups were predominately female, all minority groups had a higher proportion of men in these fields than Whites did" (p. 114). In regards to race and ethnicity they concluded that most preservice teachers only spoke English, but they noted that the

diversity among preservice teachers is increasing. They too caution that demographic findings vary across research sites. The reviewers looked at educational attainment and occupational profiles of parents of prospective teachers and found the socioeconomic backgrounds of entering preservice teachers to still be "modest, but are gradually increasing" (p. 115). Preservice teachers also tend to graduate at an older age than non-education graduates.

From these reviews I conclude that the entering demographics of preservice teachers have been somewhat stable since 1985. White females from middle-class homes still are predominant in teacher education programs. It is promising however, that diversity among preservice teachers is increasing, given that the classrooms of today are largely heterogeneous. While impact studies (studies exploring cause/effect relationships and/or claims) are inconclusive at this time, Zumwalt and Craig (2005) call for studies that will inform and "help educators better prepare prospective teachers who can meet the diverse needs of all students" (p. 147). These studies would help establish how demographic variables might influence preservice teachers' preconceptions regarding teaching children that differ from their demographic profile.

Preservice Teachers' Preconceptions: Diversity

The preconceptions preservice teachers have regarding teaching children from a background that is different from their own is an area just beginning to be addressed in research literature. Paine (1990) addressed this issue in her study of five preservice sites in the United States. Using surveys and interviews of 233 preservice teachers, she discovered four patterns across the five sites. First, the preservice teachers seemed to believe equity could be achieved by downplaying differences and treating all learners the same. Second, she found that "even in rejecting the importance of gender, race, or class, the respondents implied that 'difference' is a problem" (p. 8). Preservice teachers felt the solution for educating students that were different from the norm was student

motivation, and motivation alone was the factor for improving or impeding student learning. Third, the preservice teachers appeared to have naïve implicit models of teaching that required them to react to student differences by making sure individual students were interested in the content. Similar to student motivation being the educational solution, preservice teachers believed student interest would ensure successful teaching. Finally, the preservice teachers had difficulty articulating "categorical differences such as gender, race, and social class" (p. 10). They tended to focus on individual differences and issues of fairness. Paine concludes by characterizing the preservice teachers' views toward learners from diverse backgrounds as idealistic and confused.

This conclusion was supported by Zumwalt and Craig's (2005) review of research regarding the preparation of preservice teachers for diverse classrooms. They found that "the majority of teacher candidates…have limited experience with those from cultures different from their own. Many candidates hold negative attitudes and beliefs about those different from themselves" (p. 485). They do however, caution that the studies they reviewed had many problems with validity and reliability, so while we have some information regarding preservice teachers' preconceptions for teaching children from diverse backgrounds, more sophisticated research is needed in this area.

Preservice Teachers' Preconceptions: Popular Culture Images

Related to the static demographic data regarding who becomes a teacher, an area of growing interest is the stereotypical images of teacher portrayed in the popular culture. In their 1995 text, *That's Funny, You Don't Look Like a Teacher*, Weber and Mitchell explore what they call the *cumulative cultural text of teacher*. They studied books, movies, TV shows, children at play and drawings depicting teachers. For the drawings they asked children, preservice teachers and experienced teachers to draw a picture of any

teacher and then tell about their pictures, either orally or in writing. They collected over 600 drawings to analyze. The drawings across all participants were very similar and contained traditional teacher items such as blackboards, desks, apples, pointers, etc. Some of the preservice teachers did use the drawing activity as an opportunity to protest the stereotypical role of teaching as transmission by depicting teachers interacting with students, i.e. sitting in a circle with children reading a story. The drawings were predominantly of kind-looking women, wearing long dresses/skirts with hair in a bun. Girls tended to glamorize teachers by adding jewelry and Barbie-like traits. Boys tended to sexualize teachers by adding breasts and man-like clothing. The teacher images also showed the teacher controlling the students.

In their review of movies and TV shows Weber and Mitchell (1995) found evidence of teaching being depicted as a natural act with teacher preparation being unnecessary. They also suggested that the promotion of the image of teacher as a self-sacrificing female teacher who is "antiunion and willing to do anything for the children" (p. 113) exists in popular culture. They maintain that entering preservice teachers draw on this cumulative cultural text of teacher as they begin shaping and reshaping their pre-teaching image.

Extending the research regarding the influence of popular culture on images of what a teacher is, Sandefur and Moore (2004) reviewed 62 children's picture storybooks published from 1965 to the present. It is their contention that "these representations [of teacher] become subsumed into the collective consciousness of a society and shape expectations and behaviors of both students and teachers" (p. 41). Only 6 of the 62 storybooks reviewed contained positive images of teachers. The other images of teacher showed "daft incompetence, unreasonable anger, or rigid conformity" (p. 50). Supporting the previous demographic finding, they also found that the teachers in children's picture storybooks were primarily White, non-Hispanic women. The images of teachers contained in popular culture shape society's perceptions of who teachers are

and what teaching is in superficial ways and in turn create the *cumulative cultural text of teacher* (Weber & Mitchell, 1995).

While the images contained in popular culture do shape society's perceptions of teachers and teaching, the teachers preservice teachers have had also play a part in shaping these perceptions. Mead (1992) found that when preservice teachers shared memories of their own teachers, the images were similar to those contained in popular culture. He analyzed 159 explicit descriptions preservice teachers gave of their former teachers and found two-thirds to be positive. Positive accounts of teachers indicated someone that is caring, innovative and communicative with children. Negative accounts of teachers showed the teachers as insensitive, unable to teach content, and demeaning towards students. Their inability to teach content was not linked necessarily to their possession of content knowledge, or lack thereof, but rather their inability to *teach* their content knowledge to students. Regardless, whether or not the memories were positive or negative, they all continued to show a simplistic preconception of teaching with little attention given to teachers possessing strong content knowledge.

Preservice Teachers' Preconceptions: Teaching Is….

Weinstein (1989) also found the existence of simplistic preconceptions regarding what teaching is in her study involving preservice teachers. She administered a questionnaire to 113 students enrolled in an introductory level education course. Her findings suggest preservice teachers "tend to engage in 'unrealistic optimism' and to demonstrate self-serving biases, perceiving as important for teaching those attributes that they themselves possess" (p. 50). On the whole, though, she found that preservice teachers tended to favor interpersonal relations over academic and instructional responsibilities. Elementary preservice teachers tended to do this more than secondary preservice teachers. The preservice teachers in this study ranked high teacher IQ as the least important aspect of teaching, with a commitment to teaching, patience and creativity

being the top most important aspects of teaching. They defined a really good teacher as someone who is caring, understanding, warm, and friendly. Meeting students' needs and being prepared were ranked in the bottom 4 out of the 20 pre-identified attributes needed by an elementary teacher.

The emphasis preservice teachers placed on interpersonal relations found in Weinstein's (1989) study was also apparent in Brookhart and Freeman's (1992) review of research on characteristics of entering preservice teachers. Their review revealed entering preservice teachers are (1) confident in their teaching abilities, (2) less confident in their subject knowledge, (3) more concerned with their role as nurturer than promoting academics, and (4) prone to viewing teaching as the dispensing of knowledge. I find these characteristics to be conflictual. How can you be confident in your abilities and view your role as the dispenser of knowledge, when you aren't confident in your subject matter? How can you be more concerned with nurturing than academic growth, if you believe your role is to dispense knowledge? Perhaps these conflicting stances are due in part to the complex nature of being a teacher as suggested by Howey and Zimpher (1996). They concluded in their study of prospective teachers "that many preservice teachers' beliefs about teaching and learning underestimate the complexity of these endeavors and, in turn, the complexity of learning to teach" (p. 487).

While entering beliefs regarding teaching and learning may be incomplete, does this mean they cannot be refined? Emerging studies on entering preconceptions of preservice teachers suggest entering beliefs should be viewed as starting points for teacher education. Klein (1996) surveyed 279 preservice students during an introductory educational psychology class and his findings did not support all the findings of Brookhart and Freeman (1992). He felt that it wasn't necessarily the entering preconceptions at issue, but the preservice teachers' ability to articulate what alternative conceptions of teaching would look like. He suggests "the challenge then is to find ways to bridge the gap between prospective teachers' beliefs about learning and their ability to

enact these beliefs in practice" (p. 370). In other words, it is not that preservice teachers necessarily ascribe to a particular stereotype of teaching, but that they haven't learned how to enact current pedagogical thought. This stance is also supported by Ebbs (1997) in her review of preservice teacher development studies. She suggests that initial "…teaching conceptions were general and lacked complexity [but] an important first aspect of preservice teacher development" (p. 599). Both these studies suggest preservice teachers should be encouraged to explicitly examine their preconceptions of what it is to be a teacher in order to reflect, recognize flawed initial beliefs and refine their educational belief systems.

Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, and Zeichner (2005), in their review of studies on how teachers develop, continue this line of reasoning by suggesting the need exists to address the misconceptions of preservice teachers. They state that these misconceptions are often left unexamined and often are a result of the experiences the preservice teachers have had as students themselves. While they acknowledge a variety of preconceptions are held by preservice teachers, many deal with the belief that a caring teacher is more important than a teacher having strong content and pedagogical knowledge. The tendency for preservice teachers to focus on the affective nature of the teacher is also found in research involving why preservice teachers decide to become teachers in the first place.

Preservice Teachers' Preconceptions: Why Teach?

Reif and Warring (2002) surveyed college students enrolled in an initial teacher preparation course. This course is intended to help the college students determine if teaching is the profession they wish to go into. The study was conducted over two academic years and compared undergraduates to graduates. In their study, they surveyed 339 preservice teachers at the beginning of their teacher education program by asking the question, 'Why teach?' Undergraduate preservice teachers indicated their love of

children as being the number one reason they wanted to become a teacher (75%). Next was helping children (53%). The bottom two reasons for becoming a teacher were continued learning (18%) and coaching (13%). During the second year of the study, love of children was still the top reason to become a teacher (61%), but now changing the world was second (51%). While coaching (4%) and confidence in ability to teach (3%) were the bottom two reasons, continued learning was still low (11%). These findings are consistent with Frusher and Newton's (1987) earlier study of entering preservice teachers' characteristics. They found "the desire to work with children or young people" (p. 5) to be the top reason individuals entered the teaching profession. Preservice teachers appear not to be aware of or to underestimate the demands and requirements of teaching.

To summarize the literature concerning general prior experiences with education, these experiences have been somewhat consistent for the last 20 years. Demographically, entering preservice teachers are generally female, White, middle-class, and monolingual. Their prior experiences with learning and teaching have generally been limited by location – suburban and rural. Their prior experiences with and preconceptions regarding learners from diverse backgrounds have generally been limited. This limited experience has led to idealistic, confused, and sometimes negative attitudes. Popular cultural images of teacher have exposed preservice teachers to a notion of teaching as simplistic. The images tend to promote stereotypes of teachers as incompetent, either controlling or nurturing, White females.

It also appears that preservice teachers are naïve and unrealistic in their conceptions of what teaching is. I don't find this too surprising because I see teacher education programs as the place to learn the many of complexities found in teaching. Preservice teachers express many positive, affective attributes for becoming teachers, such as caring for children and wanting to work with children. One study (Klein, 1996) did dispute some of the findings in my literature review. It suggested that while preservice teachers' prior experiences may be seen by many as contributing to a naïve

and stereotypical pre-teaching image, using these prior experiences as a starting ground for teacher development is vital. While I found the general information regarding prior experiences informative, I was even more curious to find out about the prior experiences with reading elementary preservice teachers report having.

Elementary Preservice Teachers' Prior Experiences with Reading

My enthusiasm was tempered by the difficulty I encountered when trying to locate existing research that focused solely on the prior experiences of elementary preservice teachers with reading and reading instruction. Research tended to give general rather than subject specific information regarding either elementary or secondary preservice teachers. Research tended to be structured as either change or impact studies in reading beliefs. This left me with an interesting dilemma. How do I account for the prior experiences with reading, both teaching and being taught to read, that elementary preservice teachers report having through a review of existing research literature? Bean's (1993) study of secondary content area reading preservice teachers provided me with a solution. In his study Bean used an autobiography assignment to discover what prior experiences his preservice teachers reported having with reading and its instruction. This reflective assignment gave him information regarding the influencing factors present in the prior experiences of his secondary preservice teachers. While not addressing the beliefs of elementary preservice reading teachers, the use of literacy histories as a means of accessing prior experiences with reading gave me a new avenue to explore for my literature review.

Following this avenue, I discovered a study done by Roe and Vukelich (1998) in which they were trying to ascertain whether the prior experiences of preservice teachers influenced their beliefs about reading and its instruction. They analyzed 319 life histories done at the end of the semester in an introductory reading methods course. They

concluded that the preservice teachers' three categories of influence in their literacy development were models, materials, and epiphanies. The models were people they respected that had demonstrated the importance of reading and helped them acquire skills and appreciation for reading. They considered a variety of materials and their influence on the preservice teachers' literacy development models. They uncovered a striking negative regard for materials typically associated with school reading (basals, worksheets, phonics, and tracking). The epiphanies were mainly positive and episodic involving particular people, units, and activities. The preservice teachers also relied on their prior experiences, both positive and negative, when discussing classroom reading practices they intended to avoid or use. If they had positive experiences with a classroom reading practice, they stated they'd use it. If the preservice teachers had a negative experience with a classroom reading practice, they stated they intended to avoid it. This is what I would have expected, but I was dismayed to see that negative experiences with classroom reading experiences were almost double that of the positive experiences.

While I found this study interesting, I still found it didn't meet my requirements of focusing specifically on elementary reading preservice teachers. It did address prior experiences with reading, but neglected to isolate the differences, if any existed, between the elementary (227) and secondary (92) preservice teacher participants. While I feel the self-report life histories of the students probably are accurate, I would think the information would have been more accurate if the life history assignment had been done at the beginning of the semester, rather than at the end. I would expect that some of the course content and instructor biases might have played a role in what the preservice teachers reported their prior experiences were. Unfortunately, I could unearth no such studies dealing with elementary preservice teachers' prior experiences with reading and its instruction. This limitation caused me to search for another avenue to explore in an effort to uncover prior experiences with reading and its instruction.

In trying to define the direction my search should go in I found myself revisiting Pajares' (1992) discussion of teacher beliefs. In his paper he states, "Clusters of beliefs around a particular object or situation form attitudes that become action agendas" (p. 319). This led me to think that the action agendas preservice teachers construct based on their prior experiences with reading and its instruction could possibly be evidenced in the reading habits they exhibit. Using reading habits of elementary preservice teachers as my search phrase led me to two studies focused on elementary preservice teachers' reading habits.

Draper, Barksdale-Ladd, and Radencich (2000) studied the beliefs and habits regarding reading and writing in elementary preservice teachers. They focused primarily on elementary teachers, but included some with special education specializations. Through the use of surveys and interviews they discovered that most of their participants remembered little about learning to read. What they did remember was linked to positive influential teachers and early home experiences that were comfortable. Some participants consciously made time to read at night, on weekends, and/or at work. Unfortunately, most participants felt they were just too busy with school to be bothered with reading. The authors questioned how these preservice teachers could provide positive reading models for their future students, if they themselves exhibited aliteracy tendencies.

This question is addressed again in Applegate and Applegate's (2004) study of elementary preservice teachers' reading habits and attitudes. They suggest a contradiction exists between preservice teachers' awareness of the need to motivate students to read and their own lack of engagement to read. They refer to this as the *Peter Effect* and describe it "as a condition characterizing those teachers who are charged with conveying to their students an enthusiasm for reading that they do not have" (p. 556). They conducted two studies in which they surveyed the reading habits and attitudes of university sophomores enrolled in an elementary teacher preparation program at the beginning of the semester. The participants came from two different institutions and

totaled 379. The authors found 51.5% of the preservice teachers were unenthusiastic about reading and chose not to read outside of course assignments. Through follow-up interviews they discovered "it was clear that significant numbers of respondents were affected, either positively or negatively, by the instruction they received during their early school years. The attitude toward reading of many [of their] teachers was relatively transparent to [the preservice students]" (p. 561). They note that unfortunately this attitude was mainly negative. Applegate and Applegate (2004) concluded that "It appears to us that educators may find themselves in a largely recursive cycle of relationships" (p. 561). In other words, this recursive cycle may influence the preservice teachers' reading instructional practices and in turn the reading development of their future students.

As I conclude this section of my literature review that focuses on prior experiences with reading and its instruction, I'm struck by several things. First, early prior experiences do play a significant part in how individuals view not only reading and its instruction, but education as a whole. Second, the stereotypical images of teachers seem to be fostered and encouraged by static demographics and popular cultural representations of teaching and teachers. Third, preservice teachers' preconceptions about teaching and their motivations for becoming teachers tend to be simplistic in nature. Again, I would suggest this is logical given they haven't experienced formal teacher education preparation. Fourth, while preservice teachers have both positive and negative memories of teachers and learning how to read, a majority of these memories are negative. Finally, the reading habits and attitudes held by entering elementary preservice teachers regarding reading indicate a trend towards aliteracy and the possible inability to encourage lifelong reading in their future students.

I feel the existing research specifically focusing on prior experiences in both general education and elementary reading leaves a lot to be desired. I came to the point at which searching for relevant research was futile and time-consuming. I made the

conscious decision to stop my search and write about what I did find, or in this case, didn't find. I wonder, however, if the lack of research may be due to the complex nature of "doing research". Many researchers have as their goal more than just establishing a context, but also include change and impact goals for study. I found this to be the case when I started organizing the research for my next section of this literature review: "What happens when prior experiences meet up with university coursework?"

Prior Experiences Meet University-based Experiences

Preservice teachers generally enter a teacher education program with a good idea what teaching is and what kind of teacher they want to be. They have informally studied teaching their whole lives. When they enter the teacher education program to begin their formal study of teaching, they are often met with conflicting information regarding teaching. During their university-based coursework they discover a need to reconceptualize their pre-teaching image and create a fictive image of teaching (Sumara & Luce-Kapler, 1996). This fictive image of teaching is their temporary teaching identity that serves as a point of reference as they go about refining their teacher belief systems during their university-based experiences.

University-based experiences, as defined by my study, include the context, materials and influences of other people within the teacher education program's coursework. Romano (2005) refers to such university-based experiences as *knowledge-for-practice*. Context refers to the on-campus coursework. Materials refer to items used in the coursework, such as reading materials, activities, and assignments. Influential people refer to the course instructors and the preservice teachers' course peers. My intent is to explore what happens when university-based experiences meet and start bumping up against prior experiences with teaching and in turn, require preservice teachers to negotiate between discourses, both authoritative and internally persuasive, regarding teaching.

Part of the process of constructing teacher belief systems requires preservice teachers to reconcile the various beliefs they have and conceptions they encounter for what teaching is. In this next section I review the existing literature involving how preservice teachers' prior experiences interact with their university-based experiences. I will first discuss literature involving general studies in teacher education and then focus on studies dealing specifically with elementary preservice teachers and reading instruction.

General Prior and University-based Experiences

In reviewing the literature for this section I deliberately narrowed my scope to include university-based experiences associated with general education and foundational education courses. I did this because I felt any studies involving methods courses were better suited for the section of this chapter that deals with field-based experiences. I found this technique to be one used in *Studying Teacher Education: The Report of the AERA panel on research and teacher education* (2005). In this report, Floden and Meniketti focused their research review on coursework done before methods courses and field experiences in an effort to establish the impact such courses have on teacher knowledge. The university-based experiences included general arts and sciences coursework and courses dealing with foundations of education. By following their example I found, as did they, that not much research exists for this area. What I did find tended to focus on specific courses and professors' attempts to change preservice teachers' beliefs regarding teaching and learning.

One of the more interesting studies I found was done by Holt-Reynolds (1992) who explored the notion that the entering beliefs of preservice teachers are actually relevant prior knowledge for coursework. For her study she held multiple interviews with nine secondary preservice teachers enrolled in a content area reading course and had them indicate agreement/disagreement with instructors' statements regarding course

principles. She found "The use of self as a prototype led these preservice teachers to believe that all learners are essentially like themselves and quite competent" (p. 343). They in turn used this belief to reject the course instructor's principles and arguments for good teaching. What I found most fascinating in this study was how Holt-Reynolds more or less took teacher educators to task for not practicing what they preach when it comes to honoring students' prior knowledge. She reminds us that:

> Until we develop ways to invite our students to share their lay beliefs, ways to understand the implications of those beliefs, and ways to encourage and sustain critical conversations about those beliefs, we will fall short of actually practicing with our own students the very principles that we are teaching them to employ. (347)

I believe this statement connects with my focus on developing belief systems because it makes room for preservice teachers to explore both the authoritative and internally persuasive discourses surrounding teaching and being a teacher. Instead of encouraging a blind acceptance (and perhaps ultimate rejection) of teaching conceptions promoted by either the general public or the educational field, preservice teachers' voices are privileged and valued as important aspects of their teacher education.

Continuing the call for valuing the beliefs preservice teachers bring to teacher education programs, Bird, Anderson, Sullivan, and Swidler (1993) challenge us to cultivate prior beliefs and promote new beliefs in our teacher education programs. In their study they focused on one instructor's attempts to influence his students' beliefs during an introductory teacher education course. Their study showed that inviting students to discuss their beliefs and challenging them to look at other perspectives was not easily, if at all, accomplished. Indeed, this instructor found that his students didn't know how to deal with the invitation to explore their beliefs. This led the authors to wonder,

> If the students hold an idea of knowledge as being transmitted from authoritative books and teachers to them, how do they regard and work with an instructor who expects them to construct and

> reconstruct their own knowledge in an encounter between what they already know and what they study in the course?" (p. 259)

So while teacher educators' intent might be to foster an open dialogue regarding the development and refinement of teacher belief systems, I'm left wondering if this can be accomplished.

The influence of course professors on the conceptions preservice teachers hold regarding teaching was the focus of a study done by Agee (1998). In her study she set out to see what conceptions preservice teachers held regarding teaching and reading literature at the beginning and end of a university course dealing with secondary school literature. She also explored how the preservice teachers responded to unfamiliar ideas and what influence the course instructor's own beliefs about teaching and reading literature had on the preservice teachers' response to the course. Using interviews and course artifacts (syllabus, handouts, assessments, learning logs, and portfolios), Agee found the professor struggled with encouraging students to question their own assumptions. The students accepted or rejected unfamiliar conceptions of teaching based on their prior experiences, cultural conceptions of teaching, and the instructional approaches of the professor. When confronted with new information regarding teaching, Agee (1998) found that these preservice teachers "relied on what was familiar to determine what was right" (p. 115). While this finding supports the importance of making space in university courses to explore the prior experiences of preservice teachers, it also indicates that this might be easier said than done.

How to value the prior experiences of preservice teachers was explored in a study done by Clark and Medina (2000). They had 60 secondary masters in education degree students read and write literacy narratives in an effort to encourage dialogue regarding literacy and multiculturalism. They found subtle shifts in the preservice teachers' thinking, as revealed by literacy narratives written at the beginning and end of the course. For literacy, their participants moved from a limited, ahistorical definition of literacy as reading and writing to a more critical definition of literacy that incorporates the process

of reading with social, cultural, and economic variables. The authors were able to use the narratives of their preservice teachers to disrupt their thinking, connect with theory, and recognize the limitations of their previously held beliefs. They suggested "These narratives hold the potential to encourage preservice teachers to enter the dialectic and to develop a consciousness of, or to at least reflect upon, issues of literacy and diversity in the classroom" (p. 74). This would seem to solve the difficulty Bird, et al (1993) and Agee (1998) found in their studies. It also seems to suggest that the authors' choice of method for determining preservice teachers' beliefs (reading and writing narratives) might be instrumental in the development of their belief systems as teachers.

Elementary Preservice Teachers' Prior and University-based Experiences with Reading

Keeping in mind Clark and Medina's (2000) methodology, an interesting tool I discovered when reviewing literature about elementary preservice teachers' experiences with reading was the use of literacy practice measures to uncover what happens when prior experiences meet university-based experiences. I found two studies that addressed the prior experiences of elementary preservice teachers engaged in coursework dealing with reading instruction. The first study, done by Asselin (2000), used reflective writings to identify the beliefs 39 elementary preservice teachers constructed/reconstructed throughout a course dealing with language arts. The use of reflective writings helped the preservice teachers examine their prior experiences with reading and its instruction in light of what they were learning in the course. These reflective writings focused on subject matter learning, situated learning, reflection, and belief explication. Using this measure, Asselin (2000) found that the preservice teachers were able to refine their beliefs regarding reading and its instruction. By the end of the course a majority of the preservice teachers identified reading as an interactive process whereas at the beginning of the course they articulated a passive approach to reading.

Reader response theory (Rosenblatt, 1994) was used to explore what it means to read and teach reading in a study done by Van Sluys, Legan, Laman, and Lewison (2005). They explored the various reader response experiences 32 elementary preservice teachers had during a six-week intensive reading methods course. The authors then chose three participants that were representative of the whole class for case studies. They found their focal participants began with, and tended to hold throughout the course, views of reading as text-based with right/wrong answers. The reader responses were limited and characterized by the authors as evidence of the participants *doing school*. While some participants did start engaging in more sophisticated reader responses, the authors felt the short duration (6 weeks) of the course didn't allow for the opportunity to see the influence it had on prior experiences. They felt encouraged, however, that "these opportunities for social learning, group reflection, and intentional demonstration provide our students with more and varied opportunities to assume critical, questioning positions" (p. 20).

The critical analysis of the various perspectives surrounding reading and its instruction found in the previous two studies provides us with some information regarding how preservice teachers negotiate between prior and university-based experiences. This negotiation is part of the process by which they construct their belief systems as teachers of reading within the teacher education program. Another aspect in this process to consider is how the university-based experiences interact with the field-based experiences preservice teachers encounter.

University-based Experiences Meet Field-based Experiences

University-based experiences, characterized by Romano (2005) as knowledge-for-practice, often include field-based experiences that allow students the opportunity to observe and try out instructional and organizational methods within actual classroom

settings. Romano (2005) characterizes field experiences as knowledge-in-practice. When considering the literature for this area I discovered the existence of three themes: mentoring, connecting theory and practice, and reflection.

General University- and Field-based Experiences

Mentoring was the theme of Anderson and Radencich's (2001) study which sought to establish the value of multiple forms of coaching feedback during field experiences. It was their contention that field experiences are more evaluative in nature and don't support "teaching the student teacher to apply what has been learned in the university classroom" (p. 66). In an effort to address this they designed a peer coaching model in which 34 elementary preservice teachers were paired for their 14-week field placements. With the use of peer coaching forms, dialogue journals, course evaluations, and anonymous surveys, Anderson and Radencich (2001) found feedback from the university supervisor, field placement teacher, and their peers as being beneficial when done with an emphasis on coaching. By using a coaching form of feedback, they felt their participants were able to gain valuable support as they dealt with concerns of survival, teaching, and students. I was initially confused by their use of the term *student teacher*, because I didn't believe a partnered student teaching experience would be feasible. A closer reading of the study revealed they were referring to a preservice teacher in a field experience that wasn't part of their actual capstone student teaching experience.

Mentoring was also the theme in a study done by Edwards and Protheroe (2003). They administered a questionnaire to 125 elementary student teachers at the beginning and ending of their student teaching. Follow-up interviews were then conducted with 22 participants and 24 cooperating teachers. The findings were disappointing. Edwards and Protheroe (2003) found that while the teacher mentors had the opportunity to shape and guide the preservice teachers' understandings of coursework, they chose not to. Rather,

preservice teachers were mentored in ways of delivering curriculum based on the norms of their field-experience situations. They suggest teacher educators must find ways to assist preservice teachers in developing more process-oriented views of teaching while experiencing and practicing a form of teaching that is product, not process, oriented. This would ideally occur under the mentorship of a cooperating teacher.

Confronting the realities of field-based experiences often leads to preservice teachers assuming a dichotic stance in which theory versus practice. Preservice teachers report being pulled between university expectations of best practice and the expectations for practice held by the teachers supervising their field-based experiences. Moore (2003) found this to be true in her study of 77 preservice teachers enrolled in a language arts practicum that immediately followed an associated methods course. In reviewing field notes, reflective journal entries and surveys, she concluded that the preservice teachers were more concerned with managing their classrooms than putting theory learned in the methods course into practice. Moore (2003) felt that "By far the most important implication of this research is the need for preservice teachers, their supervisors, and their mentor teachers to examine and discuss the rationale behind pedagogical decisions" (p. 40). She suggested that this could be accomplished if university-based experiences made space for the discussion with preservice teachers of theory into practice with preservice teachers and promoted reflection on how and why they made certain pedagogical decisions in their field experiences.

Focusing specifically on preservice teachers' reflective writings, Beeth and Adadan (2006) studied 42 preservice secondary education masters of education students to discover the influence university-based experiences had on field-based experiences. They asked participants to reflect and write about the successes and challenges they experienced in the field and what specific contributions their university courses had made. According to the authors, their findings "confirm the notion that the perceived gap between theory and practice is inevitable, given the simulated nature of activities

presented during university-based coursework" (p. 118). Despite this, however, they suggest further exploration is needed in order to determine what role university- and field-based experiences should have in teacher education programs.

Elementary Preservice Reading Teachers' University- and Field-based Experiences

Themes of mentoring, theory into practice, and reflection were present, in some part, in all the studies I reviewed for this section. Mallette, Kile, Smith, McKinney, and Readence (2000) explored "how preservice teachers integrate and make sense of their developing knowledge of struggling readers through their interactions with these readers, their peers, their instructor, their cooperating teachers, and the theoretical and practical content of their methods courses" (p. 595). They developed six preservice teacher case studies based on field notes, case studies of children tutored, directed reflective writings, and small group lesson plans/enactments. Their findings revealed that the preservice teachers moved from insufficient stances regarding reading instruction to stances that were more student-centered and concerned with understanding pedagogy. They caution that this shift might have occurred because of the type of mentoring present in this course and the related field experience, indicating a need to explore the design of these experiences.

How university-based experiences and field-based experiences are designed was the focus of two studies in which Romano was the primary author (2003, 2005). In the first study, Romano and Doran (2003) explored whether field experiences were beneficial for 18 elementary preservice teachers. Through the use of surveys and interviews, they found that 18 of the 24 expressed preservice teacher needs were met in the field-based experiences. Needs not met included experiences with various grade levels, parent conferences, students with learning disabilities, and students identified as gifted. Romano (2005) followed up on these needs in another study to see if they were ever

addressed in the preservice teachers' program. She found that the needs were indeed met when taking the entire teacher preparation program into account. An important aspect of this study was that the mentoring and scaffolding of preservice teachers' teaching knowledge took place throughout the program, not just in one university-based course experience or field-based experience.

This consideration of preservice teachers' multiple experiences within both the university and field settings, in an effort to mentor their development as teachers, was present in the case studies done by Many, Taylor, Dewberry, and Coady (2006). Their collaborative study focused on how teacher educators can more effectively scaffold preservice literacy teachers' development. Through reflective writings, observations of teaching practices, and interviews they analyzed how three preservice teachers used scaffolding in their own teaching based on their coursework experiences. They found that teacher educators might not be providing enough opportunities for preservice teachers develop their knowledge regarding reading and its instruction before expecting preservice teachers to act on this knowledge in field-based experiences. This seems to suggest additional thought needs to be given to how teacher educators assist preservice teachers in translating theory into practice.

A refreshing link I found in the literature I reviewed for this section was that between mentoring and translating theory into practice. Instead of an underlying assumption that field-based experiences were problematic, researchers seemed to take a more positive stance when considering how to help preservice teachers transfer theory into practice. An example of this was Fang and Ashley's (2004) study of 28 preservice teachers' interpretations of a 9-hour field experience with reading. This study showed the benefits of mentoring preservice teachers' efforts in translating theory into practice. Using surveys, journals, and interviews Fang and Ashley (2004) discovered that the preservice teachers became more confident, developed new conceptions regarding reading and its instruction, and gained a more positive attitude towards the profession.

They attributed these positive results to the nature of their curriculum, which integrates academic and practical foci and "emphasizes the cultivation of professional knowledge and wisdom without losing sight of the need for skills development" (p. 39).

This dual approach to mentoring the development of preservice teachers' knowledge regarding reading and its instruction was evident in a study done by Leader-Janssen (2006). Using a mixed methodology she examined the effectiveness of a reading course and field experience by analyzing content knowledge and efficacy for teaching reading. Using multiple surveys administered to 34 preservice teachers and a one to one interview with five focal participants, she found that as content knowledge grew, so did teaching efficacy. She concluded by stating, "Providing opportunities for preservice teachers to make instructional decisions based on students' needs has proven very powerful in gaining content knowledge and efficacy" (p. 3).

Mentoring, translating theory into practice, and reflection seemed to be the hallmarks of this section concerned with university- meets field-based experiences. How these two types of experiences interact appears to be closely linked to how thoughtful and intentional their design is. The research appears to be suggesting teacher educators make the time to engage preservice teachers in dialogue and reflection about how *knowledge-for-practice* interacts with *knowledge-in-practice*. This dialogic perspective (Bakhtin, 1981) can inform and assist preservice teachers' understandings of the multiple experiences as they go about developing and refining their belief systems as teachers of reading. The dialogic perspective in this case would be incomplete, however, without including a consideration of how prior experiences interact with both university- and field-based experiences.

Prior Experiences Meet University-based Experiences and Field-based Experiences

In their review of 105 studies concerning integrated methods/field experience courses, Clift and Brady (2005) found preservice teachers often struggled with or rejected ideas and concepts from their current experiences based on their prior experiences. Disturbingly, this finding shows we haven't made much progress since Pajares' call in 1993 for teacher educators to take an interest in how all these experiences work together. I was a bit disheartened while conducting the review of literature for this area. While the literature in the previous section carried an almost positive tone, the literature for this section left me with feelings of negativity. The researchers seemed focused on changing beliefs based on prior experiences, not using prior experiences as the basis for critical reflection. The studies included in the next section attempt to address this criticism by showing how prior, university-, and field-based experiences intersect during preservice teachers' tenure in their teacher education programs.

General Prior, University-, and Field-based Experiences

Identifying the existence of change was the premise for a study done by Bramald, Hardman, and Leat (1995). In their study they surveyed 162 secondary students and conducted interviews with 10 focus groups regarding changes in their thinking about teaching and learning as a result of their initial course in teacher education. This initial course also had an accompanying field-based component. The authors found that significant changes in thinking did not occur for the group as measured by the survey. They conducted follow-up interviews with the small number of individuals who did show change in an effort to establish why the change had occurred. Most of these participants stated they believed they had to change their thinking from a pupil-oriented approach to a more traditional approach because of classroom management issues. While their university coursework encouraged a more pupil-oriented approach, the realities they

faced during their field experiences showed them this just wasn't possible. Some of the interviewed participants, however, demonstrated a higher level of critical reflection and showed a shift from a traditional teaching approach to a pupil-centered teaching approach. They tended to focus more on how children learn as opposed to the content they were required to cover in their teaching. In general, however, the authors found that there are so many variables between courses that studies trying to establish the impact of teacher education programs may be flawed. They maintain that more research is needed to establish what factors influence preservice teachers' thinking and how these factors can be addressed in university-based courses.

File and Gullo's (2000) research addressed this need in their study which compared belief changes of participants in an early childhood teacher preparation program to belief changes of participants in an elementary teacher preparation program. They administered a belief survey to 119 preservice teachers in an attempt to establish if differences were apparent. They found that the early childhood preservice teachers shifted from a belief in teacher-directed teaching to one that was child-directed. Elementary preservice teachers shifted from a belief in child-directed strategies to behavior management strategies. The authors hypothesized that the differences may be due in part to the growing trend in public schools for standardized testing and how early childhood has its roots outside of public schools.

Another area of comparison found in research on teacher education is the comparison of preservice teachers' beliefs with those of inservice teachers. Bos, Mather, Dickson, Podhajski, and Chard (2001) compared the perceptions and knowledge of these two groups (n=252 preservice and 286 inservice teachers) about early reading instruction using a perception survey and a knowledge assessment. Citing the National Reading Panel's report (2000), the authors wanted to see if their participants were incorporating research-based reading instruction through the use of explicit, systematic instruction in phonological awareness and phonics. They also wondered if the participants even had

sufficient knowledge in order to teach these competencies to their students. Their findings indicated that while both sets of teachers regarded explicit and implicit code instruction favorably, preservice teachers preferred to teach using implicit code instruction and inservice teachers preferred to teach using explicit code instruction. The inservice teachers favoring explicit code instruction felt it was the best way to reach all of their students, regardless of ability levels. I wonder if their preference for explicit code instruction could be due to the fact that the inservice teachers are faced every day with increasing demands to have all their students do well on standardized tests. Ironically, both groups had limited knowledge of language structure and phonics, so the authors suggested their ability to use explicit code instruction would be limited. In conclusion, the authors felt their study proved a need to reform teacher education programs, so that preservice teachers would learn the appropriate knowledge and instructional strategies for teaching reading. Unfortunately, they offered no recommendations addressing how inservice teachers could remediate their knowledge of language structure and phonics. Their recommendation for addressing this lack of knowledge in preservice teachers involved admonishing teacher preparation programs to "ensure that teachers possess the foundational knowledge necessary for providing early systematic reading instruction" (p. 117). The authors gave no examples of how this could be accomplished.

Moving from a concern with content knowledge to pedagogical knowledge, O'Callaghan (2001) studied how four preservice teachers constructed their knowledge of instructional strategies for teaching reading. Over the course of three semesters she gathered data from case study vignette responses, surveys, observations, and interviews. She found the development of reading instructional strategies was dependent on the preservice teachers' prior experiences with literacy. She concluded that engaging preservice teachers in narrative inquiry regarding their experiences with reading instruction would increase their ability to reflect and refine their instructional strategies for teaching reading.

The dependence of preservice teachers' instructional practices on their prior experiences with literacy was echoed in a study done by Massengill, Mahlios, and Barry (2005). In their study they administered a questionnaire to 50 secondary education student teachers in an effort to identify the metaphors they had regarding teaching. They then followed up with participants during their first year of teaching to see what changes did or did not occur. Follow-up interviews were done with five of the participants. Massengill et al (2005) found that "The data from this study indicate the persistence of ideas (i.e. metaphor and overall sense of teaching) that teachers-to-be bring to their university preparation and that those beliefs extend into actual classroom practice and remain similar after one year of classroom teaching" (p. 226). They felt that even though prior beliefs remained somewhat stable, the use of metaphors helped preservice teachers articulate and analyze their prior experiences in light of university- and field-based experiences.

By having preservice teachers articulate and analyze their prior experiences while participating in university- and field-based experiences, teacher educators may be able to assist preservice teachers in responding to current issues in education. One such issue is that of diversity. As previously stated, part of our belief systems is shaped by demographical aspects. A few studies have attempted to establish how entering beliefs of preservice teachers have an impact on their response to issues of diversity within field experiences. Milner (2005) gathered data from coursework, interviews, and questionnaires from three preservice teachers. He found that while initially preservice teachers regarded diversity as a social phenomenon and were skeptical about its importance in teaching, they did develop a better understanding of meeting the needs of diverse children when their university- and field-based experiences were carefully designed to provide a deeper understanding of diversity. Milner (2005) suggests teacher educators need to provide prospective teachers with international experiences in order to help them truly "develop the consciousness, skills, and knowledge necessary to teach

culturally and ethnically diverse students in ways that optimize teaching and learning" (p. 767). International experiences would allow preservice teachers to interrogate misconceptions they may have regarding diverse populations to a degree that mere field-based experiences in diverse schools in the United States could not provide.

Addressing the differences between the cultural identities of teachers and their students, Cooper, Miller, and Rohr (2006) did a study in which 24 preservice teachers worked for two years on a literacy team with Title 1 teachers in a professional development school. The authors designed university-based course activities that were intended to reveal how the preservice teachers viewed white privilege. The authors concluded that by doing these activities the preservice teachers were able to make explicit their understandings of discrimination and how it may influence their future teaching practices. They found that the preservice teachers believed they would need to deal with students from diverse backgrounds equally. The preservice teachers never considered the need for special academic considerations for diverse students. I felt this study was somewhat limited because it did not give any data from the field experience other than to say they clocked 1000 hours in the classroom. Demographics of the school site also were not given. What's interesting, however, is how the authors tried to make prior experiences explicit within the university-based experience in an effort to enhance preservice teachers' understandings of discrimination. This deliberate and somewhat strategic maneuvering of course content, practicum, and prior beliefs was really evident when I turned my literature review focus to elementary preservice teachers' experiences with reading instruction specifically.

Elementary Preservice Teachers' Experiences (Prior+University+Field) with Reading

Moving into the area of elementary preservice teachers' experiences with reading and its instruction, Maloch, Flint, Eldridge, Harmon, Loven, Fine, Bryant-Shanklin, and

Martinez (2003) conducted a massive study of 101 preservice teachers from 3 different teacher preparation programs. 73 preservice teachers came from colleges/universities identified by the International Reading Association (Hoffman and Roller, 2001) as excellent in preparing elementary teachers. They found "that when reading teacher preparation programs strategically prepare teachers through the provision of purposeful course work, apprenticeship opportunities, and a clear vision and focus on reading that cross all of the preservice teachers' experiences, this preparation and learning may be sustained in the face of pressing demands of teaching" (p. 453). In other words, teacher educators need to evaluate what experiences they are providing their preservice teachers with and how these experiences work together to produce adaptive experts (Bransford, Darling-Hammond, & LePage, 2005) in the field of teaching reading. I've included studies that do just this in this section of my literature review.

Wolf, Ballentine, and Hill (2000) did case studies of three preservice teachers who were working with children in diverse settings as part of their literacy and social studies block. Using reading autobiographies, field notes, observations, and interviews they discovered that the preservice teachers' prior experiences were challenged when they met children who did not mirror what they remembered about themselves as children. The design of the university-based experience helped the preservice teachers combine information from the course with their prior experiences and then in turn enact responsive literacy instruction in the field-based experiences. The authors argue that "the combination of autobiographical accounts with reflective field experience helps preservice teachers reconsider their life stories in reading in order to build bridges of literacy to and with children" (p. 533). This purposeful integration and valuing of all the experiences allowed for preservice teachers' refinement of conceptions surrounding reading and its instruction and strengthened their teacher preparation in the area of literacy.

How teacher educators structure university- and field-based experiences while acknowledging preservice teachers' prior experiences also was the topic of a three-year grant funded study done by Dillon, Vagle, and Jorgensen (2006). In an effort to strengthen the preparation programs in the area of literacy at four universities, they designed assignments that would encourage preservice teachers to reflect on their experiences (prior, university-, and field-based) with reading and its instruction in an effort to enhance their development as teachers of reading. Using data obtained from concept maps and belief surveys, the authors developed four assignments. The assignments addressed reading assessment, comprehension strategies, selecting and evaluating literature, and responding to student writing. They interviewed four preservice teachers upon completion of the assignments. They found that the assignments enabled the preservice teachers to move from a weak basis of theoretical and content knowledge to a more informed view that acknowledged the intricacies involved in literacy instruction. They suggested that other teacher educators pay special attention to the assignments they require and how their preservice teachers enact these assignments in order to better refine their preparation programs.

Another study validating the importance of reading teacher preparation was done by Massengill and Dvorak (2007). They focused on identifying literacy knowledge, beliefs, and self-efficacy of 52 elementary preservice teachers. They had the preservice teachers complete questionnaires at the beginning and end of a reading methods course. They found the university-based experiences did have a positive effect on these three areas. The preservice teachers' knowledge of approaches to teaching reading expanded. This expansion of knowledge aligned with changes in their beliefs concerning reading instruction. Their self-efficacy for teaching literacy also grew. The authors hypothesize that it's possible that the findings are a result of the course instructors' teaching styles which required the preservice teachers to discuss their prior experiences and field-based experiences in light of what was being discussed in the university-based experiences.

This style of teaching addresses Freedman and Ball's (2004) contention that teacher education programs are contact zones (Bakhtin, 1981) in which various conceptions regarding teaching meet and vie for privilege. By fostering a dialogic process that engages preservice teachers in exploring the varied experiences they have had with reading and its instruction, teacher educators can assist in the construction of their belief systems as teachers of reading.

This review of literature has given me a broader understanding of the complexities involved in preparing preservice teachers to teach reading in the elementary grades. Through my review I have discovered how narratives regarding teaching/learning and autobiographical literacy histories can assist preservice teachers in making explicit their understandings of the experiences they have had, are having, and will have with reading and its instruction. I found that teacher belief system research tends to focus on how preservice teachers' teaching beliefs are shaped by their own cultural match or mismatch with the students they teach. Research dealing with belief system development in elementary teachers of reading is sparse. I am excited to be a part of what I consider an emerging shift in reading teacher education research that explores the emergence and development of preservice teachers' belief systems about learning and teaching reading. In the next chapter I will discuss my methodology for my study. Using my knowledge of the extant literature regarding experiences (prior, university-, and field-based) and belief system development, I have designed a qualitative methodology that will provide me with information regarding how elementary preservice teachers' belief systems about learning and teaching reading emerge and develop.

CHAPTER 3: METHODOLOGY

Overview of the Study

This study was designed to explore the process through which elementary preservice teachers' beliefs regarding reading and its instruction evolved during their participation in two different reading methods courses with accompanying field experiences and ultimately influenced the knowledge acquisition and action agenda intentions of the focal participants. Two purposes frame the qualitative, longitudinal design of my study. One purpose was to examine the participants' prior, university-, and field-based experiences with reading and its instruction and the meaning they attached to these experiences. My second purpose was to learn how the participants incorporated into their developing belief systems as teachers of reading the various conceptions regarding reading development and its instruction they brought to and encountered during their university coursework and field experiences. The following questions guided my study:

1. Prior to student teaching, how did the focal participants position themselves as teachers of reading?
    a. What beliefs regarding reading and its instruction did they profess to have?
    b. How did they situate themselves and others in the development of these beliefs?
2. Prior to beginning their reading methods courses, what initial beliefs regarding reading and its instruction did the focal participants have?
    a. What initial beliefs regarding reading and its instruction did they recall having?

   b. What prior experiences with reading and its instruction, both as reported by the focal participants and from my perspective, may have influenced the development of these initial beliefs?

3. How did these initial beliefs evolve during the focal participants' university- and field-based experiences with learning how to teach reading?
   a. What shifts in their beliefs, if any, occurred during these experiences?
   b. Where in these experiences did these shifts occur?
   c. What variables, both as reported by the focal participants and from my perspective, influenced these changes?
4. At the conclusion of the final interview, what intentions or *action agendas* (Pajares, 1992) for teaching reading in the future did the focal participants have?
   a. What beliefs regarding reading and its instruction did they now report to have?
   b. What aspects of reading and its instruction did they intend to privilege in their future classrooms?
   c. What did they view their role as a teacher of reading to be?

In this chapter I first describe the research context, including setting, participants, and researcher stance. Second, I describe details pertaining to research design, such as data sources, data collection, data management and data analysis.

Research Context

Setting: University

Abbey University is a private liberal arts university affiliated with the Roman Catholic Church's local diocese. Located in a metropolitan Midwestern city, it serves 3780 students (2829 undergraduate, 951 graduate) with 8.49% minority and 1.11% international students. The undergraduate teacher education program consists of 1 director, 13 tenure-track professors and 3 administrative assistants. The teacher

education program (n=225) includes early childhood (n=33), elementary (n=100) and secondary (n=92) education majors. Abbey University's Teacher Education Program mission, as found on their Web site, is:

> …to prepare teachers who are professionally ethical, possess the knowledge and skills in current educational theory and practice needed to serve all learners in diverse current educational environments, and possess the general skills needed to adapt to and create the learning environments of the future. As a whole, the Teacher Education Program strives to prepare competent, caring, and qualified teachers.

Setting: Courses

There are two reading methods courses required of all early childhood and elementary preservice teachers. These courses are *Language Arts and Reading in the Elementary Schools, K-3* and *Diagnostic and Prescriptive Techniques of Teaching Reading*. Both courses have a field experience as part of the course requirement. Students are required to take *Language Arts and Reading in the Elementary Schools, K-3* before *Diagnostic and Prescriptive Techniques of Teaching Reading*. Only elementary education preservice teachers are required to take a course pertaining to reading and language arts in grades 4-8. Because I wanted to include early childhood preservice teachers, I chose to include only the K-3 course and the diagnostic course in my study.

Language Arts and Reading in the Elementary Schools, K-3 is typically taken by sophomores and juniors. Below is the description from the university's course catalogue (2007-2009).

> Designed to teach students about curriculum organization and instructional planning for children in kindergarten through grade 3. Strategies for language development in primary children are explored. Includes methods and materials for teaching all areas of the language arts and developmental reading. (p. 90)

This course is meant to familiarize students with the stages of literacy development and various instructional methods. A field placement in a K-3 classroom for reading and language arts is a part of this course. Students are expected to do 25

hours of observation, interaction, and lesson administration under the supervision of a cooperating teacher.

Diagnostic and Prescriptive Techniques of Teaching Reading is typically taken by juniors and seniors. Students are advised to take it soon *after Language Arts and Reading in the Elementary Schools, K-3*, so they can readily build on information learned in that course. The description taken from the university's course catalogue (2007-2009) is next.

> Diagnostic and prescriptive techniques for classroom teachers of reading. Corrective techniques appropriate for less severe reading disabilities; writing diagnostic and progress reports; parent interviews; designing prescriptions for teaching, tutoring, and evaluating children in clinical setting. (p. 91)

This course is meant to familiarize students with general information regarding formal assessment. It also provides them information in informal assessment and using assessment to guide teaching. A clinical field placement is a requirement of this course. Preservice teachers work one-on-one assessing and tutoring a child in the area of reading. The time required for this placement is 25 hours.

Setting: Communities/School Districts

Abbey University restricts field placements to a 30-mile distance. Within this 30-mile distance there are rural, urban, and suburban communities. Next, I describe the three different communities and school districts, located in two different states, involved in this study. Sources used to obtain these data are the U. S. Census Bureau and the states' department of education Websites. The U. S. Census Bureau statistics are from 2000; the most current data available at this time. The statistics from the state departments of education are for the 2007-2008 school year.

Byron Community School District serves a community with a population of 31, 275 (95% White) and a median household income of $54, 217. Approximately 3.3% of

the families in this community fall below the poverty level. The K-12 district's student population was 4399 (87% White) with 20.7% receiving free and reduced priced lunches. The daily attendance rate was 95.92%. The graduation rate was 92.8%. Of the 4th graders taking the required reading test, 85.2% met or exceeded proficiency. Byron Community School District's mission, as stated on their website, is "to develop well-rounded students who have the ability to reason and act in an ethical manner so they can make a living, make a life, and make a difference."

Delano Community School District serves four communities with a combined population of 102, 377. Averaging the percentages given for each of the four communities, I established the percentage of White residents at 93.63%, median household income at $46, 850, and 5.68% families falling below the poverty level. The student population for Delano Community School District was 16,275 (65% White) with 50.5% receiving free and reduced priced lunches. The daily attendance rate was 95.16%. The graduation rate was 73.2%. Of the 4th graders taking the required reading test, 70.84% met or exceeded proficiency. Delano Community School District's mission, as stated on their website, is "to enhance each student's abilities by providing a quality education enriched by our diverse community."

Mason Community School District serves a community with a population of 43,768 (88.4% White) and a median household income of $39,363. Families falling below the poverty level equal 7.1%. The district's student population was 7582 (70.8% White) with 40.3% considered low income. According to the district's website, "Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches." The daily attendance rate was 94.9%. The graduation rate was 84.1%. Of the 4th graders taking the required reading test, 75% met or exceeded proficiency. Mason Community School District's mission, as stated on their website, is "to educate individuals by providing superior student-centered educational

experiences, which will prepare them to become contributing and productive citizens, responsive to the changing local and global needs."

For ease of reference I've included a table that compares the community and school district information in Appendix A. The field experiences done in the Delano Community School District that are included in my study did not involve the three small communities the district serves. Because of this I've included Delano's individual community statistics in the table in an attempt to more accurately represent the demographics of the community in which the field experience schools are located.

Within the prescribed distance preservice teachers are placed in both public and private elementary schools for their field experiences. Four public schools are the sites for the field placements in this study. A detailed description of the schools hosting the field placements is included with each participant's portrait in Chapter 4. The field-based experiences for *Diagnostic and Prescriptive Techniques of Teaching Reading* occurred at the university's clinical reading center during the summer. Communities/school districts/schools for the children attending this summer program have not been included as settings for my study since the preservice teachers did not go to these settings.

Participants

The focal participants for this study were selected from a pool of 31 elementary preservice teachers, 30 females and 1 male, enrolled in the spring 2007 *Language Arts and Reading in the Elementary Schools, K-3* course. Only 6 from this pool of preservice teachers enrolled in the second course included in my study, *Diagnostic and Prescriptive Techniques of Teaching Reading*, in summer 2007.

I obtained volunteers for the more in-depth part of my study once the preservice teachers had completed the two courses mentioned above. I gave all preservice teachers a brief description of my research project while they were enrolled in the second reading methods course, *Diagnostic and Prescriptive Techniques of Teaching Reading*. At that

time I asked for volunteers to be focal participants in my study with the understanding that their actual participation would not start until after course grades had been submitted. I let them know that participation in my study was strictly voluntary and their agreement or disagreement would in no way have an impact on their grade for the course. When selecting my focal participants from the volunteers I considered students who represented a range of specializations in elementary education (e.g. reading, language arts, special education, early childhood, and social studies).

After I selected my focal participants, I obtained informed consent from them and the course instructors according to the university's Internal Review Board guidelines. Both the university at which I conducted my research and the university through which I am doing my doctoral work require ethical standards be met when conducting research. Informed consent is meant to protect the participants and also ensure their privacy. Participant identities remained anonymous throughout my study. All data, field notes, and research artifacts were stored in a locked file cabinet. I am the only person with a key. Additionally, when reporting my data I use pseudonyms for communities, school districts, schools, teachers, and students.

Researcher Stance

My stance as researcher is complex and includes multiple identities for me to take into account. The first and foremost identity for me is that of doctoral student. As a doctoral student the stakes are very high regarding the successful completion of my dissertation. As anyone who has participated in the process of proposing, researching, writing, and defending a dissertation will know, I have invested time, emotion, and energy into a project I hope will have a satisfying and successful outcome for all those involved.

My professional identity carries two subidentities that need to be taken into account. First, as a non-tenured, assistant professor at a small, private university I am

required to complete my doctoral program within a set timeframe. If I do not succeed in this requirement my position at the university is at stake. In a way, I can be likened to my participants in that I shift between identities as student and teacher, while hoping to perform both roles successfully.

Second, my role as an assistant professor indicates a level of investment in this study. My primary responsibility at my university, as the director of the clinical reading center and assistant professor in the teacher education program, is to coordinate and sometimes teach the reading courses preservice teachers take. I have taught each of the courses included in this study. While I no longer teach them, I have played a role in their construction and continue to monitor the content they provide. My concern for how preservice teachers are responding to these reading courses has encouraged me to closely explore how their beliefs as teachers of reading emerge and develop given their various experiences. This information will be useful to me, as the director of the clinical reading center, as a measure of the direction the courses are taking and as I work with the instructors to refine the courses to better serve our preservice teachers.

Research Design

The research design I chose for this study is a qualitative, longitudinal approach. It is qualitative because I used participants' narrative accounts to explore the process through which preservice teachers' belief systems as teachers of reading emerge, develop, and are refined. It is longitudinal because I collected data from three semesters – two semesters of methods courses with field experiences (1 regular, 1 summer) plus the semester following these courses. It should be noted that three of the participants took the reading and language arts methods course for grades 4-8 during the break prior to the summer session. The early childhood participant was not required to take this course. In the third semester I conducted interviews in which I asked my participants to reflect on their changes as teachers of reading in the first two semesters. Only the reading

endorsement participant was enrolled in a reading methods course at this time. In the next few paragraphs I will describe my rationale for selecting this approach for my study. I conclude the chapter with information regarding my data.

I chose to do a qualitative study because it allows for a focus on participant perspectives as they interpret their experiences and position themselves within their social world. This approach lends itself to my interest in understanding the meaning (knowledge) regarding reading and its instruction my focal participants have constructed from their experiences (prior, university-, and field-based), and how this meaning influences the evolution of their beliefs. My choice was based on recommendations from researchers in the field (Brookhart and Freeman, 1992; Bullough, 1991; Connelly and Clandinin, 1986; Munby, 1982, 1984; Schunk, 1991) stating the qualitative methods of biographies, metaphors, and narratives are "relevant, appropriate, and promising" (Pajares, 1992, p. 327) when conducting research involving educational beliefs.

My study relied on an ethnomethodological approach. Ethnomethodology is a qualitative form of ethnography that focuses on how individuals make sense of themselves in society. Harold Garfinkel (1967), founder of this sociological perspective, explains that "Ethnomethodologists try to understand how people go about seeing, explaining, and describing order in the world in which they live." In choosing this research method for my study, I signal my intent to privilege the voices of my focal participants as they made sense of their experiences (prior, university-, and field-based) with teaching during the process of developing their belief systems as teachers of reading.

The participants' thoughts regarding their experiences are especially important when employing an ethnomethdological approach. This requires the researcher to analyze the narratives participants create as they share their experiences with others. I used a form of narrative analysis suggested for ethnomethodological studies that involves a process known as interactional positioning. Interactional positioning describes the

process through which individuals engage in narrative self-construction as they enact identities. According to Wortham (2001),

> Autobiographical narratives might construct or transform the self in part because, in telling the story, the narrator adopts a certain interactional position – and in acting like that kind of person becomes more like that kind of person. In other words, autobiographical narratives may give meaning and direction to narrators' lives and place them in characteristic relations with other people, not only as narrators represent themselves in characteristic ways but also as they enact characteristic positions while they tell their stories. (p. 9)

Wortham's (2001) analytic approach relies on indicators such as linguistic cues and constructed dialogue to show how identities are mediated and emerge during a dialogic account. This type of analysis reveals how individuals position themselves in relation to their audience and create their identities during the process of telling about their experiences.

Interactional positioning draws on Bakhtin's theory of ideological becoming, as discussed in Chapter 1, by illustrating how people select from various discourses (authoritative and internally persuasive) as they develop their belief systems. This type of narrative analysis was important to my study because it allowed me to uncover the authoritative and internally persuasive discourses my participants drew upon as they narrated how their belief systems as teachers of reading developed and were refined. Indeed, within the field of teacher education, Johnson and Mosley (2006) found "interactional positioning can illuminate the multiplicity of identities that preservice teachers draw on as they enact a teacher identity" (p. 2). I discuss this method of narrative analysis in more detail in the data analysis section of this chapter.

Data Sources

I made a conscious choice to do a longitudinal study because my review of existing research on teacher education indicated a need for studies done over time, not just over a single course/semester. This call seems justified considering the development

of belief systems is a continuous process with many mediating influences and socializing agents. Therefore, it is unreasonable to assume teacher belief systems are created within one course/semester. In this section I describe the data sources I used to select focal participants and to reveal the continuous process through which my focal participants developed and refined their belief systems as teachers of reading over three semesters. First, I describe three archival documents focal participants completed during their two reading courses that form part of the data I used to answer my research questions. Next, I describe my method for interviewing focal participants prior to and following my initial analysis of the documents.

Archival Documents

Below I describe three archival documents, regularly used during the two reading courses and accompanying field experiences, I used to assist me in answering my research questions.

1. **Literacy Belief Survey** (Appendix B) – All preservice teachers routinely complete Yussen & Dillon's (2002) survey formatting of Leu and Kinzer's *Reading Instruction Beliefs Activity* (2003) in both of the courses included in my study. According to Leu & Kinzer (2003), the results from the activity position the respondents on a beliefs continuum regarding 1) how children read and 2) how children learn to read.

   This beliefs activity, originally designed by Leu and Kinzer in 1991, compiles information gained from reading research and identifies three explanations for sources of knowledge for reading (how children read) and three theories for approaches to teaching reading (how children learn to read). The explanations for sources of knowledge for reading, as defined by Leu & Kinzer (2003), and the accompanying supporting research are as follows:

- *Reader-based*: The belief that people read by using background knowledge to predict upcoming words and construct meaning (Leu & Kinzer, 2003, p. 74); Goodman,1992, 1993; Smith 1988
- *Text-based*: The belief that people read by translating print into sounds as they construct the meaning in a text (Leu & Kinzer, 2003, p. 75); Gough, 1993
- *Interactive*: The belief that we read by simultaneously translating print into sounds and using background knowledge to predict upcoming words; a combination of reader-based and text-based explanations (Leu & Kinzer, 2003, p. 78); Anderson, Hiebert, Scott, & Wilkinson, 1985; Rumelhart, 1976; Stanovich, 1980.

The explanations for approaches to teaching reading, as defined by Leu & Kinzer (2003), and the accompanying supporting research they cite are as follows:

- *Holistic Language Learning Theory*: The belief that students learn best as they: (1) direct their own holistic literacy experiences in authentic contexts and (2) learn inductively about important literacy principles (Leu & Kinzer, 2003, p. 79); Clay, 1980; Goodman, 1993; Holdaway, 1979
- *Specific Skills Theory*: The belief that students learn best (1) as teachers provide instruction in specific skills and (2) as they learn deductively about important literacy principles (Leu & Kinzer, 2003, p. 80); Bauman & Schmitt, 1986
- *Integrated Theory*: The belief that students learn best: (1) as they direct their own experiences in authentic contexts and as teachers provide instruction in specific skills and (2) as they receive both deductive and inductive learning experiences (Leu & Kinzer, 2003, p. 80); McKenna, Robinson, & Miller, 1993

As director of the clinical reading center, I routinely administer the survey at the beginning and at the end of each semester. The purpose of this course activity is to help course instructors adapt their course content to meet the needs of the preservice teachers. For example, if the surveys indicate the class holds a predominantly text-based explanation for sources of knowledge for reading, the course instructor may find it necessary to spend more time addressing reader-based and interactive explanations.

The survey is later used by reading endorsement preservice teachers in an advanced clinical reading methods course as a part of their self-evaluation of their own reading instruction stances. The course instructors and I selected this survey based on research presented by Dillion, Vagel, & Jorgenson (2006). Their research suggests teacher educators can use survey results to design assignments

for preservice teachers' literacy coursework. In addition to developing the survey format, Yussen & Dillon (2002) developed an accompanying analysis form and used it as one of the pre-post assessments included in a three-year teacher education reform project. The implications from this teacher education reform project suggest literacy teacher educators can use information from the survey to refine/improve their teacher preparation programs by designing course assignments that help preservice teachers articulate and expand their beliefs about teaching reading.

For the purpose of my study I used this survey and analysis form as one measure of preservice teachers' beliefs and knowledge about reading at four points during their reading coursework and field experiences. I tracked how these beliefs were maintained and changed across the two reading methods courses previously described. Additionally, the belief statements they selected on the surveys were another data source for discovering how they went about developing and refining their belief systems as teachers of reading.

2. **Autobiographical Reading History** (see Appendix C for assignment description) – Preservice teachers routinely complete an autobiographical reading history at the beginning of *Diagnostic and Prescriptive Techniques of Teaching Reading*. The purpose of this course assignment is to bring out the reading histories of the preservice teachers, since past experiences with reading may influence future understandings of reading (Tovani, 2000). Once written, these reading histories can be used by reading researchers to help preservice teachers examine their current beliefs about reading and the instruction of reading (Fecho, 1998; Readance, Kile, & Mallette, 1998). Autobiographical reading histories also help preservice teachers organize their thinking as they learn more about sources of knowledge for reading and learn to read (Bean, 1998).

Autobiographical histories have been used with increasing frequency in qualitative research (Bean, 1998; Carter, 1993, Denzin, 1989). Indeed, Bogdan & Biklen (1998) state autobiographies in general, written by a category of people and with a specific purpose, provide information regarding experiences encountered. I chose to include these autobiographical reading histories as part of my study because of their potential to help me discover what prior experiences influenced the development and refinement of my focal participants' belief systems as teachers of reading. They also provided me with narrative accounts regarding how my focal participants learned to read.

3. **Philosophy of reading instruction** (see Appendix D for assignment description) – Preservice teachers routinely write a philosophy of reading instruction at the end of both courses involved in my study. The purpose of this course assignment is to have preservice teachers begin articulating a thoughtful personal pedagogy for teaching reading. I analyzed these philosophy statements by looking for changes in their thinking and noting belief statements they made regarding sources of knowledge for reading and how they learn to read. Additionally, during the second of two interviews I had with each focal participant (described on the next page), I asked them to think aloud and construct an oral draft of a reflexive philosophy statement (Alsup, 2006) that they later revised in writing. To construct this oral draft I first asked the participants to review their previous philosophy statements and select one that best represents their current thinking. Then, I led them through an activity in which they interrogated their initial statement and reflected on the development of their belief systems as teachers of reading. I've included the procedure for this activity, adapted from Alsup (2006), in Appendix E.

Interviews of Participants

I conducted two one-on-one interviews with my participants in private settings. These interviews were audio recorded and transcribed for the purpose of analysis. The first interview was conducted before their student teaching semester and before I analyzed the archival data sources completed during the two courses. I intentionally decided on this sequence so that my follow-up questions weren't influenced by my analysis of their archival data. This interview provided me with a narrative that allowed me to see how they were positioning their reading teacher belief systems after their two reading courses and field experiences. For the first interview I constructed an interview protocol that elicited information about participants' views, beliefs, and actions with regard to reading instruction. I have attached my interview protocol in Appendix F.

The second interview also took place before their student teaching semester but occurred after I had analyzed their archival artifacts and the first interview narrative. During this interview I shared my analysis of their previous narratives. It is at this time that I asked them to engage in a retrospective analysis of their reading teacher belief systems development. I had no set protocol for this interview. The analysis of their narratives revealed the questions to be asked of each individual participant. I shared a visual display I had constructed during my analysis of their journey through the two courses and first interview. This visual display showed what I saw as critical points of development based on my analysis of their narratives. To start the interview I asked my focal participants to review the visual displays I had created based on their survey results and think aloud about their understandings of the chart. Some of the questions I used as follow-ups included: 1) You noticed a change here. What do you think caused your thinking about reading instruction to change here? and 2) I noticed a change here. What do you think caused your thinking about reading instruction to change here?

During this interview I also asked them to complete two activities. First, I administered a survey based on the survey used in Flippo's (1999, 2001) study in which

she ascertained what acknowledged experts in the field of reading felt facilitated or hindered reading instruction. A copy of the survey used in my study is in Appendix G. The other activity was the reflexive philosophy statement described on the previous page and in Appendix E. I intended the reflexive philosophy statement to be a final narrative account of their developing belief systems as teachers of reading.

Researcher's Journal

I kept a researcher's journal in which I documented my emerging thoughts as I analyzed data. Chiseri-Strater and Sunstein (2006) suggest that a researcher's journal can assist in exploring emic and etic issues found in the study of various perspectives. Keeping a journal and responding to questions such as What surprises you? What intrigues you? and What disturbs you? can assist in a more thorough analysis of data. I recorded my thoughts in this journal throughout my study: as I reviewed archival documents prior to focal participant selection, reviewed archival documents of focal participants after the first participant interviews, during data analysis, and after the second participant interviews. This attention to the researcher's journal assisted me with my analysis during data collection by helping me organize my understandings, so I could better represent the process by which my focal participants' belief systems regarding reading and its instruction developed and were refined.

Table 3.1 organizes my data sources and links them to my research questions. For ease of reference, I've repeated my research questions below:

1. Prior to student teaching, how did the focal participants position themselves as teachers of reading?
    a. What beliefs regarding reading and its instruction did they profess to have?
    b. How did they situate themselves and others in the development of these beliefs?

2. Prior to beginning their reading methods courses, what initial beliefs regarding reading and its instruction did the focal participants have?
    a. What initial beliefs regarding reading and its instruction did they recall having?
    b. What prior experiences with reading and its instruction, both as reported by the focal participants and from my perspective, may have influenced the development of these initial beliefs?
3. How did these initial beliefs evolve during the focal participants' university- and field-based experiences with learning how to teach reading?
    a. What shifts in their beliefs, if any, occurred during these experiences?
    b. Where in these experiences did these shifts occur?
    c. What variables, both as reported by the focal participants and from my perspective, influenced these changes?
4. At the conclusion of the final interview, what intentions or *action agendas* (Pajares, 1992) for teaching reading in the future did the focal participants have?
    a. What beliefs regarding reading and its instruction did they now report to have?
    b. What aspects of reading and its instruction did they intend to privilege in their future classrooms?
    c. What did they view their role as a teacher of reading to be?

Data Quality Procedures

A research study should account for issues of validity and reliability in order to demonstrate a level of trustworthiness. By designing, conducting, analyzing, and presenting a research design in an ethical manner researchers can feel more confident that data quality procedures are ensured.

Table 3.1 Research Questions with Data Sources

Research Questions	Data Source	Method of Analysis
1-4	First Interview	Narrative analysis
4	Reading Expert Survey	Item analysis
2-3	Beliefs Survey	Item analysis
1-3	Autobiographical Reading History	Descriptive coding
2-4	Philosophies of Reading Instruction	Descriptive coding
1-4	Second Interview	Descriptive coding

Internal Validity

Internal validity, as suggested by Merriam (2001), can be enhanced by using certain strategies including triangulation, member checks, and peer examination. Miles and Hubermann (1994) describe triangulation as a way to uncover findings "by seeing or hearing multiple *instances* of it [a theme or a finding] from different *sources* by using different *methods*" (p. 267). In my study I triangulated belief statements participants selected across surveys, interview responses, the autobiographical reading history, philosophy statements, and stated metaphors. I also used member checks throughout my analysis and writing up of findings. Member checks involved taking my tentative interpretations/analyses of the data to the participants and asking them if the results were credible (Merriam, 2001). I conducted peer examination by asking course instructors to comment on my findings as they emerged. Additionally, I clearly state my researcher's bias and my assumptions and theoretical orientation for my study in discussion of the

findings. These strategies assisted me in representing the voices of my participants in an accurate and ethical manner.

Reliability

Reliability is a challenge to account for when a researcher uses qualitative measures extensively. I support the notion that the development of belief systems is a highly individualized process; therefore each participant's process and the content of their developing reading teacher belief systems will not necessarily be the same. What I hoped to achieve in the area of reliability was to offer multiple perspectives from preservice teachers regarding how they constructed their belief systems as teachers of reading during their enrollment in a teacher education program.

Additionally, the computer program (*NVivo7,* 2007) I used for data analysis produces code reports indicating its search for key terms/phrases in data collected. The computer program also runs a test for coder inter-rater reliability and provides statistics for the test. I had the teacher education program's assessment coordinator assist me in determining inter-rater reliability for my data. I selected her because reading is not her area of expertise and I felt this would allow for an outside perspective that countered mine. Using *NVivo 7*, 2007, we achieved a 90% inter-rater reliability. According to Miles and Huberman (1994) this is within the acceptable range of reliability.

External Validity

In this study I view external validity from a reader/user generalizability perspective (Merriam, 2001). I believe other reading teacher educators will be able to apply my findings to their own situations and consider what similarities exist. In order to address external validity from a reader/user generalizability perspective, my data analysis 1) describes my results in detail, 2) describes my participants and their experiences in detail, and 3) uses more than one participant case/situation.

Data Management and Analysis

A study that incorporates multiple participants and multiple data collection methods requires the researcher to thoughtfully approach how they will manage and analyze the date they will be collecting.

Data Management

I anticipated large amounts of data to be generated in my study. Therefore, I designed a practical plan in advance of data collection to ensure that I performed systematic analysis of the data collected. A majority of my data was translated into text format on the computer. I used NVivo7 (2007), a computer software program designed to assist in the storing and analysis of qualitative data. Initially I coded all data according to participant and source of data. During the process of analysis, new coding patterns emerged. As I shifted and sorted the data, I documented the original location of the data. Additionally, since a majority of my data sources are archival artifacts, I completed document summary forms (Miles & Huberman, 1994) and attached them to each original artifact. A copy of the document summary form I used is located in Appendix H.

Data Analysis

As mentioned earlier, I collected data that would allow me to determine the process through which my participants' belief systems as teachers of reading emerged, developed, and were refined based on their prior, university-, and field-based experiences. My data analysis consisted of three stages, described below, for individual participant data analysis and culminated with a cross-case analysis of individual participant findings. I did the first three stages of analysis on an individual participant before moving on to the next individual participant. My reasoning for this was that I didn't want to confuse the voices of my participants in my own head by reading data sources from multiple participants at the same time. Once I had exhausted my analyses of the individual participant's data sources, I conducted a member check intended to

ensure I had interpreted the individual participant data accurately. After I had ensured my individual participant data analyses were accurate, I cross-analyzed the individual participants' findings. My overall purpose for cross-analyzing the findings across participants was to establish the existence, if any, of trends/commonalities in the process of developing belief systems as teachers of reading.

During the first stage of data analysis, I did a narrative analysis of each participant's first interview transcript – the one that focuses on what they recall about learning how to teach reading. Because my study is framed by Bakhtin's theory of ideological becoming, I chose to use Wortham's (2001) method of narrative analysis based on Bakhtin's dialogic process. Specifically, Bakhtin identifies the concepts of voice and ventriloquation as being central to studying how individuals enact their belief systems through the interactional positioning they do in the narratives they construct. In order to understand how belief systems are mediated and emerge in narratives, Bakhtin suggested analytic tools that identify voice and ventriloquation. Bakhtin said there were tools but didn't adequately specify what they were, so others – Silverstein (1993) and Wortham & Locher (1996) – did. Wortham (2001) developed the system I used in my study, extending earlier descriptions of prospective tools in Wortham & Locher (1996). In the next few paragraphs I will explain the concepts of voice and ventriloquation, how they relate to my study, and the analytic tools I used in my study.

Bakhtin's concept of *voice* refers to the social position individuals adopt and maintain, or their *interactional positioning*, in the narratives they construct. Ventriloquation refers to the process by which the narrators deepen their interactional positioning by performing the voices of other people (Bakhtin, 1981). As discussed in Chapter 1, Bakhtin suggested multiple, and sometimes conflicting voices/discourses are present, which he categorized as either authoritative discourse or internally persuasive discourse. Through interactional positioning narrators negotiate conflicting voices and revise their internally persuasive discourse. Their revised internally persuasive discourse

can be seen as patterns in their own voice solidify when they articulate the voices of others through dialogue.

Bakhtin's dialogic process of developing belief systems is made visible with the analytic tools suggested in Wortham and Locher (1996) and later described in Wortham (2001). These analytic tools identify cues that creators of narratives use to position and articulate their identities. From the analytic tools they described, I selected the subset of *reference and predication, metapragmatic descriptors* and *quotation* because they figured prominently in my participants' narratives. In Table 3.2 I've selected representative examples from my participants to illustrate each of these analytic tools.

Table 3.2 Interactional Positioning Analytical Tools

Type of Cue	Definition	Examples
Reference and Predication	Reference identifies the character/object. Predication is how the object is socially characterized.	Reference = children Predication = Struggle with reading (taken from Natalie's interview transcript)
Metapragmatic Descriptors	Describe instances of style/content of language use	Memorizing, mimicking (taken from Elizabeth's transcript)
Quotation (Constructed dialogue)	Represents an instance of speech. It can be instantiated (what the narrator thinks they or someone else might say) or inner speech (what the narrator says in their head during a particular experience)	Instantiated: "Oh, I don't want to do this." (Julie ventriloquating her student.) Inner speech: "No, I don't." (Elizabeth talking to herself about not understanding the course content.)

Using these analytic tools, a researcher looks for patterns and voices that emerge across a segment of conversation. In my study that segment of conversation is the first interview. To illustrate how these analytic tools are used in Chapter 4 I will annotate my

analysis of part of my first interview of one of my participants, Bridget. As is described in more detail in Chapter 4, I discovered her storytelling event contained five characters: Bridget, teachers (including parents and older sibling in addition to school, university, and field-based teachers), peers in her university courses, challenging students and responsive students in her field-based experiences.

During the first interview (storytelling event) Bridget narrated herself as being frustrated by some of the students in her field-based experiences. When she talked about these students (reference) she used predications such as “challenging”, “constantly not doing anything” and “just acting up” to voice and evaluate the role of these characters in her narrated episode as challenging students. Bridget also voiced challenging students by using metapragmatic verbs and quotations. When discussing the student she worked with in the second field-based experience she talked about how the student “massacred vowels”. The metapragmatic verb – *massacred* – projects a strongly negative evaluation of the student’s ability with vowels. Bridget then constructed dialogue for herself (quotation) to represent what her inner speech was at the time she made this discovery about her student’s ability with vowels: “Wow! I’m really going to have to work.” While this constructed dialogue showed Bridget taking responsibility for teaching her student about vowels, a later quotation revealed Bridget’s frustration with her student. In this quotation Bridget constructed another instance of inner speech, “Why isn’t she paying attention?”, to describe her thoughts when trying to teach this student about vowels. In my analysis of the entire storytelling event of each of my focal participants, the recurring voices and the relationships between them revealed how they socially positioned themselves in the narrative they constructed. This example shows how Bridget socially positioned herself in the narrative she constructed regarding her relationship with students she found challenging.

In the second stage of analyzing each participant’s data, I used the *Leu & Kinzer Questionnaire Survey* (Yussen & Dillon, 2002) to ascertain the stances my participants

had at four points during their participation in the two reading methods courses included in my study. This data allowed me to see if shifts occurred in my participants' reading beliefs regarding sources of knowledge for reading (reader-based, text-based, or interactive) and approaches to teaching reading (specific skills, integrated, or holistic language). If shifts did occur, I was able to see when they occurred and in what areas of reading instruction they occurred.

During the third stage of data analysis I used descriptive coding to organize and combine the data from each individual participant's data sources. After the first interview I coded data by reading and rereading the data sources for that participant. To assist me in my coding, I established four initial categories. One of the initial categories dealt with how my participants explained sources of knowledge for reading. The initial subcategories for this were: reader-based, text-based, and interactive (Leu & Kinzer, 2003). A second initial category dealt with what theory regarding approaches to teaching reading my participants ascribed to. The initial subcategories for this were: holistic language learning, specific skills, and integrated (Leu & Kinzer, 2003). The final initial category I used relates directly to my research questions: What is the content of my focal participants' prior, university-, and field-based experiences? The subcategories are: context of experiences, materials available/used, and influences from people. While these initial categories helped me begin assigning meaning to my data, my data led to the revision/addition of categories/subcategories. I discuss these revisions/additions in Chapter 4.

I also analyzed my participants' use of metaphors for teaching and reading. This metaphor analysis (Moser, 2000) allowed me to 1) capture how my participants were conceptualizing their belief systems as teachers of reading (Massengill, Mahlios, & Barry, 2005) and 2) discuss how their conceptions were influenced by their beliefs about reading and teaching reading (Massengill, Edwards, & Oldrieve, 2006). Alsup (2006) found in her study of teacher identity that the metaphors her participants created

regarding teaching “were often the clearest, most insightful expressions of the participants’ developing professional identities produced during the study” (p. 148). Since I was looking for evidence of developing belief systems as teachers of reading, I felt the inclusion of metaphors as a unit of narrative analysis appropriate.

Initially I couldn’t state what information/trends regarding the development and emergence of belief systems as teachers of reading would become evident during data analysis. I anticipated seeing my focal participants gain confidence in their ability to articulate their thoughts regarding sources of knowledge for reading and learn to read. By using interactional positioning I made visible the process they went through to create their identities and belief systems as teachers of reading.

In the next chapter I present findings based on my analysis of the data. For each participant’s portrait I present three sections based on my research questions. In the first section I discuss my narrative analysis of how the individual participants positioned themselves and articulated their belief systems as teachers of reading prior to their student teaching semester. (Research Question1) The second section of each portrait includes my findings of how participants’ prior, university- and field-based experiences influenced the evolution of their belief systems concerning reading and its instruction. (Research Questions 2 & 3) The third section of each portrait highlights the intentions the participants have for teaching reading in the future. (Research Question 4)

CHAPTER 4: FINDINGS

In this chapter I present the findings for my study which explored the process through which four elementary preservice teachers' beliefs regarding reading and its instruction evolved during their participation in two different reading methods courses with accompanying field experiences. Two purposes framed my study. One purpose was to examine the participants' prior, university-, and field-based experiences with reading and its instruction and the meaning they attached to these experiences. My second purpose was to learn how the participants incorporated into their developing belief systems as teachers of reading the various conceptions regarding reading development and its instruction they brought to and encountered during their university coursework and field experiences.

Reflecting the retrospective nature of my research, I begin in the present with my analysis of participants' responses to my request that they – by then at the end of their coursework in the semester just before they would student teach – narrate how they learned to teach reading. Next, I analyzed their archival documents and their responses to two questions that are layered in that they required action by both myself and my participants. The first layer involved my review of their archival data (routinely obtained from all students in the two reading methods of teaching courses taken earlier) and my resulting creation of visual displays representing their beliefs (and shifts) regarding reading and its instruction. In the next layer, I shared the visual displays and archival data with my participants. I asked them to go back in time, reflect on their beliefs, and speculate how they thought their beliefs evolved both prior to and during the courses included in my study and up to the present, in the semester prior to student teaching. In the last layer, I reviewed their archival data and both interview transcripts for the purpose of forming my analysis of how their belief systems for reading and its instruction developed. Finally, I addressed the intentions for teaching reading my participants had at

the conclusion of my study. Starting in the present, delving into the past and then casting into the future, my study was guided by the following questions:

1. Prior to student teaching, how did the focal participants position themselves as teachers of reading?
    a. What beliefs regarding reading and its instruction did they profess to have?
    b. How did they situate themselves and others in the development of these beliefs?
2. Prior to beginning their reading methods courses, what initial beliefs regarding reading and its instruction did the focal participants have?
    a. What initial beliefs regarding reading and its instruction did they recall having?
    b. What prior experiences with reading and its instruction, both as reported by the focal participants and from my perspective, may have influenced the development of these initial beliefs?
3. How did these initial beliefs evolve during the focal participants' university- and field-based experiences with learning how to teach reading?
    a. What shifts in their beliefs, if any, occurred during these experiences?
    b. Where in these experiences did these shifts occur?
    c. What variables, both as reported by the focal participants and from my perspective, influenced these changes?
4. At the conclusion of the final interview, what intentions or *action agendas* (Pajares, 1992) for teaching reading in the future did the focal participants have?
    a. What beliefs regarding reading and its instruction did they now report to have?
    b. What aspects of reading and its instruction did they intend to privilege in their future classrooms?

c. What did they view their role as a teacher of reading to be?

For each participant's portrait I present three sections based on my research questions. In the first section I discuss my narrative analysis of how the individual participants positioned themselves and articulated their belief systems as teachers of reading prior to their student teaching semester. For this I used Wortham's (2001) analytic tools (described in Chapter 3) and the transcripts from the participants' first interviews (referred to as storytelling events). As you may recall all interviews took place in the semester prior to the student teaching semester, after students had completed the two reading courses with field experiences during which I collected other data relevant to my research questions. The first interview focused on how the participants positioned and described themselves as teachers of reading at that point in time. To assist me in answering research question 1, I also reviewed archival documents to assist and support my analysis of the first interview.

I use the second section of each portrait to answer research questions 2 and 3. This information comes not only from my review of the archival documents, but also from the second interview. In the second interview I shared with each participant her beliefs as articulated in archival documents and as shown on the visual displays I created based on her belief survey results from the two courses included in my study. The focus for this part of the second interview was on having the participant recall experiences that may have influenced the beliefs expressed in the belief surveys.

Finally, the third section of each portrait, intended to answer research question 4, culminated my analysis of the participant's data and revealed their action agenda for teaching reading in the future. Specifically, the data I used to answer question 4 included the Expert Survey, the reflexive philosophy activity and the personal pedagogy for teaching reading the participants wrote at the end of my study. The Expert Survey (Appendix G), based on Flippo's study (1999, 2001), required my participants to read 48 statements about reading instruction and indicate which they believed would facilitate

reading instruction and which would make learning to read difficult. They also completed the reflexive philosophy activity (Appendix E), which asked them to review the reading instruction philosophies they had written at the conclusion of both of the courses included in my study and add concrete examples to any abstract ideas present in these philosophies. For the personal pedagogy activity (Appendix I) I asked the participants to summarize their current beliefs regarding reading and its instruction in a one-page document. To begin each participant's portrait I selected an illustrative phrase taken verbatim from her personal pedagogy for teaching reading to illustrate the teacher of reading belief system she held at the end of my study.

Bridget: "A Happy Balance"?

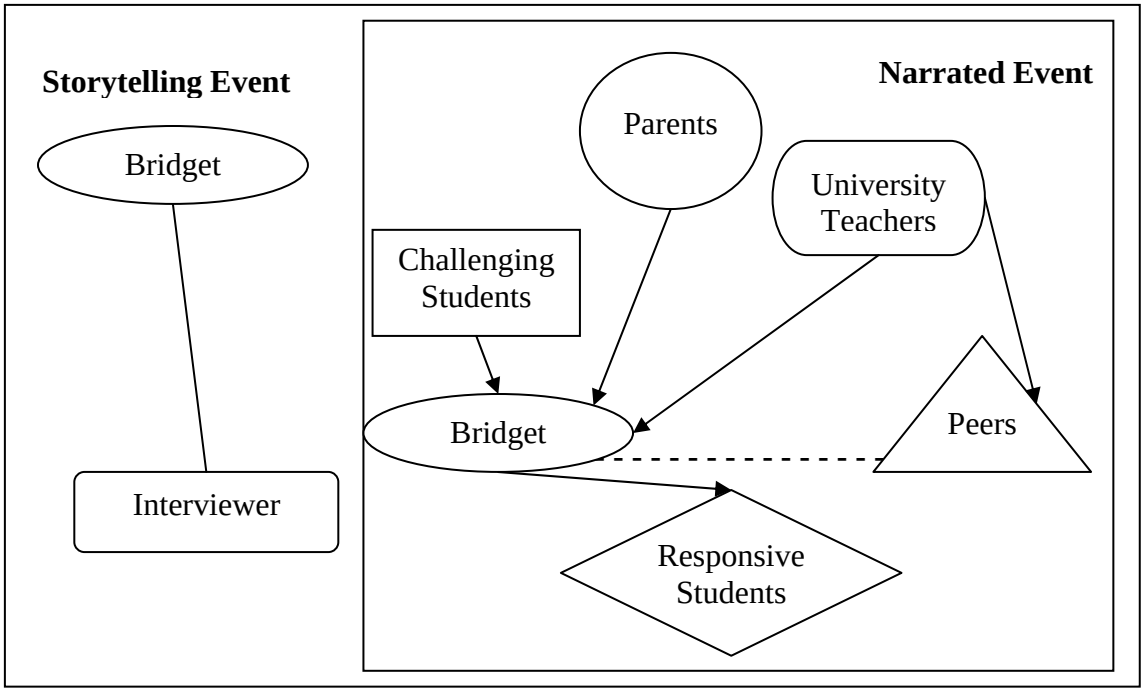
While at the end of my study Bridget expressed her preference for "a happy balance" between reading instructional approaches, my analysis of her data revealed an initial and fairly consistent preference for direct instruction of words and skills. To see how Bridget's belief systems regarding reading and its instruction evolved, I start by sharing my analysis of her first interview; hereafter referred to as her storytelling event.

Positioning Self as a Teacher of Reading

At the time of her storytelling event Bridget, a white 21-year-old female, was in her senior year of the elementary teacher education program pursuing endorsements in reading, language arts and middle school. She identified herself as coming from a close-knit family of middle socio-economic status. When I asked about her decision to become a teacher, she said, "I knew since I was little I wanted to teach... I wanted to help students and I really enjoy working with kids." Through my analysis of the transcript I discovered six prominent voices present during the storytelling event in which Bridget narrated her journey through learning how to teach reading. In keeping with Wortham's (2001) methodology, I developed an illustration (Figure 4.1) of Bridget's storytelling event,

which depicts these six voices and their relationships. In this section of Bridget's portrait I share how I came to hear and interpret these voices through my analysis of her data.

Figure 4.1 Bridget's Interactional Positioning



Notice that during the storytelling event of the first interview Bridget is positioned above the interviewer (me). This indicates that during the storytelling event she did not hold what Wortham would call a vulnerable position as she related her beliefs and experiences regarding reading and its instruction, but rather a confident position. The line between Bridget and me shows a cooperative relationship, in which Bridget responded to questions objectively and sought neither assurance nor sympathy from me. The inner square shows the prominent voices present in Bridget's narration of her experiences in learning how to teach reading. In addition to Bridget, the five recurring voices include peers, parents, university teachers, responsive students and challenging

students. The connectors between the shapes once again indicate the nature of the relationships between the voices. In the next few paragraphs I explain how I came to develop my analysis of Bridget's positioning of herself as a teacher of reading.

The first voice I discuss is that of Bridget's peers. I define Bridget's peers as the other preservice teachers enrolled in the courses included in my study. In Figure 4.1 Bridget and her peers appear side by side connected by a dashed line. The side by side placement and dashed line indicate Bridget's relationship with her peers is one of co-learners. Demonstrating their shared experiences with learning how to teach reading in the first course, Bridget told me, "We learned the fundamentals of reading and the learning stages." When discussing her peers from the second course, Bridget said "To see which level kids are at we learned different testing." Bridget's use of the reference "we" positions her peers as her co-learners in these university-based experiences. She continued to reaffirm this relationship with her peers when she discussed the accompanying field-based experiences.

Bridget's peer references associated with field-based experiences, while marked again by the reference "we" and the added reference of "us", were minimal. Bridget's peers were not physically present in her first field-based experience which may explain why references to them were almost nonexistent. Although Bridget and her peers theoretically had the opportunity to talk about their field-based experiences during the first course, she never mentioned the conversations in her narrative. Such conversations, what Knoeller (2004) called the *discourse history* (p. 169) of a class, socially situate learners and have the potential to assist them in making connections among different experiences/thoughts. These connections are possible when multiple voices, performing in varying degrees of authoritative and internally persuasive discourses, are engaged in explorations of meaning across contexts. Whether the lack of class discussion was due to the actual structure of the university-based experience or the preservice teachers'

reluctance to engage in discussion, Bridget's narrative revealed a disconnect with her first course peers and their field-based experiences.

To illustrate, the only reference to the field experience component I found from the storytelling event dealt with the field-based requirements Bridget and her peers had to fulfill: "I guess we taught two lessons in that class." While this reference reflects their continued relationship as co-learners having assignments to complete, it also suggests, with its solitary appearance, Bridget's limited engagement with her peers and their collective experiences in their field-based experiences associated with the first course.

By contrast, Bridget's references to peers from the second field-based experience, which occurred for everyone enrolled in the course at the same time and at the university's clinical reading center, seemed to suggest an increased engagement with her peers as co-learners. Reconfirming their somewhat passive and monologic co-learner relationship Bridget shared, "We were evaluated. Not evaluated, but kind of checked on every day." Bridget's other reference to peers, however, hinted at a developing complexity in how she positioned herself and her peers and revealed a more empowered class discourse history. "We really went through each portion and what to do. Throughout class we did the word study, writing workshop, the reading workshop. We actually discussed it and went in depth about it and had examples in front of us. That really helped us tutor."

In the above quote I found Bridget was confusing two of her field-based experiences. As you may recall from chapter 3, Bridget and two of my other participants enrolled in a 3-week reading methods course, focused on grades 4-8, prior to the second course included in my study. In the 4-8 reading methods course, preservice students learn about a literacy framework which includes word study, writing workshop and reading workshop. They also do a 25 hour field-based experience in a middle school literacy class. The portions Bridget is referring to in the above quote, however, are the sections on the lesson plan used by all the preservice teachers in the clinical reading

program, which was the second course included in my study. These sections include fluent writing review, familiar text time, strategy and skill instruction, writing and guided reading. Despite this confusion, I contend that because of the shared learning context of tutoring, Bridget's relationship with her peers as co-learners intensified as they simultaneously engaged in the act of teaching reading to their own students and discussing their experiences. Emphasizing the increasing complexity of their relationship, Bridget was positioning herself and her peers, not just as *student* co-learners, but now also as *teacher* co-learners.

In reviewing Bridget's archival documents, I sought support for my analysis of her positioning of her peers. Neither of Bridget's philosophies of reading instruction, written at the end of each course included in my study, contained references to peers. However, in her autobiographical literacy history written at the beginning of the second course, Bridget referenced her peers once. This single reference, "The guided reading groups were taught the way we learned in [the first course]" again positioned her peers as student co-learners. Taking into account both the minimal references to peers in Bridget's storytelling event and the absence of additional references to peers in her archival data, I conclude that, at least initially, Bridget did not see her peers as influencing her beliefs about reading and its instruction.

Next, I discuss the voice of parents I found present in Bridget's storytelling event. Bridget included parents in her definition of those responsible for teaching children how to read. During the storytelling event she told me, "There's more than just the teacher who helps them learn how to read. It's an ongoing process of the teacher, the outside – whether it's parents or family care." In Figure 4.1 the shape representing parents is positioned above Bridget with an arrow serving as a connector. Both the placement of the parents' shape and the directionality of the arrow in Figure 4.1 represent the significant role Bridget portrayed parents as having in teaching children how to read. In

the next few paragraphs I will explain how I came to uncover the voice of parents in Bridget's data.

In her narrative and archival data, Bridget frequently emphasized the role parents play as teachers of reading. Bridget shared, "I think children learn to read from one, beginning with their parents and other people around them because that's what they hear, so they're familiar with words. Then if parents read with them at home, I think that's a huge part of teaching them how to read." Bridget also attributed children's experiencing difficulty learning to read to parents. "I feel like some children experience difficulty learning to read because of one thing: home life. If parents don't really put a lot of, not pressure, but hold reading up to a higher standard, I feel like kids just push it to the wayside."

The literacy autobiography Bridget wrote at the beginning of the second course continued to illustrate the role Bridget felt parents played in teaching children how to read. Following the directions for this paper (see Appendix C), Bridget had a written response for each question. When explaining how she learned to read Bridget wrote,

> I learned to read from watching and listening to my parents and older sister. My parents read to my sister and me ever since we were born and I was able to hear correct pronunciation and have a proper reading model. My parents taught me how to read and once I got to school my teachers taught me how to comprehend what books said and also taught me skills and strategies to reading. When I was at home doing homework or leisurely reading and stumbled upon a word, my mom would help me figure it out. She taught me skills which I still use today when I am trying to figure out a word I am unsure of.

Notice that although she mentioned comprehension in her literacy autobiography regarding how she learned to read, Bridget highlighted correct pronunciation of words. Continuing to emphasize the role her parents played in teaching her how to read, Bridget wrote:

> My parents and sister helped me to learn to read. My parents read to me every night before bed. When I got a little older my sister would read a book and my parents would read a book to me before bed. My parents not only read to me at night but also sometimes

> during the day, which I loved. I love reading and it is because my parents provided a positive reading experience for me since I was born. As I got older my teachers also helped with the reading process. My parents would still read to me but I would begin to read to them as well.

I believe Bridget is referring to her whole development as a reader when she uses the phrase "reading process". In the above quote we see Bridget attributing her love of reading to the efforts of her parents. Almost as an afterthought, she does admit that teachers helped teach her to read, but immediately goes back to crediting her parents with her ability to read.

Although Bridget stated learning to read involved the influence of not only school teachers but also parents and other caregivers, absent from her narration was any specific discussion of her K-12 teachers. It was as if they didn't play a significant role in teaching her how to read. This could be because Bridget characterized her early experiences and thoughts about teaching reading as being somewhat simple. "I always just thought it was fairly simple. You had a book and you read and you worked on words. A lot of just looking at a word and recalling it." Bridget couldn't explain to what she initially attributed the reader's recall of a word. My continued analysis of Bridget's data showed that, while she did credit classroom teachers with playing some role in teaching her how to read, she rarely mentioned them. Because Bridget did not include any discussion of her own K-6 teachers or her K-6 reading instruction, I did not feel it appropriate to include their voice in Figure 4.1.

The next voices I discuss are those of university teachers. I include Bridget's practicum teacher[1] in this definition because their role was to assist the university teachers in teaching practicum students how to teach reading through mentoring the

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[1] *Practicum teacher* is the term used by the university to describe K-12 classroom teachers who serve as supervisors of preservice teachers' field-based experiences, such as those associated with the first course included in my study.

practicum students' experiences within their classroom. Bridget did not refer to her university-based teachers at all in response to my question about how she learned to teach reading. Instead she discussed the courses themselves, specifically the textbooks and an assignment. Given that the textbooks and assignments instructors include in their course reflect what they view as essential for their students' developing knowledge, I consider Bridget's discussions of courses to reflect the voice of the university teachers. When describing her first course Bridget said, "That class is really a building block, the first foundation to all your other core reading classes." Exemplifying the value she placed on the textbook from this course, Bridget constructed the following hypothetical inner speech dialogue: "Okay. I have that book. I can go back to it." Later on in the interview Bridget attributed her successes in tutoring to one of the textbooks used in the course, when she described it as "a great resource". Similarly, when discussing her second course, Bridget shared how much she learned from writing the diagnostic report.

The diagnostic report is a paper the preservice teachers are required to write in which they do a case study for the student they are working with. In this report they provide information to parents regarding assessment results, instructional procedures used during the semester and recommendations for continued instruction. Bridget told me, "I actually thought that even though it's time-consuming it taught me a lot about what teachers do besides just teaching. You really have to use your knowledge of what you know. You have to know what word recognition is." Again, here's another reference by Bridget to the importance of word level issues in learning how to read. Another point of interest is that she doesn't comment on anything the assignment taught her about approaches to teaching reading or about how to teach reading.

While Bridget's narrative for how she learned to teach reading contained limited university-based teacher references, her discussion of field-based experiences contained a

few more references to her practicum teacher and university supervisor[2]. Bridget's first field-based experience was in a third grade classroom at Maple Elementary, part of the Delano Community School District. Maple Elementary had an enrollment of 354 students, with 48.3% students of diverse racial/ethnic backgrounds. Children receiving free and reduced priced meals equaled 54.5%. A majority (74.2%) of the students in fourth grade met/exceeded reading proficiency expectations. Bridget's practicum teacher was a former reading specialist and Reading Recovery© teacher. Bridget felt she learned so much from just watching her practicum teacher teach her students how to read.

Bridget told me about one activity she learned from watching her teacher that she really liked.

> It's for students who were struggling readers. They maybe just carelessly would leave out lots of words. You'd give them like ten Skittles. For every word that they missed, they had to give you a Skittle. It was kind of a cool strategy to see because she showed me scores on this boy she was working with. He was reading at a first grade level. She started it with him at the beginning of the year and he had increased to above a second grade level within just that year. It showed that it improved the student's reading scores.

Bridget also expressed her pleasure with being in a field placement that used a basal reading program.

> I liked that I was able to see the reading program. Like a reading program actually implemented. I was in a school. I got to teach lessons from it. I was able to see how a program like Treasures[3] worked. I know that it's not everywhere, but it seems to be a big thing that comes and goes in the teaching world. So it was interesting to see how teachers actually implement it.

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[2] A *university supervisor* is employed by the university to supervise the preservice teachers during the clinical reading experience associated with the second course included in my study.

[3] Treasures, a product published by Macmillan/McGraw-Hill Companies, is the reading program adopted by the Delano School District. According to a Macmillan/McGraw-Hill news release dated 4/18/2006, it "…provides explicit, systematic instruction and research-proven routines that meet all requirements of NCLB (No Child Left Behind), ensuring Adequate Yearly Progress for students."

It seems to me as if Bridget was viewing both the Skittles activity and the use of a basal reading program as management tools. Bridget's enthusiasm for using scripted instructional routines and incentives, such as Skittles, to control her students' performance during reading instruction seem to suggest Bridget felt the need to have authority over students.

An instance where Bridget's storytelling event revealed an imbalance of authoritative discourse between the university-based and the field-based experiences was when she discussed the reading element of phonics. Her predication for phonics dealt with "the importance that it carries and the different aspects of it". Bridget's constructed dialogue contained an example of her inner speech. "Okay, this [phonics] is really being taught in classrooms. This is something I really need to focus on." I interpret this to mean Bridget was using her field-based experiences with phonics instruction to validate what she was learning about phonics instruction in her university-based experience because, while she acknowledged the authority of university-based courses, she *really* accepted what she'd learned about phonics and its instruction in the university-based experience once she saw the emphasis placed on phonics in her field placement. Because of her field-based experiences, Bridget now had a validated reason to learn all she could about phonics and its instruction from her university-based experience.

Bridget's references to her university supervisor in the second field-based experience suggested an element of control. During her narration Bridget constructed dialogue indicating what she felt her university supervisor's observation comments were. Bridget, ventriloquating her university supervisor said, "This is what you're doing right." and "You have to redo this." Bridget expressed gratitude for this direct feedback from her instructor. I interpret this to be another illustration of Bridget's willingness to accept the authoritative discourse of her instructors when it comes to learning how to teach reading. Bridget never mentioned the university supervisor again. I found this surprising because, as I explained in Chapter 3, the university supervisor and the course instructor

were the same person. Because of this, I would have expected Bridget to have made more attributions to the university supervisor.

Turning to Bridget's archival data, I again sought support for my analysis of the storytelling event. Her philosophy for reading instruction, written at the conclusion of the first course, did contain a specific reference to her practicum teacher from the first course. Bridget wrote, "[The practicum teacher] helped me to understand different reading strategies and development." While Bridget did not comment specifically about her teacher from the university-based experience, she did write, "I was able to apply a lot of what I learned in [the first course] to what was going on in my 3rd grade classroom." Bridget's next philosophy for reading instruction, written at the conclusion of the second course, contained no references to her teachers. This philosophy, perhaps written more in the style of a traditional philosophy of education, highlighted Bridget's beliefs about reading and its instruction. Because of this and the fact that Bridget's second philosophy made no reference to her teachers, I felt it more appropriate to discuss it during the second section of her portrait. This section, as you may recall, focuses on the content and evolution of Bridget's beliefs regarding reading and its instruction.

The final voices in Bridget's storytelling event that I will discuss are the voices of her students. My analysis of Bridget's storytelling event revealed two types of students – challenging and responsive. Challenging students, as indicated in Figure 4.1, held a relationship with Bridget that was similar to her teachers. By contrast, Bridget's relationship with the responsive students was one in which she held the power over them. I discuss the two voices together because it is in contrast to the powerful voice of the challenging students that the voice of the responsive students is most clearly heard.

In positioning herself as a teacher of reading, the interactions Bridget had with the students she taught reading lessons to helped her articulate some of her beliefs regarding reading and its instruction. For Bridget, responsive students validated her actions as a teacher and gave her power over them. During her storytelling event the voice of

responsive students was present when Bridget talked about the role students have in learning how to read. She characterized them as needing to "actually try to learn how to read and pushing themselves." Bridget thought, "If they were willing and if they wanted extra - I know some kids want extra -not worksheets, but activities to do outside of school. If they were willing I would give them to them to kind of continue that education outside." Illustrating this stance Bridget told me about a small guided reading group she taught a lesson to in her first field-based experience. When describing the students in the small guided reading group, Bridget referenced only one student. She talked about how this student "struggled daily", and how she worked hard to design the small group lesson based on this one student's needs. During her storytelling event, she constructed her dialogue as, "Okay, I need to make sure he gets it." Indicating that she considered the lesson a success Bridget again constructed dialogue for herself by saying, "Wow! I can actually do this. I know how to address the students' needs." Here we see Bridget's concern with meeting this student's needs and then her surprise in her teaching ability when the lesson was successful. I interpret this to mean that because the student met the learner outcomes Bridget had established for the lesson, Bridget felt she held the power in the relationship. He responded successfully to her lesson because of her hard work and skill in designing and delivering the lesson.

The voice of responsive students was made further evident, if only in contrast, when Bridget discussed challenging students during the storytelling event. Because of her frustration with what she termed challenging students, Bridget situated them as having power over her and her teaching. This relationship was most evident when Bridget discussed her field-based experiences, specifically her experience teaching a whole class reading lesson in her first field-based experience. When describing the students in the large reading group, Bridget's predications were:

- Autistic, challenging, outbursts

- Behavior disorders, challenging, constantly not doing anything and just acting up
- Weren't listening, weren't paying attention
- Students with disabilities have obstacles, messing around the whole time

As you can see, Bridget's predications reveal her frustration dealing with the varied needs present in the large group reading instructional setting. The following constructed dialogue from Bridget evidenced how she placed the blame for her lesson not going well on those students in her class that she found to be challenging. To describe what she was thinking during this teaching of reading event Bridget instantiated her speech as, "Okay. I planned this good lesson and I'm trying to teach you and you're not wanting to learn." Not only is Bridget's frustration with the students evident in this quote, but they are also where she placed the blame for her lesson not going well. In contrast to her accepting the power and responsibility for making the small group students learn, Bridget's portrayals of challenging students released her from responsibility due to their behavior. This was also apparent in Bridget's narration of the second field-based experience which I share next.

In Bridget's second field-based experience she worked one-on-one with a 2nd grade girl at the university's clinical reading center. While initially stating she "made sure she [her student] got it", Bridget's predications for her student included "challenging" and "didn't want to be there". These predications seemed to mirror those in her first field-based experience in that she accepted responsibility for making her student learn, but was frustrated by behavioral concerns. Further illustrating her frustrations, Bridget's narrative contained two metapragmatic descriptors for her student's use of language. These included "massacred" – when discussing her student's use of vowels and "cried" – when discussing how her student wouldn't even try unless she was interested.

Bridget constructed the following dialogues for herself when describing the instructional reading events with her student:

- Wow! I'm really going to have to work. (Inner speech)
- Did you do it? Did you get it? (Instantiated)
- Wow! I really did something. (Inner speech)
- Why isn't she paying attention? (Inner speech)
- Okay, this is… (Instantiated)

Notice how Bridget's constructed dialogue shows moments when she appears shocked by her student's positive academic performance, yet takes credit for it. Again, her student's inattentiveness is portrayed, with Bridget appearing to slow things down and explain as evidenced by the last two constructed dialogue lines shown above. In both field-based experiences Bridget fluctuated between accepting responsibility for student learning and voicing frustration with students she considered to be challenging.

My analysis of Bridget's storytelling event provided me with an idea of the beliefs she had regarding reading and its instruction and how she situated herself and others in her development as a teacher of reading. At the time of the storytelling event, which occurred in the semester prior to student teaching, Bridget's beliefs about reading focused primarily on the correct pronunciation of words. She made reference to comprehension only once. Indicating her beliefs regarding reading instruction, Bridget again focused on word recognition and the use of phonics. In situating herself and others in the development of these beliefs, Bridget indicated that her university peers were co-learners, and like herself, were subject to evaluation from the university supervisor. In learning how to teach reading, Bridget seemed to position herself and her peers as recipients of knowledge from the university instructors, the textbooks they used and the activities they assigned. Bridget did show evidence that she sought confirmation of this knowledge from her field-based experiences with students. Parents, from Bridget's perspective, played a more significant role in teaching children how to read than classroom teachers. Classroom teachers helped parents, but the parents start and continued the reading process (learning how to read) by reading to their children, saying words correctly and valuing reading in the home. Bridget categorized students as being

either responsive or challenging. Responsive students, from Bridget's perspective, are willing to work hard and outside of school. Conversely, challenging students ruined Bridget's lessons by their unwillingness to work.

Reading and Its Instruction: Bridget's Evolution of Beliefs

In this section of Bridget's portrait I answer research questions 2 and 3 by sharing the content of her beliefs regarding reading and its instruction and the process through which she shaped her belief system regarding reading and its instruction. As a reminder research questions 2 and 3 ask:

2. Prior to beginning their reading methods courses, what initial beliefs regarding reading and its instruction did the focal participants have?
    a. What initial beliefs regarding reading and its instruction did they recall having?
    b. What prior experiences with reading and its instruction, both as reported by the focal participants and from my perspective, may have influenced the development of these initial beliefs?
3. How did these initial beliefs evolve during the focal participants' university- and field-based experiences with learning how to teach reading?
    a. What shifts in their beliefs, if any, occurred during these experiences?
    b. Where in these experiences did these shifts occur?
    c. What variables, both as reported by the focal participants and from my perspective, influenced these changes?

According to Leu & Kinzer (2003), a teacher's belief system for reading instruction, what they call a teacher's *literacy framework*, combines a teacher's beliefs about two issues – sources of knowledge for reading and approaches to teaching reading. The survey I used in my study provided me with information for both these issues; therefore I use these two issues to structure this section of Bridget's portrait. The first

part of this section deals with how Bridget believes children read; which refers to how she believes the reader's various sources of knowledge (social, affective, metacognitive, discourse, syntactic, vocabulary and decoding knowledge, emergent literacy, and automaticity) work together in the reading process (Leu & Kinzer, 2003). The second part deals with how Bridget believes children learn to read, and refers to what methods/frameworks she would use to teach reading (Leu & Kinzer, 2003). For each part I use a metaphor, constructed by Bridget during our first interview, as a lead-in to explain her beliefs about reading (Sources of knowledge for reading) and its instruction (Approaches to teaching reading).

Sources of Knowledge for Reading

Beginning with Bridget's beliefs about reading I asked her at the end of our first interview to develop a metaphor for reading. My intent was for the metaphor to capture her beliefs about sources of knowledge for reading. Bridget's metaphor for reading was "Reading is a vacation." When I asked her to explain her metaphor, she told me, "I feel this because every time one reads they are always learning new things, building their imagination, thinking about a new world or adventure. By reading one can gain new knowledge to help them take a real life adventure or reading can create imaginative adventures." Bridget's view of reading is similar to a theme found in Shaw, Edwards and Oldrieve's study (2006) which they classified as being one of liberation involving "Reading as a portal to the world" (p. 1). I was confused by Bridget's metaphor for reading because it was in direct conflict with many of the beliefs and teaching practices she had just discussed in the first interview. My confusion increased when I reviewed her archival data because Bridget's metaphor for reading also didn't match her beliefs regarding sources of knowledge for reading as evidenced by her responses to the belief surveys.

Like all my participants, Bridget took Yussen & Dillon's belief survey (2002) during four points of my study – pre/post during both courses included in my study. My review of her belief survey selections regarding sources of knowledge for reading revealed that Bridget's beliefs had remained fairly stable across the two courses included in my study. I also determined that Bridget had maintained a text-based explanation for sources of knowledge for reading. As a reminder, a copy of this survey with definitions for the three possible explanations (reader-based, text-based and interactive) is located in Appendix B. Briefly, reader-based suggests background knowledge is most important when reading, text-based suggests the ability to decode words is most important when reading and interactive suggests it's most important for both background knowledge and the ability to decode words to work simultaneously when reading. A trend I noticed in Bridget's belief selections across the four survey administrations was her emphasis on correct word pronunciation.

During the second interview, I asked Bridget to review the visual display I had created based on her survey selections (Table 4.1) for sources of knowledge for reading. Specifically, I asked her to focus on what beliefs were maintained across survey administrations, what shifts in beliefs occurred and when these shifts occurred. I then asked her to describe what she attributed her maintained and shifted beliefs to. In Table 4.1 the three explanations for sources of knowledge for reading (reader-based, text-based and interactive) are sub-headings under each column representing an administration of the survey. Below each explanation's heading the numerals indicate the actual statement(s) Bridget selected. For example, on her pre-1st course survey Bridget identified reader-based belief statement 11 and the text-based belief statements 1, 3, 10 and 12. A dash indicates either no statement was made for that category or a statement was dropped. For example, Bridget didn't select any interactive belief statements, so a dash is under this subheading for each administration of the survey. Because Bridget selected statement 3 (text-based) only during the pre-1st course and post-2nd course survey

administrations, a dash is located in the spot the numeral 3 would have appeared if she had selected it during the other survey administrations.

Bridget's one reader-based belief, which she maintained throughout the two courses, dealt with the importance of teachers ascertaining their students' background knowledge before having them read about a topic (Statement 11). She also maintained two of the text-based belief statements throughout the courses (Statements 1 and 10) which dealt with sounding out words and privileging the author's meaning over personal meaning. When I asked her to explain what she attributed her maintenance of these beliefs to, Bridget said,

> I feel those beliefs came from my practicum experiences and [university] classroom experiences. I think that those are things which I have discussed with my peers and the teachers which I have worked with. This belief comes from those different influences.

In the previous quote Bridget attributed her maintenance of these three beliefs (1, 10 and 11) to her university-based experiences and teachers however, my review of the belief survey results from both courses supported her maintenance of only Statement 11 (importance of background knowledge). The instructors from both classes identified this as a belief they held and students in the second course increased their selection of this belief by 45%. Bridget's maintenance of text-based belief statements 1 and 10 was not in keeping with her instructors' beliefs or the trend in selection of these beliefs by her peers (See Appendices J and K).

Given my previous thought that Bridget didn't view her peers as possessing authoritative discourse for teaching reading, I was surprised when she attributed many of her choices on the belief surveys to her peers. When I asked Bridget about her overall text-based explanation for sources of knowledge for reading, as indicated by the belief survey results, she responded, "Since I was just beginning to learn a lot of the information I may have been swayed to think this way [text-based] if other peers discussed this more." With Bridget attributing her belief shifts on the survey to her peers,

I reviewed the course survey result data in an effort to see how she compared to her peers on the surveys.

Table 4.1 Bridget – Sources of Knowledge for Reading

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Reader-based	**Reader-based**	**Reader-based**	**Reader-based**
11	11	11	11
Text-based	**Text-based**	**Text-based**	**Text-based**
1	1	1	1
3	-	-	3
-	5	5	5
10	10	10	10
12	12	12	-
Interactive	**Interactive**	**Interactive**	**Interactive**
-	-	-	-

According to the first course's survey data (Appendix J), Bridget's initial text-based classification was in keeping with only 21% of her classmates (n=33). At the end of the first course, Bridget's peers showed a 38% increase in those ascribing to the text-based explanation. Additionally, Bridget was no longer the only student selecting four text-based belief statements. Bridget's peers in the second methods course(Appendix K) however, initially predominantly ascribed to interactive beliefs (75%). Bridget was just one of two students ascribing to the text-based explanation for sources of knowledge for reading. She again was the strongest in this explanation with four of her five selections being text-based. At the end of the second course Bridget was the only member of her class who held a predominantly text-based belief.

Looking next at the individual statements which showed shifts, I start with statement 3, *To understand what they read, it is important that children be able to read most words correctly*. Bridget started the first course with this belief and never identified it again until the end of the second course. To explain this shift, Bridget said,

> I don't feel that I'm completely sure if I can choose one belief and stick with that because there are things which are constantly changing my mind, such as texts, experiences and peers. I can't think of any one particular experience but I know that those are things that do affect my beliefs.

Notice that instead of addressing this particular belief Bridget's response indicates her awareness of all the factors that influence her belief system.

I next asked Bridget about statement 5, *When we ask children a question about a story they have read, there usually is one answer that is better than others*. For this statement Bridget did not initially identify it as a belief, but picked it up and maintained it across the last three surveys. To explain this shift Bridget told me,

> I feel as though teachers during my practicum and my own college experience are always looking for one particular answer. Even if you answer a question, there are many times they continued to ask the same question to others until they hear what they want to hear. I feel that I chose that belief because of what may have been going on for me and what I was seeing at my practicum hours.

Bridget's response reveals the power she feels teachers have over students.

For statement 12, *Talking storybook software is useful for younger children because it will pronounce unfamiliar words during reading experiences on CD-ROMs.*, Bridget again signaled her awareness of others influencing her beliefs when she told me,

> Our [second field-based experience] students used software during the lessons and it was something that we have talked about before. I've also heard other peers and people discussing their feelings about software and my [first field-based] teacher discussed how she used it with her class.

I interpret the above quote as containing two parts. The first sentence is where Bridget is responding to my question about why she dropped this belief at the end of the second course. The last sentence is where she is explaining why she initially held and then

maintained this belief until the last survey. I believe that Bridget had this belief until she actually watched students using talking storybook software and through her observations she determined it wasn't helpful. She held this belief statement, based on prior experiences and teacher input, until she had actual experience with it during her second field-based experience.

It appears, in this instance anyway, that Bridget's belief system regarding sources of knowledge for reading was influenced by her actual experience with teaching reading which caused her to reject a belief once held and that was sponsored by her prior experiences and interactions with her practicum teacher. According to Bakhtin (1981), this illustrates a situation in which authoritative and internally persuasive discourses are involved in an interplay involving a struggle to unite them into one voice that is internalized and personally authoritative. As we decide which discourses we will appropriate and what meaning we give them, our belief systems are constructed. Therefore, Bridget was beginning to show evidence of developing her own internally persuasive discourse regarding the use of talking storybook software and was rejecting the authoritative discourses from her prior experiences and practicum teacher.

Approaches to Teaching Reading

The other metaphor I asked Bridget to construct at the end of the first interview dealt with approaches to teaching reading. Again, my intent was for the metaphor to capture how Bridget conceptualized her identity as a teacher of reading (Massengill, Mahlios, & Barry, 2005). Alsup (2006) stated, in relation to her study, "These metaphors were often the clearest, most insightful expressions of the participants' developing professional identities produced during the study" (p. 148). I hoped Bridget's metaphor would provide me with a clear understanding about her beliefs about approaches to teaching reading. Bridget's metaphor for teaching reading was "Teaching reading is similar to baking." As Bridget explained her metaphor, she also constructed dialogue to

show the link between her metaphor and teaching reading. In order to accurately depict what happened in her explanation I inserted quotation marks in the excerpt below from interview transcripts to show when Bridget took on another voice and linked her metaphor to teaching reading.

> You have to find the recipe. "How do you know what and how to teach? By assessments, observations etc." Then you need to prepare the food. " Lesson. What will I teach?" Then you move on to the actual cooking part. "Teaching, modeling, work time, etc." Then you have the final product and you can eat. "How did the students do? Do they understand what was just taught?"

I characterize Bridget's metaphor for teaching reading as falling into the classification of teacher as a builder (Shaw, Edwards & Oldrieve, 2006). In this classification, teaching reading is building the strategies and skills needed to help students become lifelong readers. According to Shaw, Edwards & Oldrieve (2006) this metaphor is concrete in its description of reading instruction.

Bridget's survey results regarding approaches to teaching reading are presented in Table 4.2. As a reminder, the surveys were taken at the beginning and end of each course included in my study. Notice her results lie predominantly in the holistic language learning category (See Appendix B for definitions). Briefly, holistic language learning favors student-directed, inductive activities, specific skills favors teacher-directed, deductive activities and integrated favors a combination of both holistic language learning and specific skills. Conversely, she mainly identified with text-based explanations for sources of knowledge for reading on her belief survey results which I previously reported. I usually consider text-based explanations as aligning with the specific skills theory. Another trend I noticed in Bridget's belief selections across the four survey administrations was her emphasis on students taking ownership for learning how to read and parents being part of the instructional process. Student ownership for their learning was in keeping with both instructors' belief selections and a majority of Bridget's peers.

During our second interview I shared Table 4.2 and the accompanying belief statements with Bridget and asked her to share with me why some of the shifts in beliefs may have occurred. One of the statements (Statement 14 – *Children learn much about literacy by watching their parents at home.*) Bridget maintained throughout the surveys was a holistic language learning belief emphasizing the important role parents have in teaching their children how to read. This is consistent with what her other data revealed. The other statement Bridget maintained was classified as integrated and dealt with both teachers and students directing learning. When I asked Bridget about her strong adherence to this belief statement, she was unable to provide me with specific reasons for her belief. She said, "I think it's important to have both teacher and student directed instruction because it helps to share responsibility roles and to let the students have some control on what is going on."

Table 4.2 Bridget – Approaches to Teaching Reading

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Holistic Language Learning	**Holistic Language Learning**	**Holistic Language Learning**	**Holistic Language Learning**
-	-	-	2
4	4	4	-
-	-	9	9
14	14	14	14
Specific Skills	**Specific Skills**	**Specific Skills**	**Specific Skills**
-	11	-	11
12	-	-	-
Integrated	**Integrated**	**Integrated**	**Integrated**
3	3	3	3
15	15	15	-

At the end of the second course Bridget identified statement 2, *Students should receive many opportunities to select and read materials unrelated to school learning.*, as a belief for approaches to teaching reading. I asked her if anything happened during the course to make her ascribe to this belief. Bridget's response indicated a course not included in my study influenced her selection. As you may recall, Bridget took this course during the 3-week session prior to the second course included in my study. Her field-based experience for the 4-8 reading course was in a middle school literacy class. In explaining her shift Bridget told me, "I feel that I took on this belief because I realized that at the school I was at during [4-8 reading methods] students didn't know how to read that well in school partly because they didn't choose the material and they didn't really read outside of school."

Bridget dropped two previously-held belief statements at the end of the second course. When I asked her about this, Bridget couldn't pinpoint any reason for her shift. She also couldn't explain her selection of belief statement 9 (*To provide children with a reason to read and write, teachers need to create personally meaningful literacy experiences for them*.). With statement 11, which deals with teachers setting literacy goals for students, Bridget explained how her field-based experiences showed her the importance of goal setting. **"**I feel it's important for teachers to set goals with and for their students. I think it helps them achieve more and become a better student."

The importance of computer software programs was again the topic of belief statement 12. Bridget explained her shift away from this belief as follows: "I realized that computers are useful, but not that often. I think it's more important for students to use hands-on activities. I especially think this changed in [4-8 reading methods course] and [second course] because of discussions we had as a class." I asked Bridget to explain what she meant by hands-on activities. She told me, "I guess I'm struggling for specific games...but like games from [the second course]. There are some games in the *Words Their Way* book." *Words Their Way: Word Study for Phonics, Vocabulary and*

Spelling (Bear, Invernizzi, Templeton & Johnston, 2003) is a textbook from the second course containing several word study activities.

My review of Bridget's autobiographical reading history did reveal some basis for the shaping of these beliefs. Bridget stated her parents and her sister read all the time. The importance her parents placed on reading seems to have fostered an environment where everyone was involved in some type of reading activity. Bridget described growing up in this environment as follows: "I had many books growing up which I view as a valuable material. My parents would also buy me workbooks about reading which I could do for fun." The use of workbooks to practice reading skills for fun is evidence of how the specific skills theory was blended into the literacy environment Bridget grew up in. In some ways her home experiences with reading paralleled those which one might see in a school setting with the use of workbooks. Bridget's parents made sure they provided her with literacy experiences that allowed her to feel confident and practice her skills in reading. The modeling they did emphasized correct word pronunciation. To illustrate, when discussing her parents' modeling, Bridget said, "I was able to hear correct pronunciation and have a proper reading model."

Bridget's Action Agenda for Teaching Reading

After analyzing Bridget's data for her beliefs concerning reading and its instruction, I looked for evidence of her action agenda for teaching reading. Action agendas (Pajares, 1993) are an individual's plans for future behavior and give some indication of an individual's belief systems. In an effort to establish what Bridget's current belief systems concerning reading instruction were I led her through several activities all leading up to her creation of a personal pedagogy for teaching reading. It was my intent that the personal pedagogy for teaching reading be Bridget's final action agenda, at least with regard to my study, for teaching reading.

For the first activity, I administered a survey my participants had not completed in their previous coursework – the Expert Survey, based on Flippo's work (1999, 2001), during the second interview. I chose not to administer the Yussen and Dillon (2002) survey for two reasons. First, I was concerned that my participants might be over familiar with the survey given the previous four administrations. Second, I wanted to see how my participants' beliefs regarding reading instruction compared to acknowledged experts in the field of reading instruction. The Expert Survey (Appendix G) contained 48 statements regarding reading instruction. Bridget was asked to indicate which statements *Would Make Learning to Read Difficult* and which statements *Would Facilitate Learning to Read.* The experts in Flippo's study (1999) identified 15 statements that *Would Facilitate Learning to Read*. Of these 15 statements, Bridget identified all but one as facilitating reading instruction. She also identified 4 statements as facilitating reading instruction that the experts classified as making reading instruction difficult.

> Statement omitted that experts found facilitative:
> 38 – *Plan instruction and individual work so students engage in purposeful reading and writing most of the time rather than consciously separating reading from writing activities.*
>
> Statements included that experts said would make learning to read difficult:
> 1 – *Teach the children in your classroom letters and words one at a time, making sure each new letter or word is learned before moving on to the next letter or word.*
> 22 – *If a child is not getting it, assign a few more skill sheets to remedy the problem.*
> 25 – *Remove the freedom to make decisions about reading from the learner.*
> 41 – *Never give children books in which some of the words are unknown (i.e., word that you haven't previously taught or exposed them to in some way).*

All statements Bridget included that differed from the experts reflected the beliefs she identified on her previous course surveys. Her inclusion of these statements from the expert survey seemed to reflect her steady adherence to the text-based explanation for sources of knowledge for reading that her previous course surveys revealed.

I organize my discussion of Bridget's action agendas by using the categories of context, influential people and materials (Clift and Brady, 2005). My findings in regard to the context Bridget plans to use for teaching reading reflected her preference for small group instruction and parental assistance. When discussing her plan to use small groups during guided reading Bridget said, "Maybe have a large group at times. Starting out instruction in a large group and then breaking down into small groups." The focus on motivating students to learn how to read and increasing their willingness to read was emphasized when Bridget discussed her role as teacher in relation to her future students. She felt she would need to "capture their interest" and get them "willing to continue that education outside of school".

When considering the influential people included in Bridget's action agenda, I noticed Bridget never referenced herself as the teacher. She did reference "Class volunteers for kids who need that extra boost." She also felt siblings were a resource because they could "just take five minutes and before bed read." Bridget continued to emphasize the role of parents when she told me about what she'd like to have her future students do. "They could take word games home and practice them with their parents."

Word games were just one of the types of materials Bridget planned to use in her classroom to assist her with reading instruction. Her plans for future reading instruction materials included the following quotes taken from the interviews:

- Leveled books – have things kind of structured, so they go in a sequence
- Variety of texts – narrative and informational
- Interest surveys to see what they're interested in
- Activities, but not worksheets

Note that the last bullet is in contrast to a statement she had identified on the expert survey as facilitating reading, which was *If a child is not getting it, assign a few more skills sheets to remedy the problem.*

For the second activity, I asked Bridget during the second interview to think aloud to construct an oral draft of a reflexive philosophy statement regarding how she plans to teach reading that she later revised in writing. Following the procedures outlined by Alsup (2006), I first asked Bridget to review her previous philosophy statements (which were written at the end of both courses included in my study) and select one that best represented her current thinking. I then asked Bridget to highlight words, phrases, sentences, or paragraphs that were abstract/ideal. For each of these, she needed to think of her own memories/past experiences that provided concrete examples for these abstract/ideal areas. Bridget was unable to select just one philosophy statement for this activity, so her reflexive philosophy was done with both. In order to represent what Bridget shared with me accurately, I provide the excerpts she highlighted from her philosophy statements. Then I provide Bridget's attempts to provide concrete examples for the abstract/ideal areas that she, now at the conclusion of the second interview, still believed were important for reading instruction.

Through my recursive readings of Bridget's written reflexive philosophy statement I discovered the themes of meeting student needs, using varied instructional methods and organizing for instruction. Supporting the theme of *meeting student needs*, Bridget highlighted the following original philosophy statement excerpts during the second interview and then added concrete examples from her memories and experiences:

- First Course's Original Philosophy Statement Excerpt: When I teach I want to find a way to help ALL students and not just the ones who need extra help or who are on grade level.
- Second Course's Original Philosophy Statement Excerpt: My Reading Philosophy is about helping all students progress and enjoy and learn whole reading. I feel it's important to direct my teaching to all students as much as possible.
- Second Course's Original Philosophy Statement Excerpt: I feel it's important to direct my teaching to all students as much as possible because then they can all be involved. When working on topics I want to make sure I can

reach to the student who needs the most help and to the student who needs to be a little more challenged.

- Added Concrete Example: I have been in classrooms where students who are excelling aren't always getting the attention they need because teachers are more focused on students who need extra help. From this experience I realized that it's important to help all students.

- Second Course's Original Philosophy Statement Excerpt: I feel it's important to tie things which my students are interested in into the books and lessons being taught
- Added Concrete Example: This is important because then students can make a connection with school and life.

Although the second added concrete example may not sound like a concrete example, Bridget thought it was. It's evident from the memories/experiences above that Bridget was concerned with making sure she made connections to her students' interests and taught all her students, regardless of their ability level.

When discussing *using varied instructional methods*, Bridget's reflexive philosophy highlighted the following excerpts from her original philosophy for reading instruction statements:

- First Course's Original Philosophy Statement Excerpt: I would add more activity and hands-on things in my lesson.
- Added Concrete Example: I have seen classrooms where hands-on activities have been used and students retain more information than if they aren't used.

- First Course's Original Philosophy Statement Excerpt: Also by using different learning methods and getting the senses involved can appeal to the students who don't understand direct instruction and worksheets.
- Added Concrete Example: When I was at [another school], the teachers I observed are using many different methods which help students understand better, like worksheets, computers, hands-on activities, etc.

Again, Bridget's memories/experiences provide examples indicating her belief in using varied activities for reading instruction. Additionally, Bridget's concrete examples suggested field-based experiences as being primary sources of influence for shaping her

beliefs. This time, however, she only developed this concept (varied activities for reading instruction) based on her first course philosophy for reading instruction.

Similarly, she only referred to her second course when discussing *organizing for reading instruction*. The philosophy statements' excerpts and her added concrete examples were:

- Second Course's Original Philosophy Statement Excerpt: It's important to me to have small groups of students to help them work on areas of weakness
- Added Concrete Example: I have seen classrooms where hands-on activities have been used and students retain more information than if they aren't used.

- Second Course's Original Philosophy Statement Excerpt: By having smaller groups which focus on one topic at a time, it will help my students be comfortable and be able to achieve in school.
- Added Concrete Example: I feel it's important to be comfortable and make achievements for students. I also feel that students learn more with smaller groups.

Bridget's memories/experiences revealed she had a preference for organizing her reading instruction by using small groups. Her first concrete example continued to identify the influence from Bridget's field-based experiences. I don't believe however, that Bridget's second concrete example is truly concrete. She is merely restating her belief in small group instruction.

Leading up to the personal pedagogy, the reflexive philosophy statement activity helped Bridget to consciously connect her beliefs about reading instruction with her actual experiences. Alsup (2006) stated an activity such as this helps "preservice teachers to consciously identify their current philosophic positions and belief structures about teaching" (p. 180). After Bridget completed her reflexive philosophy statement, I asked her to write a personal pedagogy for teaching reading. In this statement she was to consider a personal pedagogy (the art, science, or profession of teaching) that described her personal beliefs and philosophies regarding reading instruction. I asked her to try and

give specific examples to support any abstract/ideal statements she made. Bridget's written personal pedagogy for teaching reading is next.

> I feel that reading instruction includes both actual reading and the comprehension of what the student has read. I don't feel as though all schools demand the comprehension aspect out of children. I also feel that my belief in how students should be taught reading is different than the way some schools do it. I feel that schools need to have a balance of phonemic awareness, phonics, comprehension etc. I think that schools go through spells where they follow one of these beliefs and then a few years later they go back to a different one. I feel that if the schools maintained a happy balance, all students would learn all the different aspects of reading. I also feel that all are important to incorporate and that if there were a decent balance between them all students would begin to excel more in reading versus just teaching one aspect of reading. I also feel that school demands only so much from each grade level and some teachers don't push their students to do more than those demands. I think that demands and levels which students should reach are important (like if you're in first grade you should be reading at a first grade level), but it's also important to push children to learn more and do better. I think it's important to introduce different concepts and topics numerous times even before they are really going to learn about something (ex. If students don't learn about punctuation until 1st grade, I think teachers should still emphasize this in kindergarten.) I do feel that many teachers do this, but I think some teachers could do a better job at pointing out those little teachable moments.

Beginning with the first line of Bridget's personal pedagogy I again had the feeling that she still viewed reading as the pronunciation of words and something separate from comprehension. Many of her other statements however, appeared to exemplify the interactive explanation ((Leu & Kinzer, 2003, Anderson, Hiebert, Scott, & Wilkinson, 1985; Rumelhart, 1976; Stanovich, 1980) for sources of knowledge for reading and the integrated theory (Leu & Kinzer, 2003; McKenna, Robinson, & Miller, 1993) for approaches to teaching reading. She emphasized a preference for a balanced approach to reading instruction. The perceived school demands she mentioned centered around what she described as a cyclic focus on reading instruction elements which diminishes the learning of some students. This seems to fit with Bridget's previously stated preference to make sure her instruction reaches all students regardless of ability

levels. Bridget also placed responsibility in the teacher's corner by her references to low teacher expectations and missed teachable moments.

Summary

I organize my summary of Bridget's portrait around my four research questions. Through my analysis I discovered that at the time of the first interview (at the conclusion of her coursework and just before student teaching), Bridget held a belief system for reading and its instruction that focused primarily on the correct pronunciation of words. She situated parents as being more influential than teachers when it came to teaching children how to read. Through her field-based experiences Bridget developed the stance that responsive students validated her efforts as a teacher and challenging students didn't learn from her lessons because they let their behavior/disability interfere or they weren't willing to put in the effort.

When during the second interview Bridget and I looked back at her responses on the belief surveys taken at the beginning and end of each of the courses included in my study, it was again evident that she preferred a text-based explanation for sources of knowledge for reading. The main influence she attributed this to was her field-based experiences. For approaches to teaching reading, Bridget's survey results indicated a preference for the holistic language learning theory. This Bridget attributed to her parents. I wonder however, if the finding that Bridget's preference is for the holistic language learning theory is misleading. While the holistic language learning statements deal with parents as models, meaningful reading and reading done outside of school, the activities Bridget discussed doing at home with her parents seemed to align more with the specific skills theory. Could Bridget be misinterpreting the holistic language theory statements based on the somewhat skill-driven atmosphere her parents created at home? Given that the holistic language learning theory focuses on student-directed activities and the specific skills theory focuses on teacher-directed activities, I believe it is possible that

Bridget is confusing the two because her home environment encouraged what's typically seen as teacher-directed learning through her parents supplying her with workbooks to practice reading skills and focusing her attention on word learning and pronunciation. I have no doubt that Bridget attributes her learning to read and in some ways her learning how to teach reading to her parents. I don't believe that what Bridget described in both her interviews and her archival data supports the conclusion that she held a preference for the holistic language learning theory for approaches to teaching reading.

Bridget's beliefs regarding reading and its instruction at the end of the second interview were conflicted, making me wonder if a balanced approach to reading instruction was really her preference. According to Leu and Kinzer (2003) a balanced approach to reading instruction is defined as:

> A combination of interactive and integrated beliefs. You believe that both prior knowledge and decoding components are important but that each child is likely to have slightly different needs in these areas. You also believe in both student-directed, inductive learning in authentic contexts and teacher-directed, deductive learning in specific skills, depending on individual needs. (p. 85)

Bridget's data revealed she planned to use small group instruction, leveled books for structure and sequence, student interest surveys and hands-on word study activities. All except the interest survey suggest a text-based and specific skill instruction preference. Likewise, Bridget's deviations from the expert selections on the expert survey indicated a preference for text-based and specific skill instruction. Yet, despite this apparent preference, Bridget professed in her personal pedagogy, written as the final act of the second interview, the belief that all students would be successful readers if a "happy balance" between explanations/theories for reading and its instruction existed in schools. As she described it "a happy balance" would suggest Bridget ended my study with an interactive explanation for sources of knowledge for reading and an integrated theory for approaches to teaching reading. While the evidence does not support this finding, I'm left wondering two things. Did the process of interrogating her own beliefs during the

interviews and accompanying activities cause Bridget to make the shift to the interactive explanation and integrated theory by the end of our second interview? Or, did my role as the interviewer somehow cause Bridget to position herself and adopt the interactive explanation and integrated theory because she sensed those were the stances I hold?

Elizabeth: "Meet the Needs of the Student"

At the end of my study Elizabeth shared her commitment to meeting the needs of her students. This commitment seemed central to Elizabeth's professional goal of becoming a teacher for children with special needs. Elizabeth's personal pedagogy, written at the conclusion of my study, also suggested that regardless of where a child is academically "supposed to be at", she believed she had to meet the child where they are at. In addition to these central beliefs, my analysis of Elizabeth's data suggested she had a somewhat resistant journey through the two courses included in my study. In order to reveal the development of Elizabeth's belief systems for reading and its instruction, I begin her portrait by sharing my analysis of her storytelling event.

Elizabeth: Positioning Self as a Teacher of Reading

My analysis of Elizabeth's storytelling event revealed the presence of five voices – in addition to Elizabeth's voice – that influenced in varying degrees her internally persuasive discourse for reading instruction. Through her interactions with these voices Elizabeth positioned herself as a teacher of students requiring special education services. She also positioned herself as a teacher of reading who believes older family members can play a significant role in helping younger family members learn to read. Elizabeth also expressed some confusion regarding the role phonics should play in reading instruction. In this section of Elizabeth's portrait I share the details of my analysis of her storytelling event.

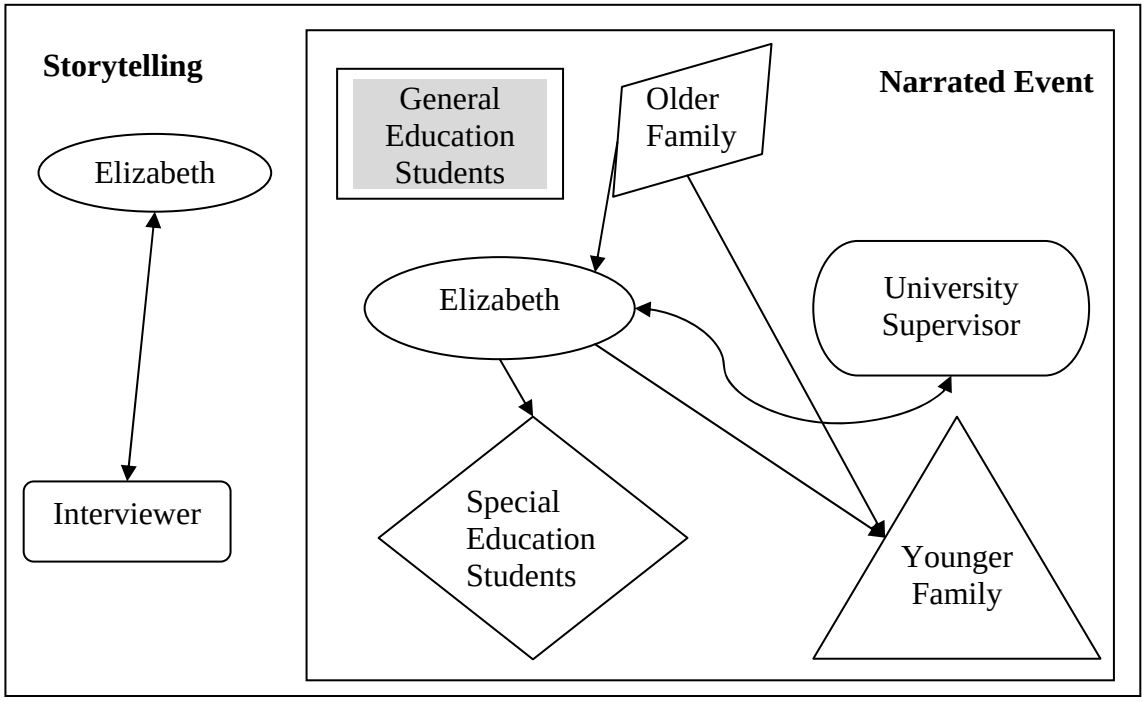
At the time of her storytelling event Elizabeth, a black 52-year-old mother of three, was in her senior year of the elementary teacher education program pursuing an

endorsement in special education. The second oldest of eight sisters, she identified herself as coming from a middle socio-economic background. Prior to pursuing her teaching career, Elizabeth had worked as a nurse, counselor and para-professional. In addition to this, Elizabeth worked for a time at Boys Town in Nebraska. Elizabeth attributed her decision to become a teacher to her experiences working at Boys Town. She told me, "I was able to teach 1st-3rd graders and I found that I was really good at it."

In the course of my analysis of her storytelling event I discovered five central voices were present as Elizabeth narrated her journey through learning how to teach reading. In addition to Elizabeth the central voices in her narration included the university supervisor in the second field-based experience, older and younger family members, general education students and special education students. Elizabeth made no reference to her peers, K-12 teachers or teachers from the first course and first field-based experience. Again using Wortham's methodology (2001), I developed an illustration (Figure 4.2) of Elizabeth's storytelling event, depicting these five voices and their relationships. In this section of Elizabeth's portrait I share how I determined the presence and role of these voices through my analysis of her data.

During the storytelling event of the first interview Elizabeth is positioned above me, indicating her active voice as she narrated how she learned to teach reading. The double-ended arrow between us shows a relationship in which I perceived power fluctuating between us. Even though Elizabeth volunteered for my project and would suffer no consequences based on her responses, I frequently felt she was trying to please me. I found myself nodding and smiling because Elizabeth would often not go on with her narration until she had some form of acknowledgement from me. I think it's important to consider how my role as the audience in Elizabeth's storytelling event may have changed her narration. From my perspective Elizabeth appeared to need my approval, so her narration may have been altered. In the subsequent paragraphs I explain my analysis of Elizabeth's positioning of herself as a teacher of reading.

Figure 4.2 Elizabeth's Interactional Positioning



The first voice I discuss is that of the university supervisor from the second field-based experience. As a reminder, the university supervisor was also the instructor for the second course included in my study. I did not include the term "instructor" in either Figure 4.2 or the following discussion because Elizabeth's references to this person centered around how her tutoring was being evaluated. In Figure 4.2 Elizabeth and the university supervisor appear side by side connected by a double-ended curved arrow. The side by side placement and arrow indicate Elizabeth's dynamic relationship with her university supervisor. By dynamic I mean a fluctuating relationship. To support my analysis I found Elizabeth's storytelling event contained the following predications for the university supervisor:

- Persistent
- Stuck with me
- Intrusion

- Offered help
- Younger
- Didn't matter what I thought
- Made me do it her way

In this dynamic relationship Elizabeth attributed both her successes and her challenges in the second field-based experience to the university supervisor.

Attributing her successes in the second course's field-based experience to her university supervisor, Elizabeth shared, "I had a teacher who stuck with me when I was ready to quit." Elizabeth constructed the following dialogue representing what her university supervisor would say to her: "You just got to keep doing it." Later in the storytelling event Elizabeth expressed frustration that the university supervisor "kept after her" to incorporate what she was hearing in the course lectures into her tutoring sessions. Explaining the reason for her frustration, Elizabeth said,

> It was the fact that I did not have a good handle on the method and the material I was supposed to use. I'd review it and think I got it. I was more concerned about making sure I didn't harm the student than learning the material that I needed to learn.

I did not get the sense that Elizabeth was implying that what the university supervisor and the course were suggesting that she do was something she thought would be harmful to the learner. Rather, I felt she was referring to how she was uncomfortable teaching in the manner required by the course. Elizabeth stated, "I knew what I was doing the way I wanted to do it; not the way it was being taught." Because of this she felt uncomfortable and didn't think she'd be able to help her tutee.

As previously mentioned, Elizabeth also attributed the challenges she found in the second course's field-based experience to her university supervisor. Elizabeth told me she felt confined by the structure of the lessons she was required to do. Elizabeth ventriloquated her university supervisor when she constructed the following hypothetical dialogue: "This is the way it is. This is the way it is and you have to do it. It doesn't

matter what you think or what you're going to do in your classroom." I interpreted this to mean Elizabeth felt the authoritative discourse of the second course was dictating what she should do and her opinion didn't matter.

Later in the storytelling event however, Elizabeth hinted at being aware that she might have missed a chance to learn more about teaching reading. When I asked her to tell me about challenges she encountered in the second course's field experience, Elizabeth said, "I would say being able to step back and see that I was offered help, but it felt that it was an intrusion. It wasn't until after [tutoring] was over that I realized that. The help was there. I just didn't see it as help." When I asked Elizabeth to tell me why she thought this situation happened, she told me, "The fact that I was older and I thought that I knew what I was doing the way I wanted to do it; not the way it was being taught." During the storytelling event Elizabeth appeared to be reconsidering how she positioned herself and the university supervisor. If Elizabeth had viewed their relationship as more cooperative, Figure 4.2 would have shown a line without arrows between her and the university supervisor.

In reviewing Elizabeth's archival documents, I sought support for my analysis of Elizabeth's positioning of the university supervisor. I was unable to locate any references to the university supervisor. Taking into account both the dynamic relationship between Elizabeth and her university supervisor in her storytelling event and the absence of additional references to her in Elizabeth's archival data, I conclude that the university supervisor had an influence on her teaching behaviors in the field-based experience, but not on her beliefs. My analysis is that, despite acknowledging the power she felt the university supervisor held over her, Elizabeth really didn't consider what she was learning as authoritative discourse she would take on as part of her internally persuasive discourse for teaching reading.

Next, I discuss the voices of family members I found present in Elizabeth's storytelling event. In Figure 4.2 two shapes represent family members – older and

younger. The younger family members are positioned below Elizabeth with an arrow serving as the connector. Both the placement of the younger family members' shape and the directionality of the arrow in Figure 4.2 represent the power Elizabeth portrayed having over her family. The older family members are positioned above both Elizabeth and younger family members. The placement of shapes and the direction of the arrows are again meant to indicate the power older family members have over younger family members. In the next few paragraphs I will explain how I came to uncover the voice of both types of family members in Elizabeth's data, beginning with her experiences as a child and then as a mother. The following references/predications, taken from Elizabeth's storytelling event, support my interpretation of how Elizabeth was positioning both types of family members:

- Mother/punishment for younger sisters
- Older sister/loved it; just great
- My children/first experience; made it fun
- Parents/read to child early on
- Children/mimic; act like older readers without thinking

Elizabeth had minimal references to her own experiences learning how to read in her storytelling event. She told me,

> I have younger sisters and I watched my mother. The way she taught me to read she taught my sisters to read. I didn't think I would want to teach my kids that way. It seemed like it was more punishment. My older sister? We loved to read, so it was just great.

I was curious as to what she meant about the method her mother used to teach her and her sisters how to read. When I asked Elizabeth to explain this she said,

> Mom would make them read a book she had chosen. She would make them sit at the table and struggle over the words. They could not get up from the table until they had completed the book. For me and my older sister she bought us all the books we liked. We loved to read and it was not a struggle. For my younger sisters they hated reading. One sister stuttered. One was special needs and did not want to read. The sister after her didn't want to do anything close to learning.

Elizabeth's observations of her mother with her younger sisters seemed to influence how she interacted with her own children. When sharing with me how she taught her children to read Elizabeth said, "With my children I made reading fun. We would read together. I would have them find favorite books that they would like that were associated with the cartoons at that time. Like *Strawberry Shortcake, The Power Rangers*, and *Transformers*."

Elizabeth also related an experience she had as a room mother for her son's gifted fourth grade class. Despite claiming she learned to teach reading by observing this classroom, Elizabeth never mentioned the classroom teacher or what she learned about teaching reading. She did however tell me about a program the gifted classroom teacher was using to teach reading. Elizabeth said,

> At that time they were doing *Hooked on Phonics* which was really new to me. I didn't learn to read that way. I felt that my children weren't really learning to read well by reading *Hooked on Phonics*. I made sure that that's not the way they would learn and I wouldn't teach that way."

When I asked Elizabeth about how she "made sure that that's not the way they [her children] would learn", she was unable to elaborate beyond saying, "I just did other things."

Later in the storytelling event Elizabeth told me how she thought children learn to read. "I think they learn with experiences with older family members. It could be a mother or a grandmother or brother, sister, dad. They watch what the older people do and they mimic that." Elizabeth then related why she felt some children experienced difficulty learning to read. Elizabeth told me,

> I think it's how it was introduced to them in the first place. If a parent read to a child early on, they tend to be able to read at a quicker age than those who never read, that never pick up a book and they never see their parents pick up books or a newspaper or a magazine. Even a comic book is better than no books at all.

Turning to Elizabeth's archival data, I again sought support for my analysis of the storytelling event. The literacy autobiography Elizabeth wrote at the beginning of the

second course contained the only archival information regarding Elizabeth's interactions with her family and reading instruction. When explaining how she learned to read Elizabeth wrote, "I learned to read by reading *Fun with Dick and Jane* books my sister brought home from school. I wanted to do what she did, so I learned to read with her. She is two years older than I am, so I had an early start." She also referenced her grandmother. "I had a grandmother who was an avid reader and I always wanted to read what she did." When describing her experiences helping someone learn to read, Elizabeth again referenced her family. Elizabeth wrote:

> As far back as I can remember I taught my four sisters to read just like my sister taught me. We had all read the *Fun with Dick and Jane* books before we started school. When I married my husband had a son who had not started school yet, so I taught him to read using the Disney series books. He would not try to read and was having trouble in preschool. I helped him get over that hurdle and from there he started reading.

When I asked Elizabeth how she helped her stepson, she told me it was by reading with him and having him read books about things he liked.

My analysis of Elizabeth's storytelling event and archival data suggests that Elizabeth believes family plays a significant role in teaching people how to read and teach reading. As an older sister and later as a parent, Elizabeth took an active part in teaching her family to read. When her beliefs about reading instruction differed from how she perceived her mother was teaching her younger sisters, Elizabeth stepped in and taught her sisters by having them read books they liked. When her stepson's preschool couldn't seem to help him, Elizabeth stepped in and got him reading by reading with him and having him read books he liked. When her beliefs about reading instruction differed from her children's classroom teacher, Elizabeth again stepped in and taught her children how to read without focusing on phonics like she thought the classroom teacher was doing. In so doing, Elizabeth positioned herself as holding the power in her relationship with her younger family members.

The final voices in Elizabeth's storytelling event that I will discuss are the voices of her students. My analysis of Elizabeth's storytelling event revealed two types of students – general education and special education students. Special education students, as indicated in Figure 4.2, held a relationship with Elizabeth that was similar to younger family members. By contrast, Elizabeth's relationship with general education students was one of indifference. I determined this because she told me, "They were bright and didn't struggle. I wasn't there to help them." Because of this, no connector exists between Elizabeth and the general education students in Figure 4.2. Additionally, their shape is shaded in to indicate that Elizabeth did not perceive them to be part of her process for learning how to teach reading. Supporting my interpretation of how Elizabeth positioned general education students, I found the following predications for them in her storytelling event:

- Bright
- Didn't struggle
- Cute
- Readers already

During her storytelling event Elizabeth expressed her dissatisfaction with her first field-based experience. Her dissatisfaction stemmed from it being a general education classroom. Elizabeth's first field-based experience was in a first grade classroom at Wayland Elementary, part of the Delano Community School District. Wayland Elementary has an enrollment of 518 students, with 34.2% students of diverse racial/ethnic backgrounds. Children receiving free and reduced priced meals equaled 58.3%. Students in fourth grade meeting/exceeding reading proficiency was 80.5%. When I asked Elizabeth about her first field-based experience she said,

> It was good, but I wish I had seen more at the special ed. [education] end of it because that's what my focus is. In gen. ed. [general education], those kids are bright. They didn't struggle with reading and I wanted to see students who were struggling. I really didn't have that opportunity.

In fact, at this school students with special needs are included in the regular classroom for reading instruction, unless they have an individualized educational plan that requires special services outside of the general education classroom.

To determine the purpose of Elizabeth's first field-based experience, I reviewed the first course's syllabus to see what it said about the accompanying field-based experience. I discovered the first course was not focused on special education, but rather general education reading instruction. Elizabeth appeared to have a different understanding of the purpose of the field experience. I got the impression she felt she was there to help out the practicum teacher and work with children that were behind in reading, instead of learning how to teach reading through an apprenticeship with the practicum teacher. This could account for her lack of reference, which I previously mentioned, to what she learned from her first course instructor and her practicum teacher. I base my interpretation on the quote I share next from Elizabeth's storytelling event.

In Elizabeth's first grade classroom placement there was one student identified as having special needs. Again indicating her frustration Elizabeth shared,

> The one child that had special needs was hardly ever there. I didn't really get to work with him. To me that's the purpose for me going. To definitely work with the kids who are going to be in special ed. [education]. I know I'll have some gen. ed. [general education] students because I'll be pushed in, but mostly I'll be working with the kids who are struggling.

I got the impression Elizabeth was defining students who struggle as those who are classified as special needs or who she has identified as being behind their peers.

When I asked Elizabeth to describe challenges she had with teaching reading in this placement, she told me, "I don't think I had a challenge at that time." Later Elizabeth did share that the teacher, in her view, had some management issues.

> I think my first graders were cute. They were reading and the things that they were doing were cute. That's all well and good, but you have to have control of that class. Even in first grade they need control and stability in the class. That was really an eye-opener.

Despite being frustrated by his attendance, Elizabeth characterized working with the student from her first field-based experience as a success. When describing this success she told me,

> I had a little boy who couldn't sit still and he had not made it through a book. He'd been at school only six weeks. He came from home schooling. He really wasn't schooled at home. He was able to read one book by the time I was finished. He got through that. We worked on that same book the whole time I was there and he was finally able to read it.

When I asked Elizabeth what she attributed this success to, she told me, "I think he didn't give up because he realized I wasn't going to give up. I was going to be there. He knew I was coming every week and that I was going to work with him." She then constructed dialogue for this student indicating what she thought he was thinking: "Oh. Yeah. She is going to be here." Elizabeth then told me this student actually said, "I can't believe you stayed with me."

In Elizabeth's second field-based experience she worked one-on-one with a 1st grade girl at the university's clinical reading center. While this student did not have a formal classification as a special education student, she was attending the university's clinical reading center because she was behind her peers in reading, as reported by her classroom teacher and parents. Elizabeth characterized this experience initially as being "a blast", but then later described how it challenged her.

> We would read the story more than one time, but in doing so my student memorized, so she wasn't reading. She became such a challenge, so I had to find other ways to help her learn to read. It challenged me to look at reading in a whole new way.

Later in the storytelling event, Elizabeth shared what she did that was different to help her student learn. She told me, "I made her a book that deals with the sounds using phonics. I guess I'm not comfortable with phonics, with kids learning to read that way. But I found that it worked for her."

Elizabeth, while feeling successful because her student did learn, expressed dissatisfaction that her student didn't learn more.

> I didn't feel she advanced as much as she could have. She couldn't see or hear the sounds because she was worried about memorizing what you were saying. We were able to break it down by just going back to the sounds, the basics, and not trying to teach words, but sounds to letters.

In my review of Elizabeth's archival documents, which were completed at the times she was taking these two reading courses with the accompanying field-based experiences, I found no references to any other students from her field-based experiences.

My analysis of Elizabeth's storytelling event provided me with an idea of the voices that influenced her development as a teacher of reading. To summarize, Elizabeth did not credit her K-college teachers with a significant role in teaching her to read or teaching her how to teach reading beyond requiring her to teach in a manner she was not comfortable with. Next, Elizabeth's interactions with family members did shape her development as a reader and a teacher of reading. Finally, Elizabeth categorized students as general or special education students and felt her field-based experiences were meant for her to work with students with special needs.

Reading and Its Instruction: Elizabeth's Evolution of Beliefs

In this section of Elizabeth's portrait, I turn to her archival data and the second interview to explore what Elizabeth's beliefs regarding reading and its instruction were and how her belief system for reading and its instruction emerged and evolved during her participation in the two courses included in my study and the accompanying field-based experiences.

Sources of Knowledge for Reading

My analysis of Elizabeth's beliefs regarding sources of knowledge for reading, as determined by the belief survey (Yussen & Dillon, 2002), revealed she began my study with a text-based explanation for sources of knowledge for reading. By the end of my study she held an interactive explanation for sources of knowledge for reading. Briefly, a

text-based explanation suggests the ability to decode words is most important when reading and an interactive explanation suggests it's most important for both background knowledge and the ability to decode words to work simultaneously when reading. My item analysis of the belief statements Elizabeth selected across the four survey administrations indicated her beliefs about sources of knowledge for reading carried the themes of personal comprehension of text and word identification strategies. In the following paragraphs I detail how I came to my conclusions regarding Elizabeth's beliefs about sources of knowledge for reading.

I begin with Elizabeth's beliefs about reading. At the end of our first interview I asked Elizabeth to develop a metaphor for reading. As a reminder my intent was for the metaphor to capture her beliefs about sources of knowledge for reading. Elizabeth's metaphor for reading was, "Reading is an adventure." When I asked her to explain her metaphor, she told me the following:

> The students that I work with, I tell them that there are days that they're not going to like the world that they're in, but through a book they can go into a different world. Sometimes it just helps. The kids I work with have emotional and behavioral problems, so for them that's an out. I tell them "We don't use violence. We don't have to put people down. Our feelings don't get hurt. And we can read, go somewhere else and it's okay. And you always come back to your own reality."

Elizabeth's metaphor again highlights her work with students who have special needs because of her reference to "The students that I work with". Elizabeth's view of reading seems to suggest reading as an escape from the world. I feel this is comparable to Shaw, Edwards and Oldrieve's theme (2006) of "Reading as a portal to the world" (p. 1), which they classified as being one of liberation.

During the second interview, Elizabeth reviewed the visual display I had created based on her survey selections for sources of knowledge for reading (Table 4.3) and, at my direction, focused on what beliefs were maintained, what shifts in beliefs occurred and when these shifts occurred. Next, we discussed what she attributed her maintained

and shifted beliefs to. Elizabeth shifted from a text-based explanation to an interactive explanation for sources of knowledge for reading. The statements she selected shifted from a theme emphasizing correct word pronunciation to one involving children making personal connections with the texts they read. Elizabeth was unable to explain why this shift might have happened or why she maintained the interactive belief (Statement 14, *Authors and readers understand a story in their own ways.*) across all four survey administrations.

Table 4.3 Elizabeth – Sources of Knowledge for Reading

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Reader-based	**Reader-based**	**Reader-based**	**Reader-based**
-	11	11	11
Text-based	**Text-based**	**Text-based**	**Text-based**
1	-	-	1
3	3	3	-
12	12	12	-
Interactive	**Interactive**	**Interactive**	**Interactive**
7	-	-	-
-	8	8	8
-	-	-	13
14	14	14	14

Elizabeth ended the first course with and maintained throughout the second course two beliefs. Statement 11, classified as reader-based, states *Teachers should always find out what children know about the topic of a story before asking them to begin reading*. Statement 8, classified as interactive, states *Reading is really the interaction between what an author intended to mean and the meaning a reader brings to that text*. I

asked Elizabeth what experiences may have influenced her to adopt these beliefs in the first course and maintain them throughout the second course. Elizabeth told me,

> The idea that a child will bring their own understanding to the table in the second course's field experience helped me to understand this belief. The child will only understand what they have experienced. If you, the teacher, allow them to use their own thoughts, ideas, understandings they are more likely to develop a love of reading and an understanding of text. I think having three children and working with a child who struggled with reading helped me see that not everyone will get the same meaning out of a story, but their understanding is refreshing and new, which helps others see the same story in a different light. A different view is a learning experience for everyone, including the teacher.

As you can see Elizabeth attributes her adoption and maintenance of this belief to her role as a parent and her second field-based experience.

Again signaling the influence of the second field-based experience, Elizabeth attributed her shift back to Statement 1 to her student. Statement 1 is: *When children cannot recognize a word during reading, a useful strategy is to help them sound it out*. While Elizabeth couldn't say why she dropped this belief in the first course, she knew why she returned to it by the end of the second course. She identified the following experience as influencing her shift: "Working with a student who could not read at all, but had a great memory." Here Elizabeth is referencing her earlier comment in which she explained how her student in the second field-based experience memorized words, so Elizabeth believed she had to teach her letters and sounds.

Elizabeth identified statement 7 (*In the early grades, teachers should spend roughly equal amounts of time teaching children how to sound out unfamiliar words and how to make reasonable guesses about words they cannot recognize.*), which is classified as interactive, only at the beginning of the first course. When I asked Elizabeth why she dropped this belief and never returned to it, she again discussed her work with students.

> I noticed if I helped the student sound out the word they were not really learning anything. It made it harder for them to work on their own. By allowing the student to develop on their own first, I

> noticed they became more successful. However, having said that, I think in some cases as the educator I must help that handful who don't seem to get the knack of phonics and phonemic awareness.

In her explanation, I felt Elizabeth was acknowledging that students learn in different ways and as a future special education teacher she can't rule out any method for teaching reading.

Statement 13, which Elizabeth only identified at the end of the second course, is classified as interactive and states *During the reading process, guesses often are as important as accurate word recognition*. When I asked Elizabeth about her adoption of this belief at the end of the second course, she again attributed it to her student from the second field-based experience. Elizabeth explained, "The student I worked with showed me how, while guessing may not work for all students, it worked for her. She was able to build on the ability to read around the words she did not know." Ironically, this is the same student Elizabeth said memorized words and that's why she tried to teach her phonics.

There were two text-based belief statements (3 and 12) Elizabeth maintained until the end of the second course. Statement 3 states, *To understand what they read, it is important that children be able to read most words correctly*. Statement 12 states, *Talking storybook software is useful for younger children because it will pronounce unfamiliar words during reading experiences on CD-ROMs.* In explaining her shift away from these beliefs, Elizabeth responded only to Statement 12. "I felt that for some students this [talking storybook software] may work, but if you have a child who has a learning disability it can become a crutch." She did not provide specific examples to support her stance.

Next I reviewed Elizabeth's archival documents and the transcripts from her first interview in an effort to locate additional information regarding how her beliefs about sources of knowledge for reading were developed. In her second philosophy for teaching reading, written at the end of the second course, Elizabeth wrote about the importance of

phonemic awareness. "As a child your ears play a major role in developing your abilities to reproduce sound, speech, and build your communication abilities." During the first interview Elizabeth talked about her experiences in her son's classroom with *Hooked on Phonics* and how she wouldn't teach that way. Later in the same interview Elizabeth continued to elaborate about her negative feelings for phonics. "I guess I'm not comfortable with phonics, with kids learning to read that way." She then shared that learning about phonics in the first course helped her in her field experiences. "I think my main concern was the phonics. I guess learning the basis of phonics and seeing it actually in the classroom, but that not all the students were using it". Elizabeth also told me in the first interview that she believed children learn through what she called "word association":

> If you do word association. The first time I'd ever seen it was on *The Color Purple* where they put the word. The word was spelled on the object. I think they learn better that way than if I were to tell them over and over again what that word was.

In my analysis of Elizabeth's beliefs regarding sources of knowledge for reading I noticed inconsistencies in her explanations regarding her selections over the four administrations of the survey. These inconsistencies dealt primarily with the importance of letter/sound relationships. Both her archival data and the storytelling event place emphasis on sounding out unknown words and learning words through what she called word association. Yet Elizabeth's metaphor, her final belief survey selections and some of her explanations for her survey selections depict her as having an interactive explanation for sources of knowledge for reading. I wonder if some of the inconsistencies are due to Elizabeth's concern with meeting the needs of all students and how different students may require different experiences with reading.

Approaches to Teaching Reading

My analysis of Elizabeth's beliefs regarding approaches to teaching reading revealed she shifted in her stance during the course of my study. Elizabeth began and

ended the first course included my study with a holistic language learning theory. She began the second course in my study with an integrated theory. She ended the second course with a mixed theory for approaches to teaching reading. I define a mixed theory as one in which belief statement selections are distributed across all three possible theories for approaches to teaching reading. Briefly, holistic language learning favors student-directed, inductive activities, specific skills favors teacher-directed, deductive activities and integrated favors a combination of both holistic language learning and specific skills. My item analysis of the belief statements Elizabeth selected across the four survey administrations (Yussen & Dillon, 2002) indicated her beliefs about approaches to teaching reading varied between two themes: *personally meaningful learning* and *children learn in different ways*. In the following paragraphs I detail how I came to this conclusion regarding Elizabeth's beliefs about approaches to teaching reading.

I also asked Elizabeth, at the end of the first interview, to construct a metaphor which dealt with approaches to teaching reading. My intent was for the metaphor to capture how Elizabeth conceptualized her identity as a teacher of reading (Massengill, Mahlios, & Barry, 2005). Elizabeth's metaphor vehicle didn't change when it came to teaching reading. Her metaphor for teaching reading was "Teaching reading is an adventure." She explained her metaphor by saying "Through reading the student can experience the world." This again reflects Shaw, Edwards and Oldrieve's (2006) theme of liberation. Hoping to find more information regarding Elizabeth's beliefs about approaches to teaching reading, I turned to my analysis of her survey results.

During our second interview I shared Table 4.4 and the accompanying belief statements with Elizabeth and asked her to share with me why some of the shifts in beliefs may have occurred. Noticing her choices fell predominantly in the holistic language learning and integrated theories, Elizabeth said, "I think this is because the students I worked with did not fit any one category." I took this to mean Elizabeth was

aware that students learn to read in different ways, so her beliefs wouldn't fit in just one theory category. For Statements 3, 4, 7, 9 and 10 Elizabeth could not identify a specific reason for her shift to or away from the particular belief. Because Elizabeth did not elaborate on reasons for these shifts and because I did not identify a clear pattern in them, I will not discuss them further.

Elizabeth maintained only one statement (#2) throughout all the surveys. It was a holistic language learning belief which stated *Students should receive many opportunities to select and read materials unrelated to school learning*. When I asked Elizabeth about her strong adherence to this belief statement, she said, "My love of reading. The fact that if a child reads they can go on adventures they would otherwise never think of; let alone really go on." This statement supports Elizabeth's predominant adherence to the metaphor she identified earlier – "Teaching reading is an adventure."

Table 4.4 Elizabeth – Approaches to Teaching Reading

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Holistic Language Learning	**Holistic Language Learning**	**Holistic Language Learning**	**Holistic Language Learning**
2	2	2	2
4	-	-	4
9	9	-	-
-	14	-	-
Specific Skills	**Specific Skills**	**Specific Skills**	**Specific Skills**
-	1	-	1
Integrated	**Integrated**	**Integrated**	**Integrated**
3	-	3	3
-	-	7	-
-	-	10	10
15	15	15	-

When discussing her other shifts, Elizabeth attributed only one of them to the university-based courses. This statement (#1), the only specific skills selection she made across all four administrations of the survey, states *It is important for teachers to provide clear explanations about many aspects of reading*. Elizabeth only identified this belief at the end of both of the courses. She explained this by saying, "I think it was due to the material we read in the classes." This quote made me think that Elizabeth professed adherence to the beliefs she thought the courses focused on while she was in the course, but not in interpreting or carrying out her work in the field experiences. Neither instructor held this as a belief, yet Elizabeth and her peers increased their selection of this belief from the beginning to the end of both courses: by 73% in the first course and by 62% in the second course. The field-based experiences provided the basis for the rest of Elizabeth's other belief shifts.

Elizabeth did clarify her selection of Statement 14 (*Children learn much about literacy by watching their parents at home.*), which she selected only at the end of the first course. When I asked her why she thought she adopted and then dropped this belief, she told me "I don't think I dropped it so much, but I noticed more and more students saying their parents don't read to them after the early ages; like up to the age of four years old."

For statement 15 (*No single approach to literacy learning will fit each child perfectly. Teachers need to modify their programs to meet each child's unique needs.*), which Elizabeth selected consistently until the end of the second course, she again didn't give me a specific reason. Instead, Elizabeth elaborated more about this belief.

> A few students need a hands-on approach, which in some cases means I will have to spoon-feed them the material during reading. In some cases this approach is not acceptable, but necessary. Teachers need to be flexible and the most important trait the teacher needs is accepting the uniqueness of the student, regardless if that student is LD [learning disabled], BD [behavior disorder], ADHD [attention deficit hyperactivity disorder] or ADD [attention deficit disorder]. All students have something new and challenging to bring to the table.

My review of Elizabeth's autobiographical reading history did reveal some basis for the shaping of these beliefs. Elizabeth stated how the material she learned in the classes helped her realize how important teachers are. She wrote, "The material we covered in class [first course] helped me understand how vital it is for educators to build a strong foundation for the students, so they don't have to struggle with reading later in life." I'm not sure what Elizabeth meant by "the material". I assumed she meant the content of what was being read, but I cannot be sure. At the time of the interviews her use of "material" to describe content didn't seem out of place, but when reviewing her data her frequent use of it caught my attention. It appeared to me that Elizabeth used "material" to refer to content knowledge and then never specified what that content knowledge was.

Elizabeth's Action Agenda for Teaching Reading

By reviewing all of Elizabeth's data and my analysis of the data, I attempted to identify her action agenda for teaching reading in the future. Through my review I was able to determine that Elizabeth hopes to teach children requiring special education services. Elizabeth's action agenda for teaching reading in the future suggests she will not rely on one method for instruction, but rather determine what her students' needs are and base her instruction on that determination. In the following paragraphs I detail how I came to this conclusion regarding Elizabeth's action agenda for teaching reading in the future.

In general Elizabeth appeared to be quite confident in her abilities to teach reading throughout the two courses and in our interviews. When describing the university- and field-based experiences from the second methods course during our first interview, she said, "From that I took all those different things and developed my own way of teaching reading now." What that "way" was I tried to discover as I reviewed her

data seeking her action agenda for teaching reading. In the quote above I feel Elizabeth acknowledged that she did learn from the two methods courses, but that she blended the things she learned into her own method of reading instruction. This, in my opinion, really exemplifies a preservice teacher using the authoritative discourses included in her university- and field-based experiences to construct an internally persuasive discourse which guides her beliefs regarding reading and its instruction.

In an effort to establish what Elizabeth's current belief structures concerning reading instruction were, I administered the Expert Survey, based on Flippo's work (2003), during the second interview. As a reminder, in this survey Elizabeth was asked to indicate which statements *Would Make Learning to Read Difficult* and which statements *Would Facilitate Learning to Read.* Of the 15 statements the experts in Flippo's study (1999) identified as facilitating learning to read, Elizabeth identified all but one as facilitating reading instruction. She also identified one statement as facilitating reading instruction that the experts classified as making reading instruction difficult.

> Statement omitted that experts found facilitative:
> 15 – *Focus on using reading as a tool for learning*
>
> Statement included that experts said would make learning to read difficult:
> 19 – *Focus on skills rather than interpretation and comprehension*

The statement Elizabeth included that differed from the experts appears to contradict what she included in both her metaphors and her reflexive philosophy statement, which I discuss next. In these Elizabeth referred to adventures and individual interpretations of what's being read. However, when I looked back at her personal pedagogy, which I also discuss later, I thought her concern with teaching to the test may have influenced her focus on skills.

My findings with regards to the context Elizabeth plans to use for teaching reading reflected her preference for working with students receiving special education services. She thought she might "have to do push-in", but would only work with the

special education students. She also referenced her future students as being third graders. Elizabeth's action agenda for materials she planned to use for teaching reading was limited. She returned to her adamant stance on using word associations and repeated readings to help her students learn to read.

During the second interview I also asked Elizabeth to participate in the reflexive philosophy activity (Appendix E). Elizabeth's written reflexive philosophy statement focused on her experiences working with her student in the second field-based experience and her interactions with her family. When discussing her student, Elizabeth added the following concrete examples from her memories and experiences to her original philosophy statement written at the end of the first course:

- First Course's Original Philosophy Statement Excerpt: My motto has always been "Teach one. Reach one."
- Added Concrete Example: I had the pleasure of working with a young girl in the 1st grade in reading clinic. She had the ability to memorize all the books we read by looking at the pictures. I learned fairly early that I needed to cover the picture and have her just read the words first. Thru this act she was able to read her first book with me without looking at pictures. I felt I reached her at that point and she taught me.

Again, Elizabeth's memories/experiences provide references indicating her pleasure in being able to "teach one, reach one" and teach her tutee how to read. Using her second course's philosophy for reading instruction, Elizabeth focused on her family.

- Second Course's Original Philosophy Statement: I believe through reading all goals, dreams, desires for adventure may begin. Students who read can go on adventures that may not be available to them.
- Added Concrete Excerpt: One summer my sister, nieces, daughter, granddaughters and I all read the same book. When we had finished reading the book we had open discussion – like a book club would do – about the book. However, as we were talking, we soon discovered we all took something different from the text. That supported my belief that through reading you can go on many adventures and that not everyone will have the same adventure as you will. This supports my belief that through reading

> your students and you will experience several different things, but that it gives you all a chance to share what you received from that experience in reading. The exciting thing is when you're not able to go to exotic places in reality you can go there through a book.

Elizabeth's memories/experiences again revealed her stance that reading is an adventure.

After Elizabeth completed her reflexive philosophy statement, I asked her to write a personal pedagogy for teaching reading, keeping in mind her personal beliefs and philosophies regarding reading instruction. Elizabeth's personal pedagogy for teaching reading is as follows:

> Based on the classes I have taken and the requirements from No Child Left Behind, I think as an educator I must first teach to the test, but what's more important is I must meet the needs of the student. This requires me to teach students on their level not the level the laws say they should be at. Teaching to the test is not only wrong, but will not work with the type of student I will encounter. I believe the students need a chance to develop their abilities through reading and work on improving their reading skills and building confidence as we go. If as an educator I meet the needs of the student who, let's say is an ESL student, I not only help that student learn the language needed in the school system, but improve on their reading ability at the same time. I meet the requirements set down by our government and meet the needs of my student. This is the most important thing I can do as an educator. Meet the needs of the student first, improve or increase their ability to read and build their confidence to read anything they want to; maybe even become writers themselves.

Elizabeth's personal pedagogy again seemed to be focused on her work with students who have special needs. The perceived school demands she mentioned centered around what she considered governmental control. It appears Elizabeth was confused by whether she will teach to the test because she thinks it's required or won't because it's wrong and her students won't be successful if she focuses on the test. Elizabeth set as a goal helping her students become confident in their abilities. Her personal pedagogy suggests that regardless of where a child is "supposed to be at" – what she called "what the law says" – she has to meet the students where they are.

Summary

To summarize my findings regarding Elizabeth and her beliefs about reading and its instruction, I suggest she relied on her professional goal to be a special education teacher to interpret her experiences with reading and its instruction. As a future special education teacher she professed a commitment to meet the needs of her future students. Additionally, Elizabeth's experiences as an older sister and then as a parent shaped a lot of her beliefs about reading instruction. She placed a lot of responsibility for children learning how to read on the parents and older family members. Her absence of discussing her own teachers seemed to downplay the role of the teacher in children's learning how to read.

Elizabeth's prior experiences sometimes made it difficult for her to accept the information being presented in the two courses and accompanying field-based experiences included in my study. In retrospect, Elizabeth suggested her dynamic relationship with her university supervisor may have prevented her in from learning as much as she could have in the second course and accompanying field-based experience. She was unable to articulate many of the ideas connected with teaching reading that were included in her courses. Elizabeth's beliefs and action agenda for teaching reading were reflected in her personal pedagogy, written as the final act of the second interview. In this personal pedagogy Elizabeth professed the need to improve her future students' reading skills.

Julie: "Reading is the Foundation for Everything"

At the end of my study Julie expressed her belief that reading is an important part of the educational process. Stressing the need for students to develop a "familiarity and love of books", Julie's personal pedagogy, written at the conclusion of my study, also illustrated her intent to integrate reading into the content areas. In addition to these

central beliefs, through my analysis of Julie's data I determined she had some inconsistent and undeveloped beliefs regarding reading and its instruction. In order to share how Julie's belief systems for reading and its instruction evolved during the course of my study, I begin her portrait with my analysis of her storytelling event.

Julie: Positioning Self as a Teacher of Reading

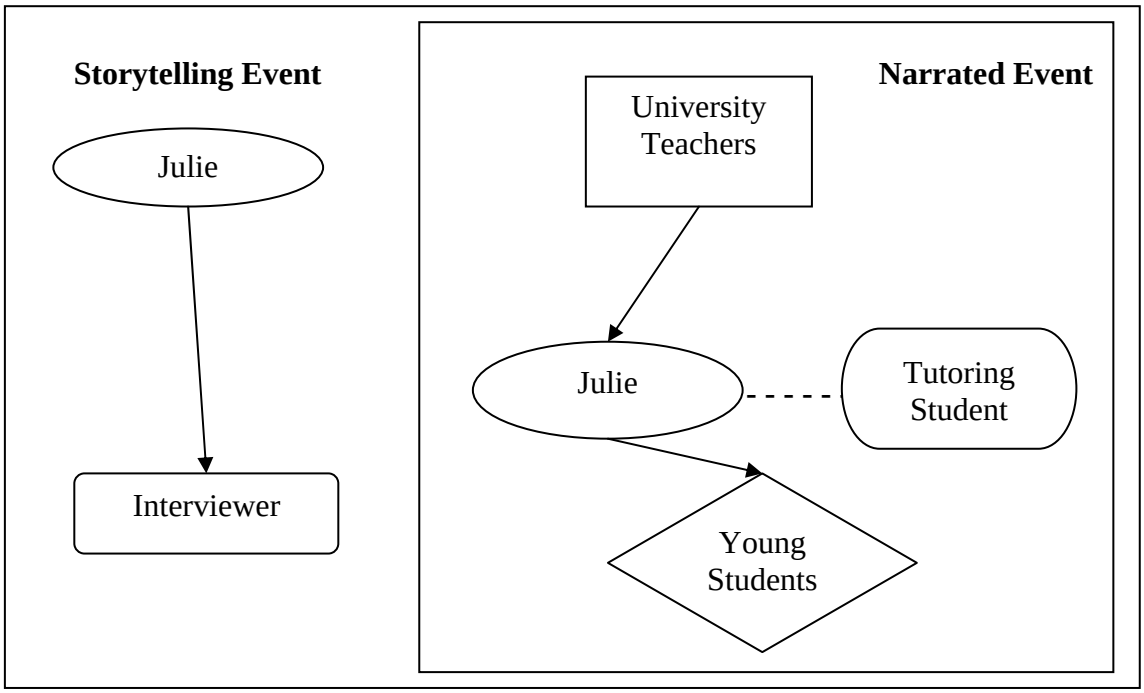
My analysis of Julie's storytelling event revealed the presence of three voices – in addition to Julie's voice – that influenced in varying degrees her internally persuasive discourse for reading instruction. Through her interactions with these voices Julie positioned herself as a teacher of reading who believes in capturing students' interest in content area subjects through the use of read alouds. She also reported believing in an assessment-based approach for reading instruction; however, the data did not support this as a central belief she held. In this section of Julie's portrait I share the details of my analysis of her storytelling event.

At the time of her storytelling event Julie, a white 27-year-old female, was in her senior year of the elementary teacher education program pursuing endorsements in science and middle school. However, teaching was not her first choice for a career. From the age of ten Julie knew she wanted to be a chiropractor. During her senior year of high school she started working at the family business as a chiropractic assistant. After high school Julie started college and began working towards her doctor of chiropractic degree. Julie soon realized she wanted to be a teacher, so she transferred to the local university's teacher education program.

Again using Wortham's (2001) methodology, I developed an illustration (Figure 4.3) depicting the voices present during Julie's storytelling event, in which she narrated her journey through learning how to teach reading. In Figure 4.3 you'll note that during the storytelling event of the first interview Julie is positioned above me. This is meant to

indicate her active voice as she told me about how she learned to teach reading. The arrow between us shows Julie as the authoritative figure in the interview. The direction of the arrow indicates Julie held the power in our relationship because she did more than cooperatively participate in a narration of her experiences learning to teach reading. Instead, Julie actively engaged in promoting the importance of reading to me during the storytelling event.

Figure 4.3 Julie's Interactional Positioning



I determined our relationship because Julie's storytelling event was punctuated with exclamations about the importance of reading. For example, early in the storytelling event Julie informed me that, "Reading goes into every subject!" Throughout, Julie interjected statements regarding the importance of reading in education as she described

her experiences learning how to teach reading. To support my characterization of our relationship, Julie's narration contained the following predications for reading:

- Integrated in all areas of teaching
- Part of science
- Part of English
- Part of every subject you teach

I felt this was significant, because at no time during the storytelling event did I ask Julie for her thoughts about the importance of reading. Rather, my questions, shown in Appendix F, focused on how Julie learned to teach reading both prior to and during both her university- and field-based experiences. Because of her repeated promotions about the importance of reading, I felt Julie was controlling our relationship by making me aware of her stance on this one issue – the importance of reading.

The inner square shows the voices present in Julie's narration of her experiences in learning how to teach reading. In addition to Julie, the voices include her university teachers, the young students from her first field-based experience and her student from the second field-based experience. The connectors between the shapes once again depict the nature of the relationships between the voices. The arrows indicate an authoritative relationship, in which one voice has power – whether real or imagined – over the other voice. In Julie's narrated event the university teachers held the power over her and Julie held the power over the young students. The dashed line indicates that Julie's relationship with the boy she tutored in her second field-based experience was one of co-learners. In the subsequent paragraphs I will explain how I came to develop my analysis of Julie's positioning of herself as a teacher of reading.

The first voices I discuss are those of Julie's university teachers. In Figure 4.3 you'll note that the relationship between Julie and her university teachers was, to her, one in which the university teachers hold the power, as indicated by the direction of the arrow. I determined this relationship because Julie's storytelling event depicted her as

gaining knowledge about teaching reading and materials to use for teaching reading from her university teachers. While Julie did not talk about the actual teachers of the two courses included in my study, she did talk about the courses themselves. Because I determined the courses to carry the intentions of the university teachers, I consider them to represent the university teachers' voices. Julie also referenced one other course she had taken at the university. This course was *Child and Adolescent Literature*. Julie took the literature course during the same semester she was enrolled in the first reading methods course included in my study.

Julie's narrative regarding how she learned to teach reading contained one indirect reference to the first reading methods course. Julie said that she learned how reading went into almost every subject. She attributed this not to the first course, but to the children's literature course. Julie told me, "Kiddie lit [children's literature course] really helped launch me. I was so glad that I took it with [the first course]." When Julie shared a teaching success she had during the first field placement, she again talked about children's literature:

> That was the first time I'd ever taught reading and I was lucky enough to take it with kiddie lit. I was exposed to all of those books. You get so excited in literature when you take kiddie lit. She [university teacher] really helped me do that. I did a science lesson and I connected it to *The Magic School Bus*[4].

Note that Julie characterized the lesson she taught for her reading methods course as being a science lesson. Probing to find out more about this lesson, I asked Julie to explain what the lesson was about. She told me it was a solar system unit. Julie may have been teaching reading in the content area of science, but I cannot be sure of this. In

[4] *The Magic School Bus* is a series of children's books written by Joanna Cole and illustrated by Bruce Degen. In these books the fictional teacher, Ms. Frizzle, teaches her class scientific facts through adventurous field trips they take in their school bus.

retrospect, I wish I had probed more so I could be sure of this. Julie's narrative contained no other references, indirect or specific, to the first methods course included in my study.

Julie's discussion of the second reading methods course was quite passionate. She classified the second course as an assessment course and then characterized it as having "the main influence on me for learning how to teach reading." Referencing herself in the second course Julie told me,

> I think I started off like a fish out of water. I didn't know what to do. I didn't know what to expect. I think I was very mediocre to low in my ability in the beginning. By catching on and getting help, I think I excelled by the end of [the second course].

Later in the storytelling event Julie also described the second course's field experience as challenging. She told me, "[The second field-based experience] had eye-opening challenges. I think the whole thing was eye-opening for me. It was hard. I never… I honestly didn't know what I was getting into when I signed up for it. Which I guess was good, too." Julie did not go into details discussing the materials present in this class, but categorized it all as "confusing assessment". I interpret these predications about her experiences in the second course (*fish out of water*, *eye-opening*, *hard*) to mean Julie initially felt uncomfortable in the class. After a time however, she felt confident in what she learned about teaching reading as evidenced by her reference and predication for her abilities at the end the course – *I excelled by the end*.

I sought support for my analysis of Julie's positioning of university teachers by reviewing her archival documents. I did find a reference to the first course included in my study and its accompanying field-based experience in Julie's autobiographical literacy history, written at the beginning of the second course included in my study. Relating the connections she made between the first course and its accompanying field-based experience, Julie wrote, "I wish my practicum teacher would have used her reading centers more. They were visible in the room, but the students never went to them." Here Julie is revealed her recognition of a disconnect between what she learned in the

university-based experience and what she saw happening in her first field-based experience. Julie's discussion of this disconnect seems to indicate that when there is a discrepancy between these two experiences, it is the university course that for her held a more powerful authoritative discourse for reading instruction. I base my interpretation on Julie's knowledge about learning centers which came from her first university-based course, as evidenced by the course syllabus and Julie's own admission in her autobiographical literacy history. When Julie then saw reading centers in her first field-based experience, she made an evaluative conclusion based on this knowledge (*the students never went to them*).

Next, I discuss the voice of the younger students I found present in Julie's storytelling event. For the field-based experience that accompanied her first course, Julie was placed in a third grade classroom at Leander Elementary. Leander Elementary, part of the Mason Community School District, had an enrollment of 458 students, with 50.2% students of diverse racial/ethnic backgrounds. Children receiving free and reduced priced meals equaled 75.1%. Students in fourth grade meeting/exceeding reading proficiency was 73.2%.

Julie's reference for her first field-based experience predicated it as her first time teaching reading. Julie also predicated this experience as causing her concern because she wasn't used to working with what she called "the younger children." Julie continued predicating her students from this experience as being from a "low age group" and she found them "challenging". Her view of them being challenging was due to what she assumed would be their inability to understand the content she was trying to teach. With a self-deprecating laugh, Julie related to me how she thought, "My distinguished science curriculum was too advanced for these children." When I asked Julie to explain why she thought this, Julie told me it was because the children were so young. I then asked her to describe what had changed her thinking. She attributed her change in thinking to her

teacher from her children's literature course and her introduction to the *Magic School Bus* book series.

Both Julie's predication for her students and her reference to her children's literature teacher provide information regarding the relationships in Julie's storytelling event. In positioning herself as having a "distinguished science curriculum" that she assumed was above the ability level of the "young students", Julie gave herself the power over her students, as indicated by the direction of the arrow in Figure 4.3. In acknowledging that this was a misconception, Julie reaffirmed the power university teachers, in this example the children's literature teacher, held over her. Her children's literature teacher showed her how to use children's literature to make science content accessible for her students.

Turning to Julie's archival data, I again sought support for my analysis of her storytelling event. The only reference to her students from the first field-based experience I found was in her first philosophy for reading instruction, which was written at the end of the first course. Julie referenced how she read aloud to the students. She wrote, "This semester I did a read aloud in class and they loved it. It was entertainment to them and what maybe they didn't realize is they were learning science, too." For this read aloud, Julie read *The Magic School Bus: Lost in the Solar System* (Cole, 1992). Julie's characterization of how she taught her students science and they weren't aware that they were being taught again positioned her as having the more powerful role in their relationship.

The final voice in Julie's storytelling event that I discuss is the voice of her student from the second field-based experience. Julie, like my other participants, did her second field-based experience at the university's clinical reading center. She was placed with a boy who had just finished first grade. I interpreted their relationship to be one of co-learners, as indicated by the dashed line in Figure 4.3, because Julie described how much she learned about reading instruction through the act of tutoring him. Julie

described working with her tutoring student by saying, “Finding his niche and talking to him was eye-opening.” Further exemplifying their co-learner relationship, Julie’s predications for materials she learned to use for teaching reading were linked to her student.

- The word wall reminded him of words we’d learned.
- I came up with creative ideas in 24 hours and related them to him.
- He liked fishing, so I made a fishing game to review his spelling skills.
- He liked dinosaurs, so I did that with the comprehension wheel.

Because Julie’s references to the second field-based experience predominantly included a connection to her tutoring student, I interpreted their relationship to be that of co-learners. Through teaching him how to read, Julie learned how to teach reading.

When discussing her tutee, Julie’s predications were:

- “Did very well, but he had some behavioral issues…focusing”
- “Complainer”
- “Very much the negotiator”

Julie also constructed dialogue for her student during her narrative when she explained her predications for him. Representing her student she said, “Oh, I don’t want to do this. I don’t want to do this.” Because she repeated his resistance to doing something, I interpreted this to mean she had difficulty getting him to engage in her lessons.

In reviewing Julie’s archival data, I did find support for my interpretation that she had difficulty getting her student to engage in lessons. The archival data also revealed Julie felt comfortable with how she handled this challenge by the end of the course. Julie wrote, “I think another main point in teaching reading is to make it interesting. I have done this with my own student by creating interactive picture sorts, word sorts and games. This gave my student multiple avenues to retain and absorb the information and skills presented.”

My analysis of Julie’s storytelling event provided me with an idea of how she situated herself and others in her development as a teacher of reading and the beliefs she had regarding reading and its instruction. In situating herself and others in the

development of these beliefs, Julie attributed her initial thoughts about reading and its instruction primarily to her children's literature teacher. Julie's brief indirect reference to the first course's teacher showed she was making connections and noticing discrepancies between what she was learning in the university course and the field-based experience, specifically the practicum teacher's use of reading centers. Julie indicated she learned the most about teaching reading from her second course experiences. Many of Julie's references to her second field-based experience portrayed a relationship with her tutoring student in which, through teaching him how to read, she learned how to teach reading. For example, Julie told me, "Physically doing the instruction and having [tutoring student] accelerate taught me a lot about teaching reading." Because of this, Julie seemed to position herself as a co-learner with the student from the second field-based experience.

To conclude this section of the portrait, I suggest that at the time of the storytelling event, which occurred in the semester prior to student teaching, Julie's beliefs about reading instruction focused primarily on capturing her students' interests in reading and teaching them content knowledge through reading. Indicating her belief regarding reading instruction being a part of all content areas, Julie made repeated connections to her endorsement area of science. How these beliefs about reading and its instruction emerged and developed is the focus of the next section of her portrait.

Reading and Its Instruction: Julie's Evolution of Beliefs

In this section of Julie's portrait I answer research questions 2 and 3 by sharing the content of her beliefs regarding reading and its instruction and the process through which she shaped this belief system. The first part of this section deals with how Julie believes children read; which refers to how she believes the reader's various sources of knowledge (social, affective, metacognitive, discourse, syntactic, vocabulary and decoding knowledge, emergent literacy, and automaticity) work together in the reading

process (Leu & Kinzer, 2003). The second part deals with how Julie believes children learn to read, and refers to what methods/frameworks she would use to teach reading (Leu & Kinzer, 2003).

Sources of Knowledge for Reading

My analysis of Julie's beliefs regarding sources of knowledge children use as they read revealed she had a mixed explanation throughout my study. By mixed explanation I mean her belief statement selections were scattered among the three possible explanations (reader-based, text-based and interactive) on the administered survey (Yussen & Dillon, 2002). The exception to this was at the end of the first course. Julie's selections on the first course's post-survey categorized her as having a reader-based explanation for sources of knowledge children use when reading. I believe this exception can be explained by the influence of her children's literature instructor, discussed in the previous section of Julie's portrait. As a reminder, the reader-based explanation focuses on children's personal response to what they are reading. In reviewing the textbook and syllabus from Julie's children's literature course, I discovered the instructor promoted a view of reading that is in keeping with the reader-based explanation. For example, the authors of the course's textbook, crediting Goodman (1985) and Rosenblatt (1938/1976, 1978), state, "Instead of absorbing 'one right meaning' from a text (an elusive concept at best), readers relay on their own background knowledge and create unique meanings" (Galda & Cullinan, 2006, p. 316). Given the credit Julie gives her children's literature teacher in helping her learn how to teach reading, I suggest Julie's reader-based explanation for sources of knowledge at the end of the first course can be attributed to the children's literature teacher. In the following paragraphs I detail how I came to my conclusions regarding Julie's beliefs about sources of knowledge children use when reading.

I asked Julie at the end of our first interview to develop a metaphor for reading. Julie's metaphor for reading was "Reading is power." In explaining her metaphor Julie linked power and knowledge. She told me, "They kind of go hand-in-hand, but I thought that reading is education and education is power and knowledge. It takes you from a situation where you're not, in likely circumstances, to go down a different path." I wish I had probed here to find out her exact meaning.

My interpretation of Julie's metaphor is she meant that through reading students could experience things that they might not realistically have the opportunity to do. For example, taking into consideration Julie's reading of *The Magic School Bus: Lost in the Solar System* (Cole, 1992), students aren't likely to travel to Mars. Through reading the book, however, they were able to experience Mars vicariously. To support my interpretation I turned to the first interview transcripts when Julie was telling me about the lesson she taught using *The Magic School Bus: Lost in the Solar System* (Cole, 1992). Julie, ventriloquating her students, said, "If you were on Mars, what would you weigh?" She then told me that by reading the book to her students they were able to learn many things about Mars, such as how much they would weigh on Mars. Indicating what she felt her students were interested in learning, Julie said, "That's what was in my lesson that they wanted to know." If my interpretation of Julie's metaphor is correct, her view of reading is similar to a theme that Shaw, Edwards and Oldrieve's study (2006), classified as being one of liberation – "Reading as a portal to the world" (p. 1). Julie's metaphor for reading seems to support her belief, written about in her personal pedagogy that "reading is the foundation for everything".

Further evidence of Julie's mixed explanation for sources of knowledge used when reading was found in the surveys she took across the two courses included in my study. As a reminder, a copy of this survey with descriptions of the three possible explanations (reader-based, text-based, and interactive) is located in Appendix B. During the second interview, I asked Julie to review the visual display I had created based on her

survey selections (Table 4.5) for sources of knowledge used when reading. Specifically, I asked her to focus on what beliefs were maintained, what shifts in beliefs occurred and when these shifts occurred. I then asked her to what she attributed her maintained and shifted beliefs.

Table 4.5 Julie – Sources of Knowledge

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Reader-based	**Reader-based**	**Reader-based**	**Reader-based**
-	2	2	-
4	4	4	4
9	9	-	-
-	-	-	11
Text-based	**Text-based**	**Text-based**	**Text-based**
1	-	1	-
-	-	-	3
12	12	-	12
Interactive	**Interactive**	**Interactive**	**Interactive**
8	8	8	8
-	-	14	-

Julie maintained Statement 8 as a belief about sources of knowledge throughout the two courses included in my study. This interactive statement (#8) states *Reading is really the interactions between what an author intended to mean and the meaning a reader brings to that text*. When I asked Julie to explain her adherence to this belief she told me:

> I think it goes back to when you read anything you become a part of it. You experience that, so you're going to take away something. I think it goes back to life experiences. What you've already learned to interact into that reading. If it's science-based or just for reading pleasure.

In this explanation, Julie again connected reading to her interest in science. Julie's explanation also reflects her stance that reading is connected to the life experiences her students have had and will have.

Julie identified statement 12, *Talking storybook software is useful for younger children because it will pronounce unfamiliar words during the reading experiences on CD-ROMs.*, as a belief across all surveys except for the pre-second course survey. In explaining this shift, Julie referenced the field-based experience associated with the 4-8 reading methods course that she took during the 3-week session prior to the second course included in my study. Julie told me, "They didn't really have a lot of technology in their classroom. It was kind of a grassroots kind of what they had to work with. Maybe that's what influenced the software/technology idea in the classroom. We had the computer-based section in [the second field-based experience]."

The school Julie was placed at for her 4-8 methods course is an inner city school with limited resources, as evidenced by Julie's predication "grassroots kind of what they had to work with." Julie's second field-based placement, done at the university's clinical reading center, had a lab with computers for student use. Tutors, such as Julie, were required to incorporate computers into their lessons at least once a week during the four week tutoring experience. Julie's experiences within the field-based settings seem to have influenced her shifts with this belief. When she didn't see computers being used, she dropped the belief. When she not only saw computers being used, but actually incorporated them into her lessons, the belief returned.

For statement 1, *When children cannot recognize a word during reading, a useful strategy is to help them sound it out.*(identified on the survey as a text-based view), Julie cited her prior experiences learning to read and the second course as influencing her belief when she told me,

> I came from a very phonics based...in the 80's that's what it was. You sounded things out. More in [the second course], than [the first course], but we had strategies that would help them if

> stretching it out didn't work. You could go to different strategies. I think we had more options. If one didn't work, you tried another. You tried until one worked. I think at the end you had more of a repertoire of ways other than just, "Oh, sound out the word." That's what I heard throughout all my schooling [learning how to read].

Julie continued to explain why she only selected this belief at the beginning of the two courses included in my study. She explained,

> I was falling back on what I knew. That was ground into me. Phonics, phonics, phonics. Sound it out. I wasn't the best reader as a child. I had lots of practice. I actually had lots of ear infections, so I had to go to speech pathology and work that out. I was a little behind due to that. Yeah, sounding it out. I heard a lot of that.

Julie's explanation indicates that during the university courses she learned strategies other than sounding out words to help students read unknown words. When she took the surveys at the end of these courses, I suggest she didn't select sounding out words as a belief because she had just spent the semester learning about other strategies. While she attributed her selection of the belief at the beginning of the courses to "falling back on what I knew", I suggest her selection of the belief at the end of the courses could be attributed to what I would call "falling back on what she had just learned." This could be considered evidence of the instructors' influence on Julie's belief systems. Neither course instructor selected Statement 1 (*When children cannot recognize a word during reading, a useful strategy is to help them sound it out.*) as a belief she held. Additionally, while Julie's classmates in the first course decreased their selection of this belief statement by 33%, her classmates in the second course decreased their selection of this belief statement by 64% at the end of the second course.

Julie ended the first course and began the second course with Statement 2, a reader-based statement (*Children's knowledge about the world is more important to reading comprehension and response than their ability to correctly sound out words.*). I asked her to explain her shift to and away from this belief. I found that in Julie's

explanation, she contradicted herself. Initially, Julie appeared shocked that she hadn't selected this belief statement at the end of the second course, but then she immediately started discussing how important it is to correctly pronounce words. Relating a field-based experience she was currently in, Julie said,

> Wow! I would say now I think their knowledge of the world is important, but it's also equally important to correctly pronounce the words. Not only to say them correctly, but to have an equal footing in the world. The kids in eighth grade right now...we're doing genetics. They have the worst time pronouncing the scientific terms because I think someone said, "That's okay. Just close enough." I would have to disagree with myself because I think it's equally important to have the correct pronunciation. I think I would say they're equal now. You have to communicate and you have to pronounce them correctly. If you can't, they don't know what you're saying. That goes into different slangs. I have a lot of ethnic students and they have their own language and they speak it at home. They speak English different than we would normally with pronunciation.

Julie's explanation has a science focus and is concerned with her students pronouncing the scientific terms correctly. She also hints at the difficulty English Language Learners in her field-based experience are having with pronouncing the science terms.

In explaining why she thought she dropped this belief at the end of the second course, Julie said:

> I think my experiences with [my student] made that statement not as important at the end of [the second course]. I don't think as an initial, like...learning how to read...that wouldn't be what I'd focus on. Like, "Oh, you didn't pronounce that right." I think you build on that with practice and reading different [*sic*] tasks.

When I asked if she could give me an example from her experiences with her tutoring student, Julie gave an example unrelated to pronunciation of content area vocabulary: "I know [he] switched *to* and *how* up until almost the end. Those were two words he struggled with every time he saw them. Maybe it was just looking at them differently." In her explanation of her shifts for belief statement 2, I think Julie was confusing correct pronunciation of words (*They have the worst time pronouncing the*

scientific terms.) and substituting words when reading (*to*/*how* confusion). Again, I wish I had probed to see if she could distinguish between the two or if she really did see them as being the same thing.

Julie identified three statements (3, 14 and 11) only once across the belief surveys. Julie selected Statement 3, *To understand what they read, it is important that children be able to read most words correctly*., only at the end of the second course. In her explanation of this selection, Julie again discussed pronunciation of words. For Statement 14, classified as interactive (*Authors and readers understand a story in their own ways.*) Julie said, "That just goes back to them bringing in their own experiences." When explaining Statement 11(*Teachers should always find out what children know about the topic of a story before asking them to begin reading.*) Julie said, "I think that belief was more pronounced at the end of [the second course] because of my experience working with this individual." To illustrate what she meant, Julie constructed dialogue for herself indicating how she went about writing lessons for her student. "Okay, [he] really likes this. He doesn't like this". Here, I again think Julie is confusing two things. She seems to be defining the belief statement in terms of *gaining student interest*, not *ascertaining background knowledge*.

Julie was unable to provide explanations for two of her belief statement selections (4 and 9). Statement 4, classified as reader-based, states *Computers are most useful because they help students discover more about the world around them*. Julie identified this as a belief across all four survey administrations. When I asked Julie to explain what she attributed her maintenance of this belief to, her explanation didn't have anything to do with computers being a way to discover more about the world. Instead, she discussed how important technology is. She said, "In 2008 technology is huge. Everybody is wanting you to use technology in your classroom." For Statement 9, *Teachers should encourage each child to have a different interpretation and response to a story.*, Julie was

unable to explain why she stopped identifying it after the first course's post-survey. She instead told me that she does believe it's important.

In summary, Julie's selection of belief statements across the four surveys does not give a clear picture of how her beliefs about sources of knowledge used when reading developed. Julie's shifts in beliefs about sources of knowledge indicate she shifted between the importance of world knowledge (associated with the reader-based explanation) and the correct pronunciation of words (associated with the text-based explanation). Julie's attempts to explain her shifts in beliefs provide us with evidence of Julie's confusion over some aspects of reading (*pronunciation* of words vs. *substitution* of words and *background knowledge* vs. *student interest*). However, when Julie was able to explain her shifts in beliefs, she attributed them to her prior experiences and field-based experiences.

Approaches to Teaching Reading

My analysis of Julie's beliefs regarding approaches to teaching reading revealed Julie shifted among the theories (holistic language learning, specific skills, and integrated) for approaches to teaching reading throughout my study. Briefly, holistic language learning favors student-directed, inductive activities, specific skills favors teacher-directed, deductive activities and integrated favors a combination of both holistic language learning and specific skills. Julie began the first course included my study with a holistic language learning theory and the second course with an integrated theory. She ended both courses with a mixed theory for approaches to teaching reading. My item analysis of the belief statements Julie selected across the four survey administrations (Yussen & Dillon, 2002) indicated her beliefs about approaches to teaching reading varied across three themes: *personally meaningful learning*, *use of assessment and goals*, and *teacher- and student-directed learning*. In the following paragraphs I detail how I came to this conclusion regarding Julie's beliefs about approaches to teaching reading.

The other metaphor I asked Julie to construct at the end of the first interview dealt with approaches to teaching reading. Again, my intent was for the metaphor to capture how Julie conceptualized her identity as a teacher of reading (Massengill, Mahlios, & Barry, 2005). I hoped Julie's metaphor would provide me with a clear understanding about her beliefs about teaching reading because of Alsup's (2006) conclusion that "These metaphors were often the clearest, most insightful expressions of the participants' developing professional identities produced during the study" (p. 148). Julie's metaphor for teaching reading was "Teaching reading is molding the future." She explained her metaphor by saying, "I thought that reading takes you out of where you are. It takes you into the future. It takes you to different cultures and personalities. It lets you escape. Kind of like daydreaming or things like that." I don't think Julie's explanation addressed her metaphor. I felt she was continuing her description of her previous metaphor, which was "Reading is power." Because of this I wasn't able to ascertain, through my analysis of her second metaphor, what her conceptualization was for approaches to teaching reading.

Julie's survey results regarding approaches to teaching reading are presented in Table 4.6. Notice her results initially were predominantly in the holistic language learning category (See Appendix B for definitions). As with her earlier explanations for sources of knowledge, Julie ended the second course with a mixed stance regarding theories for approaches to teaching reading.

During our second interview I shared Table 4.6 and the accompanying belief statements with Julie and asked her to share with me why some of the shifts in beliefs may have occurred. The only belief statement Julie maintained across all four surveys was Statement 9, *To provide children with a reason to read and write, teachers need to create personally meaningful literacy experiences for them.* When I asked her to explain her steady adherence to this belief, Julie said,

> In reading there can be lots of answers and interpretations to the story. That's going back to encouraging them to think about their reading and connect it to their lives, something they know about. Which I guess goes back to those state standards that they are teaching. I guess that's important.

Table 4.6 Julie – Approaches to Teaching Reading

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Holistic Language Learning	**Holistic Language Learning**	**Holistic Language Learning**	**Holistic Language Learning**
2	-	2	-
4	4	-	4
9	9	9	9
Specific Skills	**Specific Skills**	**Specific Skills**	**Specific Skills**
-	-	-	6
-	11	-	11
-	12	-	-
Integrated	**Integrated**	**Integrated**	**Integrated**
3	-	-	-
-	-	7	7
-	-	13	-
15	15	15	-

Throughout Julie's interview she referenced state standards several times. When I asked her about this, she indicated that this was a main focus of her current field-based experience in a 4th grade classroom. Her practicum teacher's lessons focused on state standards, so that's what Julie was seeing being taught in the classroom. I think the standards came up in this context because there's a standard that focuses on making personal connections.

Julie identified Statement 4, *Students learn the most about reading when they engage in reading experiences that are personally meaningful, accomplish an important*

function, and are self-directed., on all the belief surveys except at the beginning of the second course. When she explained why she dropped this belief, Julie again referenced the field-based experience she had with the 4-8 reading methods course that she completed between my focal courses. Julie told me,

> [The school] was just a diverse experience. To be honest, I was kind of scared to be there in the beginning. I think going into that and looking at the behavioral things going on and people in and out of the classroom, and so many kids pulled out into special areas. That kind of made it less meaningful of an experience. You didn't see this belief. It was kind of like, "Okay, we're going to try and get this done with whoever's here and try not to get distracted." I think that didn't taint my view of that class, but it definitely influenced that belief. That could be why it dropped off there. You didn't see meaningful learning. I didn't see it. I'm sure it happens, but it was a hard environment to have meaningful learning.

Julie reaffirmed her belief in this statement at the end of the second course based on her interactions with the student she was tutoring. She found that when she incorporated topics he was interested in (fishing and dinosaurs), her reading lessons were more successful. It's also the second comment Julie made that suggested some assumptions she was making about cultures or the socioeconomic differences at this field-based experience. I didn't follow-up on these comments since this field experience wasn't part of my original study. In retrospect, maybe I should have and this is something that I discuss in Chapter 5 when addressing the limitations in my study.

Julie noted that she started both courses with Statement 2 as a belief. Statement 2, classified as consistent with holistic language learning theory, says *Students should receive many opportunities to select and read materials unrelated to school learning.* Julie explained why she thought she began with but dropped this belief during the courses.

> I think the unrelated to school learning would be their interest. Something they like to read. I think during [the first and second courses] it was more content-driven. You have an objective to meet. You needed to do this, this, and this to meet this objective. When you have to meet objectives you kind of lose that fun of reading. The checklists you have to check off before the end of the

> class...maybe that had something to do with my dropping this belief at the end of both courses.

The checklists Julie is referring to are literacy benchmark and behavior checklists that, within the context of the second course's field-based experience, Julie and her peers were required to complete during the four-week tutoring experience, but there were no checklists associated with the first course. I also think she was confusing teachers' selection of reading skill- or strategy-related goals with the reading material used to address those goals.

Julie selected four statements only once across the four administrations of the survey. At the beginning of the first course Julie selected Statement 3, *Reading instruction should include both teacher-directed and student-directed learning opportunities.* To explain this Julie told me,

> I would say having those classroom meetings that students should have the opportunity to, not set their own curriculum, but set their own stories or books or things like that. Obviously teacher-directed, too, so it's a blend of both. I would say from other coursework I picked up this belief.

In this explanation, Julie was referring to a literacy framework that has as one of its characteristics a community meeting to start the reading/writing workshops. She learned about this literacy framework in the 4-8 reading methods course.

Similar to belief Statement 3, Julie started the second course with Statement 13, *Both students and teachers should define appropriate classroom literacy experiences.*, but didn't identify it at the end of the course. She credited her adoption of this belief to her field-based experience associated with the 4-8 reading methods course that for her occurred between my two focal courses. She explained, "The students in [my 4-8 placement] did interact – the teachers and the students. They worked together in the curriculum. The teachers didn't just say, 'Here's what you're doing.' They were active participants." Julie was unable to explain why she dropped this belief. "I think they [students] should have an opinion, but not define it. I think that's more of a teacher's responsibility to define the classroom literacy."

Only at the end of the first course did Julie select Statement 12, *Computers are most useful when many practice activities are used at the appropriate level for each child.* To explain this she said,

> I kind of disagree with that. I would say computers are useful at any level. It has to be engaging. Not just, "Here go get on the computer and do this." It has to have set goals, set things to accomplish. I know in [my first field-based experience] they had reading comprehension that they did in the library. They read a book and then they had to answer a certain set of questions about that book. They tracked that all throughout the year and all the books they read. It might have been called *Accelerated Reading*. Maybe that's why the computer came up. That was definitely a focus for them.

Julie's explanation contains a reference to the *Accelerated Reading* program and reading comprehension being used in her first field-based practicum. Julie is referring to *Accelerated Reader* (AR), which is a software program produced by Renaissance Learning. According to their website, it will "provide teachers with frequent progress monitoring and produce the greatest reading improvement for the least investment." Concerning reading comprehension, critiques of AR say it focuses on literal and detail-based recall as opposed to higher-level comprehension skills. In her review of studies done evaluating the impact AR has on reading comprehension, Pereira (2003) "concluded that there is insufficient evidence to support AR's claim of improving reading comprehension" (p. 2).

Julie selected Statement 6 at the end of the second course. This statement, *Assessment is essential to a literacy program. This assessment should closely match the skills that have been developed in class.*, seemed, in my opinion, to match the focus of that course. Julie laughed when she explained her selection. "Well, I did a lot of assessment in [the second course]. The running records. I think it was important to do. In learning how to do that, I learned how important assessment was in reading."

Julie was unable to explain her belief shifts for statements 7, 15 and 11. Julie started and ended the second course with Statement 7, *Some children seem to learn about*

reading best when they determine their own literacy experiences; others seem to learn best through more structured experiences designed by a teacher. Julie's explanation for her shift to this belief reiterated her belief in the statement, but didn't explain why she shifted to it as a belief. Julie was steady in her belief in Statement 15 (*No single approach to literacy learning will fit each child perfectly. Teachers need to modify their programs to meet each child's unique needs.*) until the end of the second course, but unable to explain why she dropped it as a belief at the end of the second course. Julie was also unsure of why she selected Statement 11, *Teachers should have a minimal list of literacy learning goals for students in their classrooms.*, at the end of both courses.

Throughout Julie's explanations of her beliefs regarding approaches to teaching reading, I found three major themes. These themes were personally meaningful learning, assessment and goal-setting, and teacher and student directed learning. The statements she selected illustrated these themes giving me some indication of what she believed about reading instruction.

Julie's Action Agenda for Teaching Reading

When I reviewed my analyses of Julie's data, I attempted to identify her action agenda for teaching reading in the future. I determined that she had a content area reading focus. I also noted that when giving specifics about what her approach to teaching reading would be, Julie didn't refer to content area reading strategies, but fell back on her own prior experiences with learning how to read. Capturing student interest by using read alouds and activities they are interested in were hallmarks of Julie's action agenda for teaching reading. In the following paragraphs I detail how I came to this conclusion regarding Julie's action agenda for teaching reading in the future.

During the second interview I led Julie through several activities all leading up to her creation of a personal pedagogy for teaching reading. For the first activity, I administered a survey my participants had not completed in their previous coursework –

the Expert Survey, based on Flippo's work (2003), during the second interview. The Expert Survey (Appendix E) contained 48 statements regarding reading instruction. Julie was asked to indicate which statements *Would Make Learning to Read Difficult* (i.e., make reading instruction difficult) and which *Would Facilitate Learning to Read* (i.e., facilitate reading instruction). The experts in Flippo's study (1999) identified 15 statements that *Would Facilitate Learning to Read*. Of the 15 "facilitating reading" statements identified by experts, Julie identified all but one as facilitating reading instruction. She also identified 4 statements as facilitating reading instruction that the experts classified as making reading instruction difficult.

Statement Julie selected as making reading difficult that experts found facilitative:

2 – *Organize your classroom around a variety of print settings, and use a variety of print settings in your classroom.*

Statements Julie selected as facilitative that experts said would make learning to read difficult:

4 – *Detect and correct all inappropriate or incorrect eye movements you observe as you watch children in your classroom during silent reading.*

11 – *Never let your pupils witness you enjoying and/or using reading.*

45 – *Require children to write book reviews of every book they read.*

47 – *Use flashcards to drill on isolated letter sounds.*

Although Julie may have selected the statement endorsing use of flashcards (Statement 47) because of her experiences with them as described in her autobiographical literacy history ("I took speech classes which assisted my development in reading. I used flashcards to associate sounds with letters, which eventually became words."), the other omitted and included statements seem to be inconsistent with beliefs and practices Julie endorsed elsewhere in my data. Many times in the interview Julie referred to all types of texts she learned about in her children's literature course and how much she liked using them in her lessons. She talked about reading books to her students, so I was confused as to why she included Statement 11 as facilitating reading instruction.

While Julie identified her plans to use assessment-based instruction, it wasn't supported by her data. In describing this approach Julie referred to assessment as letting you know what level your students are at. She told me,

> I like the assessment approach, so you know where you're starting off with the student. I liked how you kind of stair-step through and you do the writing and the reading together. That was a good component. The word wall and things we did every day in tutoring. I thought comprehension was a really good thing to add in with reading. All of those made a really good reading and writing workshop.

Because Julie felt the second course and its accompanying field-based experience taught her the most about how to teach reading, it seems logical to me that she would identify what she called "the assessment approach" (used in that course and field-based experience) as a way she might teach reading in the future.

During the second interview I also asked Julie to think aloud and construct an oral draft of a reflexive philosophy statement (Alsup, 2006) that she later revised in writing. Like the other participants, Julie was unable to select just one of her previously written reading philosophies (written at the end of each course included in my study) for this activity, so her reflexive philosophy was done using both. As a reminder, the written reflexive philosophy statement is comprised of the participants' self-highlighted excerpts from their previously written reading philosophies and their added concrete examples.

Julie's reflexive philosophy showed her continued commitment to content area reading instruction and emphasized the themes of *personally meaningful learning* and *teacher- and student-directed learning*. Julie added the following concrete examples from her memories and experiences with reading and its instruction to her original philosophy statements:

> First Course's Philosophy Statement Excerpt: My philosophy of reading instruction is to incorporate it in everything you do as a teacher.
> Added Concrete Example: I taught the solar system by reading the *Magic School Bus*. This gave the students an engaging adventure into the solar system. I taught about art by reading *Pictures of Hollis Woods*. Then as a class we

> created our own watercolors like her. The students wrote journals which connected what they read to what the characters in the book were experiencing.

In this added example, we see Julie's continued dedication to content area reading and also the influence of her children's literature course. It also suggests how important she feels reading aloud to her students is.

Julie's next two reflexive philosophy examples reveal her continued focus on engaging student interest during reading instruction.

> Second Course's Philosophy Statement Excerpt: finding out your students' interests and incorporating that into their reading and writing.
> Added Concrete Example: During [the second course] I found out my student enjoyed dinosaurs, rocks and fishing. I incorporated that in my lesson.

> Second Course's Philosophy Statement Excerpt: teaching reading is making it interesting.
> Added Concrete Example: I made a fishing-for-words game and word sort.

The reflexive philosophy statement activity helped Julie to consciously connect her beliefs about reading instruction with her actual experiences. Alsup (2006) stated an activity such as this helps "preservice teachers to consciously identify their current philosophic positions and belief structures about teaching" (p. 180).

After Julie completed her reflexive philosophy statement, I asked her to write a personal pedagogy for teaching reading. In this statement she was to consider a personal pedagogy (the art, science, or profession of teaching) that describes her personal beliefs and philosophies regarding reading instruction. I asked her to try and give specific examples to support any abstract/ideal statements she makes. Julie's written personal pedagogy for teaching reading is next.

> I think my reading philosophy has grown. The most important thing that I have come away with during my education is that reading is the foundation to everything. For all ages it is essential to gain familiarity and a love of books. This desire to foster reading is done first by the parents and then by the teachers. Then hopefully this foundation for reading is improved upon every year as the child develops.

> My personal pedagogy of reading is to teach it as a focused subject and then integrate it into the every day curriculum. I love teaching science so many of my lessons I have taught have also integrated reading into them. My first example was when I was launching a solar system unit to a class of third graders. I did a read aloud with the students with the series *The Big Yellow School: Ms. Frizzle Gets Lost in the Solar System*[5]. Then after reading the book to them I followed up to see what they had learned from reading. And many of our questions that we wanted to know were answered after reading the book. I thought this lesson was a success because the story that I read to them kept them engaged in the science material. From a student's perspective they were getting a treat because they were being read a story.
>
> This example shows how you can introduce reading into a science lesson. I think that this method of integrating reading into different subject areas is a successful way to teach reading in a district with strict reading ideas and standards.

In Julie's personal pedagogy she again highlighted her experience with the Magic School Bus book and the benefits of reading aloud to students. Julie's personal pedagogy focused on what the students learn by reading. Additionally, this is the first time Julie mentioned parents as having a role in children learning how to read.

Summary

To summarize my findings regarding Julie and her beliefs about reading and its instruction, I suggest she experienced a defining moment during her participation in the two courses included in my study. This defining moment occurred, not in my two focal courses, but rather in her children's literature course. Julie's data revealed that her participation in the children's literature course opened up a whole new avenue for reading instruction which she had not been aware of before. Julie's introduction to the *Magic School Bus* books allowed her to make connections between reading instruction and her chosen content area of science. This defining moment in Julie's teacher education

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[5] Julie is referring to *The Magic School Bus: Lost in the Solar System*, written by Joanna Cole (1992).

program helped her establish her beliefs about reading and her action agenda for teaching reading in the future. Her beliefs and action agenda for teaching reading were reflected in her personal pedagogy, written as the final act of the second interview. In this personal pedagogy Julie stressed the need for students to develop a "familiarity and love of books". She also discussed her intent to integrate reading into the content areas, specifically science.

Natalie: "Reading Should be Fun"

At the end of my study Natalie expressed her belief in the need for reading to be fun in order for children to learn how to read. Although Natalie referenced a particular field experience and teacher as the source of many of her beliefs, she seemed to have misinterpreted or oversimplified what she observed in the experience into the belief that reading should be "fun". Natalie's personal pedagogy, written at the conclusion of my study, suggested her belief in the importance of immersing students in text and giving them some ownership over their reading instruction. Additionally, Natalie believed parents play a significant role in teaching their children to read. To illustrate how Natalie's belief systems regarding reading and its instruction evolved, I start by sharing my analysis of her storytelling event.

Natalie: Positioning Self as a Teacher of Reading

My analysis of Natalie's storytelling event revealed the presence of four voices – in addition to Natalie's voice – that influenced the development of her internally persuasive discourse for reading instruction. Through her interactions with these voices Natalie positioned herself as a teacher of reading who believes teaching reading should be fun and involve creative, hands-on ways to deliver instruction that students find interesting. She also positioned herself as believing parents, by exposing their children to text, play a significant role in teaching them how to read. In this section of Natalie's portrait I share the details of my analysis of her storytelling event.

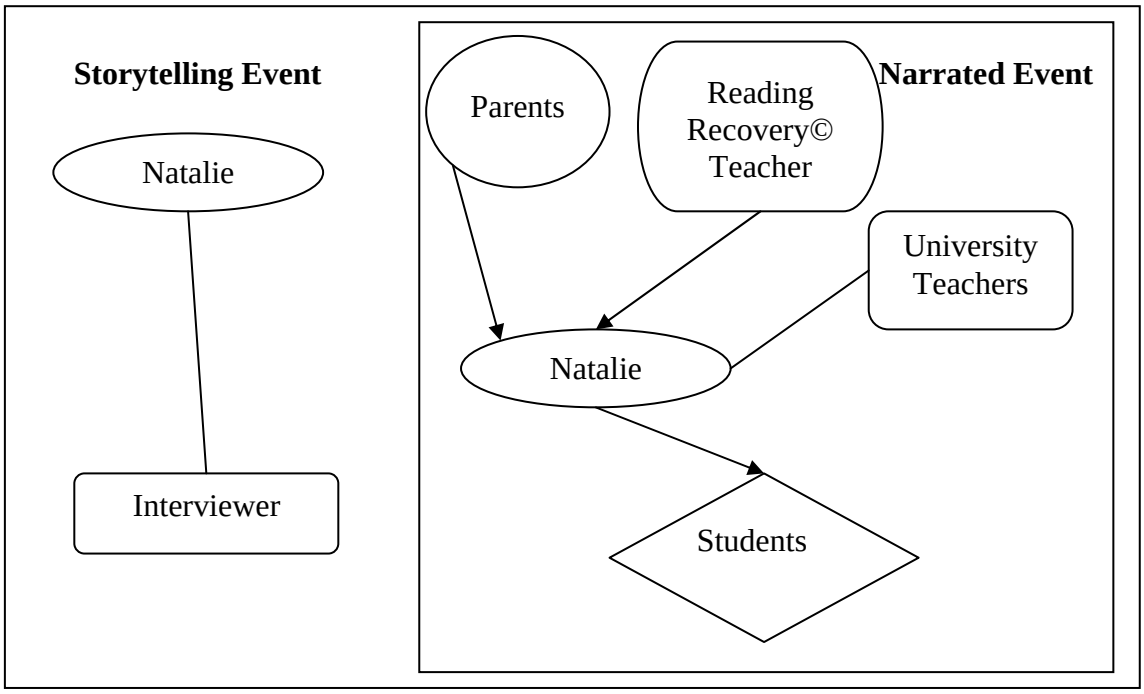
At the time of her storytelling event Natalie, a white 22-year-old female, was in her senior year of the elementary teacher education program pursuing endorsements in early childhood and special education. Natalie is the middle child out of four. She has two older (30 years old) twin sisters that were adopted and a younger sister that is 19 years old. With a father who is retired from the Army, but still working as a civilian for the government, Natalie grew up all over the world. She attributed her desire to become a teacher to her 6th grade math teacher; someone she described as "awesome".

Through my analysis of the first interview's transcript I discovered five prominent voices present during the storytelling event in which Natalie narrated her journey through learning how to teach reading. Again using Wortham's (2001) methodology, I developed an illustration (Figure 4.4) of Natalie's storytelling event, depicting these five voices and their relationships. During the storytelling event of the first interview Natalie is positioned above me, indicating her active voice as she told about how she learned to teach reading. The line between us shows a cooperative relationship, in which Natalie responded to questions objectively and sought neither assurance nor sympathy from me. Her position above me indicates she appeared to be confident as she supplied me with the information I requested.

In Figure 4.4 the inner square shows the voices present in Natalie's narration of her experiences in learning how to teach reading. The voices include parents, Reading Recovery© teacher, university teachers and students from her two field-based experiences. The connectors between the shapes once again depict the nature of the relationships between the voices. The arrows indicate an authoritative relationship, in which one voice has power – whether real or imagined – over the other voice. In Natalie's narrated event the Reading Recovery© teacher held the power over her and Natalie held the power over her field-based experiences' students. The solid line between Natalie and her university teachers indicates a cooperative relationship in which Natalie is appreciative of the information the courses provide. In the subsequent

paragraphs I will explain how I came to develop my analysis of Natalie's positioning of herself as a teacher of reading.

Figure 4.4 Natalie's Interactional Positioning



The first voices I discuss are those of parents. Natalie included both her parents and parents in general when discussing the role parents play in teaching children to read. In Figure 4.4 the direction of the arrow between parents and Natalie is meant to indicate she portrayed parents as having a powerful role in teaching children to read. I determined this relationship by reviewing her interview transcript and looking for the predications she made for parents. Natalie's storytelling event contained two relevant predications for parents. First, Natalie said parents and/or caregivers were in charge of "exposing children" to text in order for them to learn how to read. Her next predication involved families needing to "incorporate reading into their children's lives". My determination of

how Natalie positioned herself with regard to parents was further supported during my continued analysis of her storytelling event.

Hinting at her interest in early childhood, Natalie told me how she believed children learn to read.

> Children learn to read in several ways. I think it starts at a very young age, from infancy when parents, or even in the womb, when parents or caregivers read to the womb. Literacy is always in our environment. It's signs, symbols, things we do. Language. I think just being exposed to text and symbols and signs and books, children learn. Obviously [they] have to be taught what those letters and words on the page mean and what they say.

Later, Natalie continued discussing her belief in immersing children in text when she discussed why she felt some children experience difficulty learning to read. Natalie said,

> Not being exposed to it [reading] as they grow up. I think sometimes people think that because they're four years old or whatever that that's not the age you learn to read. That's what people think, but really it just starts at the very beginning from babies on up. Just being exposed to books will improve their intelligence.

Turning to Natalie's archival data, I sought support for my analysis of her storytelling event. Neither of Natalie's philosophies of reading instruction, written at the end of each course included in my study, contained references to parents. However, in her autobiographical literacy history written at the beginning of the second course, Natalie referenced her own parents. This single reference was as follows:

> I learned to read from my parents, I remember being read to often though, when I went to bed, and when I had babysitters. I always [was] interested in books, and I liked to look at the pictures. When I was four I asked my dad to teach me how to read *Where the Wild Things Are*. He said that is a hard book, but we will work on it. I had many books at my disposal growing up, my parents believed that reading was very important, and encouraged us to read at least 30 minutes every day.

Natalie's archival reference to her parents indicates she saw them as possessing authoritative discourse for teaching children how to read. Her parents fostered her

interest in books and made sure she was exposed to books growing up. Natalie's previously stated beliefs in exposing children to books in order to facilitate their learning how to read shows she had appropriated the authoritative discourse of her parents into her own internally persuasive discourse for reading instruction.

The next voices I discuss are those of Natalie's first field-based experience teacher and her university teachers. While depicted separately in Figure 4.4, I chose to discuss them together because of how Natalie's storytelling event presented a contrast in her experiences with them. Beginning with Natalie's first field-based experience, I discovered that she was placed with a reading specialist at Hudson Elementary, part of the Byron Community School District. Part of this reading specialist's day was spent teaching Reading Recovery© and the other part was spent working with small groups of children. While technically Natalie wasn't placed in a Reading Recovery© classroom, she predicated the classroom and the teacher as "Reading Recovery©".

Natalie's placement allowed her to observe Reading Recovery© lessons and the small group work this teacher did with the other students. When Natalie taught her lessons it was to the small groups of children. This was an unusual placement for the first course included in my study. Typically students are placed in general education classes during the reading instruction period. Hudson Elementary had an enrollment of 308 students, with 14% students of diverse racial/ethnic backgrounds. Children receiving free and reduced priced meals equaled 14.8%. Students in fourth grade meeting/exceeding reading proficiency was 88.54%.

Expressing her delight with her unique placement, Natalie told me how she felt her placement with a Reading Recovery© teacher allowed her to see "a more whole approach of reading." I determined Natalie's relationship with the Reading Recovery© teacher to be one in which the Reading Recovery© teacher held the power. I determined this relationship because Natalie expressed many times during the storytelling event and later in the second interview how much she learned from this teacher. For example,

during the storytelling event, Natalie told me, “I learned about the running records and different techniques, such as the highlighting tape, or different little games you could do to help reinforce words, like write on the carpet, then write on the chalkboard, then write on the dry erase board, different mediums.” Natalie’s predications for her experiences with the Reading Recovery© teacher were plentiful and included:

- Fortunately placed there
- Great experience
- Real life
- Successful lessons
- Beneficial to students
- Importance of book selection
- Helped students with comprehension
- Perfect for me
- Got kids the help they needed

In contrast, Natalie’s references to her university teachers were limited and included only references to the content and materials from the classes. Her references for the content and materials included:

- Literacy-related information
- Phonemic awareness
- Textbooks
- Different assessments
- Phonemic approach
- Comprehension approach
- Ideas covered in lecture

When discussing what she learned in her field-based experience, Natalie contrasted it with what she learned in the associated first university-based course experience:

> I didn’t per se learn those kind of techniques that I think would be very beneficial in the classroom. It [first course] just really focused on the importance of reading and the kind of books to select and phonemic awareness, but not so much strategies that I think would be beneficial to students.

Natalie felt the most beneficial thing she learned in the first course was phonemic

awareness. She told me,

> I think the phonemic awareness just because I don't think I ever had that growing up, so those things were challenging for me, like the sounds. It was new information, but I know it's relevant because I've seen it in the schools with the DIBELS6 program. I'm glad I was taught that because I hadn't been exposed to it before. As a teacher that will help me help my students.

Natalie shared how the textbooks from her second university-based field experience were beneficial.

> I think really just the preparation on how to work with a student and how to best help them and how to use our textbooks as resources. We are always assigned textbooks, but really hardly any of them have been beneficial to me to use in a real life scenario, but I've used those books. I referenced to it while I was helping my student.

I interpreted Natalie's relationship with her university teachers to be more cooperative in nature, with the position of the university teachers' shape above Natalie indicating they did provide Natalie with some information and resources about reading and its instruction. I interpreted this relationship based on the predications Natalie's storytelling event contained for these teachers. When referencing the first course/teacher, Natalie's predications were "Not real" and "Learned phonemic awareness". I determined Natalie's reference to "not real" to indicate her belief that the university-based experiences gave her information, but she didn't consider them to be real teaching. I made this determination based on Natalie's repeated predications for her field-based experiences as "real life". Natalie's predications for the second course referred to the textbooks and lectures. Natalie said the textbooks were "beneficial" and that textbooks and lectures gave her "ideas I used in tutoring".

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6 According to the Dynamic Measurement Group website, "The Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade."

Turning to Natalie's archival data, I again sought support for my analysis of her positioning of the Reading Recovery© teacher and her university teachers in her storytelling event. Natalie's literacy autobiography, written at the beginning of the second course included in my study, illustrated her pleasure in being placed with a Reading Recovery© teacher. Natalie wrote:

> My practicum placement for [the first course] was fabulous. I was placed in a Reading Recovery classroom and I feel that I learned so much more about the specifics of reading, and that I will really be able to apply what I have learned to taking this class and tutoring a student in [the second field-based experience]. What I learned in class, was nearly as useful as what I learned in my placement. I do feel that some of the literacy center ideas may help me with my student I will tutor. I also feel that learning the phonics has helped me greatly because my knowledge on phonics before taking [the first course] was very simple, and I have always been a strong reader but the English language now makes more sense to me, and I feel that I comprehend more of what I read now.

In this excerpt Natalie again credited her first field-based experience with a Reading Recovery© teacher as helping her learn how to teach reading. She also mentioned things she found beneficial in the first course – literacy centers and phonics.

Next, I discuss the voices of the students Natalie referred to in her storytelling event. Through my analysis I discovered Natalie referenced her students as having difficulties with reading. In Figure 4.4 I represent the relationship Natalie had with her field-based students as one in which she had the power over them, as indicated by the direction of the arrow. I came to this conclusion based on Natalie's predications for her references to students. During the storytelling event, Natalie made the following predications regarding the students she worked with:

- Reading is difficult for them or a challenge for them
- Couldn't connect A to B at all for comprehension
- Pretended to read
- Learning how to cope
- Did enough to get by

She later told me it was her job in the field-based experiences to teach her students words, so they could be successful at reading. All these predications support my conclusion that Natalie positioned herself as having power over the students she taught in their reading class.

I found further evidence of Natalie's perception of having power over her students in the first interview. When discussing the students in her first field-based experience, Natalie said:

> I think just the realization that reading doesn't come easy to everyone. Things that I take for granted. I'm a strong reader, and things I just blow over. Even as a child I was a strong reader. This is really a realistic thing. Children are struggling with reading. It's more important than math skills. Reading and writing. It's what's going to get you through life. To see that it's a real problem, but that I could help. I could use resources. I think really just made it beneficial to me.

I wondered if Natalie's view of students struggling with reading might be due to her placement. Children coming to the Reading Recovery© teacher are usually those experiencing some issues with reading and who test considerably below the average in their class. Because Natalie wasn't placed in a general education classroom during their reading instruction period, she was unable to see the variety of abilities found within one classroom.

Most of Natalie's references to her first field-based experience's students dealt with six third grade boys that she described as being challenging. She told me, "They pretended to read. They just used pictures. It was just a way of learning how to cope for them. I think to get through what they needed to get through. They did just enough to get by." When I asked her how she thought this might have come about, she said "Their previous teachers didn't really address it. Thankfully my coop [practicum teacher] caught it and got them the help they needed."

Natalie also discussed the second grade girl she tutored for the second course's field-based experience. When describing a success she had teaching reading, Natalie told me:

> I think when I learned that she was a very kinesthetic learner. I did a lot of hands-on, like we're going to feel through it. The different textures and things. Especially with just sight words that hadn't been – sight high frequency words – that hadn't been learned. Just doing more creative fun things aside from flashcards. She understood it and could apply it then to a reading book. That was really powerful to me.

In this explanation Natalie returned to her concern that the students find reading instruction creative and fun.

When describing her frustration with the second field-based experience, Natalie said,

> I think it would be the same sound, like the *ch*, the /ch/ sound. I would keep bringing it back. It wasn't getting learned. Even though repetition sometimes helps, it didn't with her. I had to just every other day or so find more creative ways to sneak it in there. I tried several things and the sounds weren't getting learned. She would get frustrated with herself because she couldn't read the words.

To follow up on what Natalie meant by "creative ways to sneak it in there", I asked her to give me some examples of what she meant. She told me she was talking about using picture sorts of /ch/words and other games included in her course textbook, *Words Their Way* (Bear, Invernizzi, Templeton & Johnston, 2004).

In the quote above Natalie characterized herself as being frustrated. To illustrate this, Natalie constructed dialogue for herself during her narrative. Representing herself she said, "I'm trying everything and it's not getting learned." Then, during the storytelling event, I noticed Natalie took a deep breath and continued constructing dialogue for herself, "Okay. If I just break it up a bit and not do it every day." This constructed dialogue illustrates Natalie's initial frustration with having to work on sounds and do it in creative ways and then how she focused herself on teaching her student. Continuing to describe her frustration with herself Natalie told me, "I got frustrated

because I felt like I wasn't helping her and that's why I was there." Based on this quote I felt Natalie thought the purpose for this field experience was for her to help the student she tutored. Natalie never once connected the purpose of the second field-based experience to helping herself learn how to teach reading.

To conclude this section of the portrait, I suggest that Natalie seemed to place a lot of importance on parents and caregivers providing children with exposure to text. Natalie's beliefs about reading instruction seemed to involve exposing students to text. If they experienced difficulties with words and sounds, she'd have to get creative in finding ways for them to have fun and practice these skills. Natalie acknowledged that she did learn from her university-based experiences, but she credited her placement with a teacher trained in Reading Recovery© with primarily teaching her how to teach reading. Natalie also discovered that reading does not come easily to everyone, but as a teacher she could help. This discovery led her to believe in using what she called creative ways to help students learn how to read. How Natalie's beliefs about reading and its instruction emerged and developed is the focus of the next section of her portrait.

Reading and Its Instruction: Natalie's Evolution of Beliefs

In this section of Natalie's portrait I answer research questions 2 and 3 by sharing the content of her beliefs regarding reading and its instruction and the process through which she shaped her belief system regarding reading and its instruction.

Sources of Knowledge for Reading

My analysis of Natalie's beliefs regarding sources of knowledge for reading revealed Natalie began my study holding a reader-based explanation for sources of knowledge for reading and then shifted to a mixed explanation just prior to the second course included in my study. As a reminder, the reader-based explanation suggests background knowledge is most important when reading. A mixed explanation means Natalie's belief selections were scattered across the three possible explanations (reader-

based, text-based and interactive) on the administered survey (Yussen & Dillon, 2002). My item analysis of the belief statements Natalie selected across all surveys indicated her beliefs about sources of knowledge for reading were predominantly reader-based and dealt with using background knowledge to determine unknown words. She also showed a tendency towards favoring the text-based strategy of sounding out unknown words. In the following paragraphs I detail how I came to my conclusions regarding Natalie's beliefs about sources of knowledge for reading.

Like I did with my other participants, I had Natalie construct a metaphor for reading. I had hoped metaphor analysis (Moser, 2000) would allow me to capture how Natalie was conceptualizing her belief systems regarding reading (Massengill, Mahlios, & Barry, 2005). Natalie wasn't able to complete this part. She didn't seem to understand what a metaphor was because she gave more of a definition than a metaphor. Natalie's response to my first metaphor request was "Reading is a holistic approach at language." To explain this she told me, "Literacy that also includes writing." I was unsuccessful in explaining metaphors to Natalie in a way that helped her understand how to construct one for this part of my study.

My review of her belief survey selections regarding sources of knowledge for reading revealed that Natalie started and ended the first course with a preference for the reader-based explanation for sources of knowledge for reading. During the second course, she shifted to a mixed explanation. As a reminder, a copy of this survey with descriptions of the three possible explanations (reader-based, text-based and interactive) is located in Appendix B.

During the second interview, I asked Natalie to review the visual display I had created based on her survey selections (Table 4.7) for sources of knowledge for reading. Specifically, I asked her to focus on what beliefs were maintained, what shifts in beliefs occurred and when these shifts occurred. I then asked her to describe what she attributed her maintained and shifted beliefs to.

Table 4.7 Natalie – Sources of Knowledge for Reading

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Reader-based	**Reader-based**	**Reader-based**	**Reader-based**
-	2	-	-
9	-	-	-
11	11	11	11
15	15	15	15
Text-based	**Text-based**	**Text-based**	**Text-based**
1	-	1	1
-	3	3	-
Interactive	**Interactive**	**Interactive**	**Interactive**
-	6	6	6
14	-	-	14

Natalie maintained two beliefs about sources of knowledge for reading throughout the two courses included in my study. The belief statements, both categorized as reader-based, were 11 and 15. Statement 11 states *Teachers should always find out what children know about the topic of a story before asking them to begin reading*. When I asked Natalie to explain what experiences may have influenced her to identify so strongly with this belief, she told me

> I think that it is important for teachers to find out what students know about a subject and to see if it is DAP[7], as well as cover key terms, and key points that are necessary to understanding what they are about to read. It is important to encourage interest without

7 According to its website, the National Association for the Education of Young Children (NAEYC) published a position statement on developmentally appropriate practices (DAP) for children ages birth through age 8 in 1986 and revised it in 2009. Briefly, DAP can be defined as those practices which are appropriate for age, developmental stage and are culturally responsive.

> giving away the answer but briefly covering a topic is ideal before there is mass confusion

This explanation shows the influence of Natalie's early childhood teacher education courses in which developmentally appropriate practice (DAP) was discussed.

While Natalie couldn't explain her adherence to Statement 15, I found it was similar to other belief statements she had selected and explained. These statements (1, 6 and 15) dealt with the relative importance of "sounding out" and guessing unknown words.

> Statement 1: *When children cannot recognize a word during reading, a useful strategy is to help them sound it out*.
> Statement 6: *When children cannot recognize a word during reading, a useful strategy for them is to read the sentence again, look at the first letter of the difficult words, and make a guess about what it might be.*
> Statement 15: *When children cannot recognize a word, a useful strategy for them is to read the sentence again and make a guess.*

All these statements represent different views of what to do when you don't recognize a word when reading, yet they all emphasize different sources of knowledge to draw on.

The only time Natalie didn't select Statement 1 was on the first course post-survey. This statement is classified as being text-based. When I asked Natalie to explain her adherence to this belief she told me:

> I didn't really see the sounding out strategy used in my [first field-based] placement, but then found that in [second field-based experience] my student was using it. However, I don't think that this is necessarily the best strategy to use unless children know all the 40 plus phonemes, and all of the letter combinations, because sometimes letters make different sounds, then what the children are doing is guessing.

Natalie first selected Statement 6 at the end of the first course and maintained it throughout the second course. This statement is classified as reader-based. When I asked her what experiences may have influenced her choice of this belief, Natalie said "I think if children look at the first letter then they can possibly extinguish words that aren't an option. They can also see if the word they are guessing sounds right and makes sense." Having been a Reading Recovery© teacher myself, I know this explanation reflects

Natalie's adoption of language typically used in a Reading Recovery© lesson. This is an example of Natalie appropriating the authoritative discourse she heard from the Reading Recovery© teacher and making it part of her own internally persuasive discourse for teaching children to read. Natalie's explanation also only references the text-based part (focus on sounds) of the strategy described in Statement 6, not the reader-based part (reread the sentence).

Natalie selected two belief statements twice across the four survey administrations. She selected Statement 14 (*Authors and readers understand a story in their own ways.*) at the beginning of the first course and at the end of the second course. I asked Natalie to explain what experiences in the first course may have caused her to drop this belief and what experiences in the second course may have caused her to identify it again. She told me,

> It is a current belief of mine, and I think that because of personal experiences we will all take something different from what we read. [The first course] was not a helpful class for me, because what I was being taught was very different from what I was experiencing in my practicum in Reading Recovery©. It was hard for me to distinguish what was right and was of good practice.

This explanation shows Natalie's unique placement with a Reading Recovery© teacher for her first field-based experience made her call into question what she was learning in the first course. In an effort to isolate what, specifically, in the first course contrasted to what she was learning in the first field-based experience, I reviewed Natalie's references and predications for content/materials in both of these settings. Natalie's references for the first university-based course's materials/content contained a single topic: phonemic awareness. She later predicated phonemic awareness and what she learned about teaching it in the first course as "not helpful strategies", despite previously telling me how beneficial learning about phonemes and phonemic awareness was for her. In contrast, Natalie predicated several references from her first field-based experience as being "different techniques to use". These included:

- Running records
- Highlighting tape
- Games
- Chalkboards
- Different writing mediums

When reviewing this list I noticed that other than running records, the items all refer to materials that can be used to teach reading. Running records are an assessment she'd do to inform her teaching of the student. Because she stated the course wasn't helpful, I again interpret her as valuing the authoritative discourse of the first field-based experience over that of the first university-based course.

Statement 3, *To understand what they read, it is important that children be able to read most words correctly.*, was a belief statement Natalie selected at the end of the first course and at the beginning of the second. I asked her to describe what influences may have caused her to select this belief at the end of the first course. She told me:

> I think that it is important for children to read at a level in which they know a majority of the words. I think that in [first field-based experience] I saw children reading on a level that was appropriate for them, as was my student in [second field-based experience]. If children cannot read most words correctly the text is too difficult and they are not getting anything but frustration from what they are reading.

Here again we see the influence of her placement with a Reading Recovery© teacher. Reading Recovery© lessons use leveled texts as the main, if not exclusive, source of reading material. Natalie was unable to tell me why she dropped the belief at the end of the second course.

Natalie selected two belief statements only once over the four survey administrations. Both belief statements are classified as reader-based. Statement 9, which Natalie selected only at the beginning of the first course, states *Teachers should encourage each child to have a different interpretation and response to a story*. The other statement (#2) that Natalie selected only once was *Children's knowledge about the world is more important to reading comprehension and response than their ability to*

correctly sound out words. Natalie selected this belief statement only at the end of the first course. Natalie couldn't explain her selections of these two beliefs.

To summarize, Natalie's beliefs regarding sources of knowledge for reading contained two themes. Emphasizing a text-based explanation, Natalie's selections on the surveys signaled the emphasis she places on reading words correctly. Natalie also appeared to believe in the importance of students gaining world knowledge and using this knowledge to respond to what they read. Although Natalie attributed her shifts in beliefs about sources of knowledge for reading primarily to her experiences in the field-based settings, the statements she selected also were more in line with her first university instructor's selections, which suggests the university instructor may have had at least some influence on Natalie's emerging belief systems.

Approaches to Teaching Reading

My analysis of Natalie's beliefs regarding approaches to teaching reading, as evidenced by her survey (Yussen & Dillon, 2002) selections, revealed Natalie maintained an integrated theory with the exception of the second course's pre-survey. On the second course's pre-survey Natalie was classified as having a mix of theories (holistic language learning, specific skills and integrated) for approaches to teaching reading. Briefly, holistic language learning favors student-directed, inductive activities, specific skills favors teacher-directed, deductive activities and integrated favors a combination of both holistic language learning and specific skills. My item analysis of the belief statements Natalie selected indicated her beliefs about approaches to teaching reading centered around the themes of *teacher- and student-directed learning* and *children learn to read differently*.

The other metaphor I asked Natalie to construct at the end of the first interview dealt with approaches to teaching reading. Natalie wasn't able to complete this part either. Her response to my second metaphor request was "Teaching reading is difficult."

She then reassured me that it was still “fun and rewarding”. Because this wasn’t an actual metaphor, I did not pursue an explanation. I hoped Natalie’s survey results regarding approaches to teaching reading would provide me with more information about her beliefs.

During our second interview I shared Table 4.8 and the accompanying belief statements with Natalie and asked her to share with me why some of the shifts in beliefs may have occurred. Notice Natalie’s belief survey results (Table 4.8) indicate she had a steady preference for the integrated category (See Appendix B for definitions) for approaches to teaching reading. The only belief statement Natalie maintained across all four surveys was Statement 15, *No single approach to literacy learning will fit each child perfectly. Teachers need to modify their programs to meet each child’s unique needs.* This belief is classified as exemplifying the integrated theory for approaches to teaching reading. When I asked her to explain her steady adherence to this belief, Natalie was unable to say why she felt this way. A review of instructor and class survey results showed this was a belief held by both instructors and a majority of students in both classes, which suggests that while Natalie may not have been able to explain her maintenance of this belief, she was surrounded by others who also believed that *No single approach to literacy learning will fit each child perfectly*. This may have served to further solidify it as part of Natalie’s belief system for reading instruction.

Natalie selected Statement 7 (*Some children seem to learn about reading best when they determine their own literacy experiences; others seem to learn best through more structured experiences designed by a teacher*.) on all the survey administrations except for at the beginning of the second course. I asked her what experiences may have caused this. While she was unable to explain why she dropped it, she knew why she had selected it again at the end of the second course. Natalie explained, “I think because [the second field-based experience] was very much teacher-led, and most of what my student read was chosen by me. I think I could have given her more choices once I chose the

appropriate books out. She could have narrowed it down." In this explanation Natalie showed she was developing her own internally persuasive discourse about reading instruction. She was taking the authoritative discourse of the second university course, which required Natalie to use a prescribed method of instruction that used teacher-selected leveled reading books, and modifying it to accommodate her belief in students having some choice in reading instruction. It's also likely that some of this authoritative discourse came from her observations with the Reading Recovery© teacher in her first field-based experience.

Table 4.8 Natalie – Approaches to Teaching Reading

Pre 1st Course	**Post 1st Course**	**Pre 2nd Course**	**Post 2nd Course**
Holistic Language Learning	**Holistic Language Learning**	**Holistic Language Learning**	**Holistic Language Learning**
2	-	-	2
-	-	4	-
-	-	9	-
Specific Skills	**Specific Skills**	**Specific Skills**	**Specific Skills**
-	5	5	-
-	6	-	-
11	-	-	-
Integrated	**Integrated**	**Integrated**	**Integrated**
3	-	-	3
7	7	-	7
-	-	10	-
-	13	-	13
15	15	15	15

Continuing to illustrate her developing belief in students making some decisions about their reading instruction, Natalie selected four belief statements twice across the

four survey administrations. She selected Statement 2, *Students should receive many opportunities to select and read materials unrelated to school learning.*, at the beginning of the first course and at the end of the second. She also selected Statement 3, *Reading instruction should include both teacher-directed and student-directed learning opportunities.*, at the beginning of the first course and at the end of the second course. I asked her to explain what experiences she might have had that caused her to start and end the two courses included in my study with these beliefs. Natalie told me,

> I think that when children are exposed to different kinds of reading text they learn to appreciate reading, and learn that it isn't something that they have to do. I know that in my practicum [first field-based experience], she [the teacher] would find material for the students to read that just wasn't books. She would find news articles and things from magazines that were DAP. I think that also through teacher-directed and student-directed reading opportunities, children learn from their teachers, techniques that may help them, as well as what books are DAP for their reading level. I think when it is student-directed, students enjoy picking out what they get to read, and also do not feel like they are being forced to read.

Here Natalie reiterated her previous stance that students should be allowed to have some choice in the texts they read. I could find no other references to student choice in her data that would expand on her definition of student choice. Her use of the acronym DAP also illustrates her appropriation of authoritative discourse from her early childhood teacher education courses.

Natalie also selected Statement 13 (*Both students and teachers should define appropriate classroom literacy experiences.*) twice over the four survey administrations. Natalie selected this belief at the end of both courses. When I asked her about what experiences during the two courses may have influenced her selection, she told me

> I think that this is an important thing to establish in the classroom because otherwise either the students or the teacher may think less of the other. I think just like any classroom experiences they should be established at the beginning of the year, and then both parties can continue to hold each other accountable.

In this explanation I felt Natalie was referring to students and teachers working together to establish the rules and procedures to follow during reading instruction. While I do not have supporting evidence for my interpretation, I do believe her reference – "hold each other accountable" – is one typically used when discussing rules and/or procedures in the classroom.

The other belief statement Natalie selected only twice was Statement 5, *An effective reading program is one where both teachers and students have a clear understanding of essential reading skills.* Natalie selected this as a belief at the end of the first course and at the beginning of the second course. I asked her to reflect on this selection and speculate what influenced her to identify it at these times. Natalie said

> I think that in [the first course] I was told this is the way it should be, but while in my practicum [first field-based experience] saw it another way, in that students may not have an as [sic] effective understanding of essential reading skills. I think in [the second course] I learned that the most important thing was for teachers to understand, but not focus on teaching the student so much of the essential reading skills.

I interpret Natalie's explanation to mean she initially thought, based on what she heard in her first course, that it was important for teachers and students to understand the essential reading skills. She thought this even though she didn't necessarily see evidence of this belief in her first field-based experience. Natalie then discovered in her second field-based experience that her student learned despite not having what she considered to be a clear understanding of essential reading skills. In Natalie's interview, when discussing these *essential skills*, she told me why it's more important knowledge for teachers. She said, "As a teacher that will help me help my students."

Natalie identified five belief statements only once across the four survey administrations. She selected Statement 11 (*Teachers should have a minimal list of literacy learning goals for students in their classrooms.*) at the beginning of the first course and then never selected it again. I asked her to think of what prior experiences

may have influenced her initial choice of this belief and what experiences may have led her to drop it as a belief. Natalie told me:

> From my experience in [the first field-based experience] with my practicum the teacher would only have about five goals at a time for the students to meet individually. I think this worked well because she could help the students obtain them without feeling overwhelmed about what they were needing to accomplish. I don't think that I fully dropped the belief. I just think I didn't personally use it while in [the second field-based experience]. I think it is a good thing for teachers to use.

Natalie also selected Statement 6, *Assessment is essential to a literacy program. This assessment should closely match the skills that have been developed in class.*, at the end of the first course and never again. Her reasoning for this was as follows:

> I think that assessment is important however I don't think it's everything. I know that in [the second field-based experience], after having performed all of the assessments on my student, they weren't assessments like I would typically think of them being. They were hands-on and involved. I think that helps make it enjoyable for the student. I know that while in my [first] placement the teacher was always assessing through running records and they were important to the skills that the student needed to develop.

In this explanation, Natalie discussed the assessments she learned in the second course and used in her second field-based experience. She characterized them as making assessment seem enjoyable for her student. I don't believe she was saying the assessments were not important, but rather that there are other things one can do to find out about a student's strategies/skills for reading. Natalie then returned to discussing her first field-based experience and emphasized how running records were important in order to teach the students to read. I think she dropped this as a belief because she did not view the assessments she did in the second field-based experience as typical, as indicated by her quote above.

The other three belief statements, selected by Natalie only at the beginning of the second course, were 4, 9 and 10. Natalie couldn't give a reason for her single selection of

Statement 10, *Teachers need to regularly determine which children will benefit from teacher-directed instruction and which children will benefit from self-directed learning experiences*. For Statements 4 (*Students learn the most about reading when they engage in reading experiences that are personally meaningful, accomplish an important function, and are self-directed.*) and 9 (*To provide children with a reason to read and write, teachers need to create personally meaningful literacy experiences for them.*) Natalie explained her selection by telling me:

> I think that through my studies I learned that children need meaningful experiences to accomplish an important function and that children need to be provided with reasons to read and write. I think just telling a child to do so does not make it interesting for them or cause them to want to do it more. No one likes being forced to do anything. I know that through my Reading Recovery© practicum, the teacher made reading fun for them. They could read anywhere they wanted, and could read any text that they wanted from a selection of about ten that the teacher had picked out. I am not sure if I dropped those beliefs in [the second course] completely however, I do think because of what the class asked of me, it was harder to make reading fun for my child. She knew she wasn't good at it, so I had to put her in control by choosing books that she enjoyed, as well as the order they were read in.

Again, Natalie referred to her belief that reading instruction should be fun and interesting for the student. If it isn't fun and interesting the teacher is forcing the students to read. We also see a glimpse of her feeling constrained by the authoritative discourse of the second course. This appears to conflict with what she said earlier about the assessments from the second course being "fun" and "hands-on". Natalie indicated that she circumvented this authoritative discourse and acted on her own belief so her student would enjoy reading.

In summary, Natalie's belief selections on the surveys revealed she preferred an integrated theory for approaches to teaching reading. At times she did identify some holistic language learning theory beliefs that dealt with making learning to read personally meaningful for your students. She also had some sporadic selections of specific skills theory beliefs. These dealt mainly with teachers having goals, using

assessment and teaching reading skills. In general, Natalie felt that both teachers and students should work together to define reading instruction. Natalie again appeared to have been influenced the most by her experiences in her field-based settings. The Reading Recovery© teacher she was inadvertently[8] placed with for the first field-based experience was the only specific teacher she mentioned who had influenced her beliefs about approaches to teaching reading. Natalie also didn't always agree with the requirements of the second course, which she felt were somewhat restrictive in not allowing some student choice. She felt she needed to modify the requirements in order to accommodate her belief that reading instruction should be fun, interesting and enjoyable for the students. In the next section I'll explore how Natalie's beliefs about reading and its instruction manifested themselves in her plans for teaching reading in the future.

Natalie's Action Agenda for Teaching Reading

By reviewing all of Natalie's data and my analysis of the data, I attempted to identify her action agenda for teaching reading in the future. Through my review I was able to determine that Natalie hoped to incorporate parents in the teaching process. She wants to make sure her students find reading instruction to be fun and interesting. In the following paragraphs I detail how I came to these conclusions regarding Natalie's action agenda for teaching reading in the future. Natalie also completed the Expert Survey (Flippo, 1999) during her second interview. In this survey, which is based on Flippo's work (2003), Natalie was asked to read 48 statements concerning reading instruction and indicate which statements *Would Make Learning to Read Difficult* and which *Would Facilitate Learning to Read.* Natalie's selections for what facilitates reading instruction

[8] I discovered her placement was inadvertent because when I discussed placements with the course instructor, she told me she had no idea someone was placed with a reading specialist and that it must have been a mistake.

and what makes learning to read difficult matched those of the experts with 100% accuracy.

During the second interview I also asked Natalie to think aloud and construct an oral draft of a reflexive philosophy statement (Alsup, 2006) that she later revised in writing. Like the other participants, Natalie was unable to select just one philosophy statement for this activity, so her reflexive philosophy was done using both. Natalie's first philosophy contained references to her belief that reading instruction should be fun and enjoyable for the students. When discussing this, Natalie added concrete examples from her memories and experiences to her original first course philosophy statement. Below are the excerpts Natalie highlighted in her previously written philosophies for reading instruction and the concrete examples she added during our second interview. As a reminder, the written reflexive philosophy statement is comprised of the participants' self-highlighted excerpts from their previously written reading philosophies and their added concrete examples.

> First Course's Philosophy Statement Excerpt: My philosophy after my practicum place is that the teacher should make reading fun and enjoyable.
> First Course's Philosophy Statement Excerpt: I also like how the teacher made the light pleasant in the room, instead of the bright fluorescent lights. When students are independently reading they do better with a comfortable spot.
> Added Concrete Example: This was present in the Reading Recovery room I was at. From what I saw it really worked well for the students, and as the semester went on many of them began to be better readers.

Natalie's second philosophy, written at the end of the second course, also contained references to gaining student interest and making reading instruction fun. She added the following concrete examples from her memories and experiences to her original second course philosophy statement:

> Second Course's Philosophy Statement Excerpt: Reading and literacy should be taught interactively, as well as interestingly to best help students activate

their background knowledge, as well as be literary successful [successful at literacy].

Added Concrete Example: I saw this in [the first course] on how my cooperating teacher chose text books for the students to read, but then I also saw it in [the second course] when I chose books for my student to read

Based on her added concrete examples, I interpret Natalie's use of the term interactively to mean she feels students should be interested in what they are reading. If they are interested in what they are reading, they'll be able to relate better to what is being read. I returned to my data to see if I could locate evidence to support my interpretation. I found that during the first interview Natalie discussed how a successful reading event she had during her first field-based experience was due to the story she read. She said,

> I think it was successful because the story was interesting and it was something they could relate to. A lot of times I think the stories they can relate to, but they aren't of interest. Like a story about tying shoes. It [the story she used] wasn't the same monotony that they'd been doing previously.

For her next philosophy statement excerpt, Natalie added concrete examples to reiterate her belief in making reading instruction interesting for the students. Her added concrete examples show she acknowledged the authoritative discourse of the Reading Recovery© teacher and had appropriated at least some aspects of it for her own internally persuasive discourse for reading instruction.

Second Course's Philosophy Statement Excerpt: Reading needs to be taught directly and indirectly, and needs to be tricky and interesting for the students. There are many activities and games that can be used to teach reading. It does not need to just be the students reading and then filling out a worksheet

Added Concrete Example: This is very true, I saw this a lot in my Reading Recovery© placement, and then took many of the ideas myself. There are simple things that can be done for instance using a small white board, magnetic letters, play-doh, and shaving cream these items make it fun, and the child is most importantly learning at the same time

Natalie's reflexive philosophy activity also contained the following information:

Second Course's Philosophy Statement Excerpt: Reading and literacy are both easily taken for granted because it is assumed that if someone can read the printed letters on a letters on a page they are literate, that isn't the case. There must be comprehension.

Added Concrete Example: Comprehension must be present and that is being able to understand and retell exactly what they read, for example I struggled with this in [the second course] my student would read, and read well but when it came time to tell me what the story was about she didn't have a clue.

In the first excerpt above Natalie's use of "tricky and interesting" shows how Natalie appropriated language of her university supervisor from the second field-based experience. The university supervisor cautions preservice teachers to avoid using the terms "challenging" or "hard" when working with students. Her suggestion was for them to refer to things as "tricky". The university supervisor also suggested preservice teachers replace "fun" with "interesting" in their conversations about engaging students in learning. Additionally, the added concrete example above is the only time comprehension was mentioned in Natalie's data.

After Natalie completed her reflexive philosophy statement, I asked her to write a personal pedagogy for teaching reading. In this statement she was to consider a personal pedagogy (the art, science, or profession of teaching) that describes her personal beliefs and philosophies regarding reading instruction. I asked her to try and give specific examples to support any abstract/ideal statements she made. Natalie's written personal pedagogy for teaching reading is next.

> When teaching reading, it should be fun, creative, interesting, developmentally appropriate and beneficial. I feel without those things one's students will struggle to get interested. I know that in many of today's classrooms reading is an area where many children struggle. Reading and literacy have to be prominent in children's lives, once one is immersed in something it is much easier for them to learn it.
>
> The profession of teaching has changed in the last 25 years, in that instead of just student's coming into the classroom and learning, they are coming in cold, hungry, tired, and lacking the basic needs one needs in life before they can go on. It is important to keep in mind that many children are too hungry, or too tired to able to sit

> in a desk all day an learn, therefore teachers are having to be parents before they can be teachers. Therefore, it is important for teachers to be caring and nurturing, and these traits will carry over into their teaching and the students will be better aware of what is going on in the classroom, and I think be more willing to learn, when they know that they are important, and that their learning is valuable to someone aside from themselves.
>
> I think that too many times reading appears to be like a chore in the classroom for many students because it is a routine a structure component during the day, and that shouldn't be the case at all. Reading should be fun, it should be an adventure. I think that there are plenty of ways to make it interesting as well, such as having older students read on the internet about the news, and have the other students figure out the weather, and have students be involved in what books they want to read, from a group that are appropriate. I also know that when a child is struggling with a reading concept it is easy to just go about the direct way of teaching it. However, that shouldn't be the case. Children like to learn when learning is fun, and there are many great ideas to incorporate into the classroom to make reading fun. Such as shaving cream, sentence strips, different kinesthetic writing materials.

Natalie's personal pedagogy for reading instruction reiterates her belief in making sure reading instruction is fun, interesting and developmentally appropriate. She began with these themes and then switched to addressing what she perceived to be the changing role of teacher. She casts teachers as needing to focus first on nurturing their students and providing for their basic needs before concerning themselves with instruction. This is the only place in Natalie's data that I saw a hint of this deficit view of children's home or out-of-school lives. Natalie then returned to her main belief that reading instruction should be fun for the students.

Summary

To summarize my findings regarding Natalie and her beliefs about reading and its instruction, I suggest her field-based experiences were the primary influences for her development as a teacher of reading. While Natalie acknowledged that she learned some things from the university courses, her "real life" experiences working with children and observing the Reading Recovery© teacher influenced her the most. Natalie's field-based experiences associated with the two courses included in my study helped her establish her

beliefs about reading and her action agenda for teaching reading in the future. Her beliefs and action agenda for teaching reading were reflected in her personal pedagogy, written as the final act of the second interview. In this personal pedagogy Natalie stressed, "When teaching reading, it should be fun, creative, interesting, developmentally appropriate and beneficial." Additionally, Natalie's personal pedagogy suggested her belief in immersing students in text and giving them some ownership over their reading instruction. Natalie also believed parents play a significant role in teaching their children to read. Her use of the phrase "developmentally appropriate" signals the influence of her early childhood coursework and associated experiences.

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS FOR FUTURE RESEARCH

In this chapter I discuss the conclusions and implications from my study which explored the process through which four elementary preservice teachers' beliefs regarding reading and its instruction evolved during their participation in two different reading methods courses with accompanying field experiences. Two purposes framed my study. One purpose was to examine the participants' prior, university-, and field-based experiences with reading and its instruction and the meaning they attached to these experiences. My second purpose was to learn how the participants incorporated into their developing belief systems as teachers of reading the various conceptions regarding reading development and its instruction they brought to and encountered during their university coursework and field experiences. My study is the first I'm aware of that looked at the development of preservice teachers' beliefs over time. I chose to do a study such as this in response to the American Educational Research Association's (2005) study of teacher education which cited the need for studies done over time, not just over a single semester or single course. In this chapter I discuss the conclusions and implications from my study which explored the process through which four elementary preservice teachers' beliefs regarding reading and its instruction evolved during their participation in two different reading methods courses with accompanying field experience. My discussion is framed by my four research questions. I end this chapter by offering teacher educators and researchers implications based on my conclusions.

Positioning Self as a Teacher of Reading

There are two conclusions concerning my first research question about how these elementary preservice teachers positioned themselves as teachers of reading, both consistent with past research in this area. First, the beliefs these elementary preservice teachers professed to have about reading and its instruction reflected the fictive image

each held of herself as a teacher. Second, these elementary preservice teachers were influenced in varying degrees by the people involved in their prior, university- and field-based experiences.

Fictive Image of Teacher

The process of developing and refining beliefs about reading and its instruction is influenced by the fictive image preservice teachers have of themselves. Sumara and Luce-Kapler (1996) contend learning to teach involves a process of negotiation among three images of teacher: *pre-teaching image, fictive image* (which occurs while in a teacher education program), and the *lived image*. Developing and refining educational belief systems requires preservice teachers to confront all these images of teaching and interpret what being a teacher means to them personally. In my study I found that each participant constructed a fictive image of herself as a teacher that reflected her chosen endorsement area(s).

With both Bridget and Elizabeth I felt they identified so strongly with their chosen endorsement areas that their thinking conflated all children with children who needed extra support in reading. For example, Bridget, a reading, language arts and middle school endorsement candidate, felt far more comfortable teaching students in small groups. She felt she could identify their particular needs and construct lessons that would address those needs. Assuming the responsibility of teaching a whole class, with its varying needs, was something she struggled with. When Bridget "saw" herself teaching reading, it was in the capacity of a reading teacher working one-on-one or in small groups with children. Elizabeth, a special education endorsement candidate, seemed to focus almost exclusively on positioning herself in relation to students with special needs. Her perceived purpose for going to field-based experiences was to help the practicum teachers with children who were identified as having special needs. Both

Bridget and Elizabeth defined their fictive images of reading teacher in terms of working with students needing extra support in reading.

Julie's and Natalie's fictive images also reflected their endorsements. Julie, a science endorsement candidate, saw reading instruction as a way to get her students interested in science through read alouds. She thought using read alouds would help teach her students about science without them even knowing it. Natalie, an early childhood endorsement candidate, thought immersing her students in text and creating a "fun" environment would facilitate reading instruction. Natalie's desire to make learning "creative" and "fun" led me to believe she was misinterpreting the concept of child-directed learning discussed in her early childhood specialization courses and possessed an incomplete understanding of what early childhood education entails. Both Julie and Natalie sought to make sense of reading and its instruction within the context their fictive images would be teaching reading.

My conclusion that these elementary preservice teachers' professed beliefs about reading and its instruction reflected the fictive image they held of themselves as teachers is similar to the findings of Knowles (1992), who found the preservice secondary teachers in his study had "idealistic visions of their future teacher actions" (p. 138) which became part of their schema for evaluating teaching practices they were being exposed to during their teacher education program. My participants seemed to have the idealistic notion that as elementary school teachers, their primary responsibilities as teachers of reading would lie within their endorsement areas, even though most elementary teachers are responsible for teaching "reading" periods regardless of their endorsement areas. An implication from this conclusion is that teacher educators should provide learning opportunities for their students that assist them in exploring what they are learning in their reading methods courses within the various endorsement categories. By this I mean teacher educators should facilitate discussions in which preservice teachers explore the various contexts in which reading instruction can occur – in a reading class and across the

content areas. My participants seemed to focus on one aspect of reading and its instruction – one I interpreted as being connected to their fictive image of teacher. By focusing on reading and its instruction in such a manner, they appeared to overlook much of the information being presented to them in their university- and field-based experiences. By making space for explorations such as these in the reading methods course, teacher educators may open up and broaden preservice teachers' understandings of how reading and its instruction can be conceptualized in various contexts.

Influential Others

My second conclusion is that all my participants situated themselves as teachers of reading within a network of influential people and relationships. The people in these networks, whom Flores and Day (2006) called *socializing agents*, influenced how my participants saw themselves as teachers of reading. In my study the central socializing agents were parents, teachers encountered while participating in teacher education programs (practicum teachers and university teachers), and the students in the field-based experiences. Despite the presence of several socializing agents in my participants' storytelling events, here I focus on the one I consider to be the primary source of influence for each participant. This primary source of influence was the person/people my participants referenced most frequently and appeared to rely on when making decisions about reading and its instruction.

Bridget's primary socializing agents were her parents. She attributed learning how to read to them. Her beliefs about materials and emphases in teaching reading reflected many of the aspects included in her home life, such as reading workbooks, flashcards, and correct pronunciation of words. This strong socialization factor continued to influence Bridget's response to the experiences she had in both the university- and field-based settings. When considering herself in the role of reading teacher, Bridget generalized her experience to include all parents as having the responsibility to teach

their children to read. Bridget did envision a role for herself as a teacher of reading, but it appeared to be limited when compared to the role she assigned parents.

Elizabeth's primary socializing agents were similar to Bridget's, but from a different perspective. Elizabeth's socializing agent was herself as an older sister and mother of three. While she mentioned her own mother briefly, Elizabeth took on the role of teaching her younger sisters to read when she disagreed with her mother's emphasis on correction and punishment. Later, as a parent, she took an active role in teaching her own children to read. Generalizing her role to other parents' influence on their children, Elizabeth maintained that children learn to read from their parents. Elizabeth, like Bridget, also envisioned a limited role for herself as a teacher of reading when compared to parents.

Julie's and Natalie's primary socializing agents appeared during their participation in the first methods course included in my study. Contrary to my hopes, the primary socializing agent was not the course instructor. This finding is consistent with past research which showed university teacher education courses had little influence over preservice teachers' beliefs and practices regarding reading and its instruction (Clift & Brady, 2005). For Julie, her concurrent participation in a children's literature course introduced her to literature she hadn't seen/read before, so the instructor for this course became Julie's socializing agent. She became fascinated with how literature could be used to capture students' interest in the content area she was teaching. Natalie's socializing agent was the practicum teacher she was with for the first field-based experience. This practicum teacher, as a Reading Recovery© teacher for part of the time Natalie spent with her, inspired Natalie's belief in what she called "creative" ways to help students practice skills that would help them learn to read. While Natalie took this meaning from her experiences with the Reading Recovery© teacher, I'd be more inclined to describe a Reading Recovery© approach to teaching as needs-based and informed by ongoing assessment of a student's needs. I find this to be a misconception of what

Reading Recovery© teachers do, and is similar to Natalie's confusion regarding goals and emphases in early childhood education.

In Chapter 1 I suggested that the developing beliefs of preservice teachers act as *intuitive screens* (Goodman, 1988) through which they view and interpret the experiences lived (Britzman, 2003) while participating in methods courses, field experiences, and other activities associated with the courses. I suggested that as preservice teachers encounter new knowledge about teaching they compare it to their preexisting beliefs and depending on these beliefs may reject, accommodate, or assimilate the knowledge. Because I found the elementary preservice teachers in my study were influenced in varying degrees by the people involved in their prior, university- and field-based experiences, an implication I draw is that if the intent of teacher educators is that their students ascribe to and enact the philosophies they themselves hold, then they should ensure the field experiences that accompany their reading methods courses reflect the philosophy of the university's reading teacher education program.

However I discovered during the course of my research that the philosophies for reading and its instruction held by members of this teacher education program were never explicitly detailed for the preservice teachers. My review of syllabi, course descriptions and program highlights contained in university publications and on the university website revealed these philosophies were not in evidence. The absence of a clearly articulated program philosophy conflicts with a suggestion from the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction (2003, 2007) which states preservice teachers should be provided with "…excellent models of the vision and teaching philosophy of the reading teacher education program" (p. 2). Given I could find no reference to the vision/philosophy for reading and its instruction held by either the instructors or the teacher education program, determining what constitutes an excellent model could prove problematic. Therefore, a possible implication for reading teacher educators would be to make sure a clear philosophy for reading and its instruction

is communicated to both the preservice teachers and individuals responsible for arranging field-based experiences.

Beliefs about Reading and Its Instruction

There are three conclusions concerning my second and third research questions about these elementary preservice teachers' beliefs about reading and its instruction. I base my conclusions on not only my participants' belief surveys (Yussen & Dillon, 2002), but also the belief surveys of their course peers and instructors. First, it appears that the beliefs these elementary preservice teachers have about reading and its instruction are still in the process of evolving. Second, my participants attributed their shifts in beliefs regarding reading and its instruction primarily to their field-based experiences. Third, the beliefs the course instructors held concerning reading and its instruction did not appear to have a significant impact on preservice teachers' beliefs.

Evolving Beliefs about Reading and Its Instruction

My first conclusion is that the beliefs elementary preservice teachers have about reading and its instruction are still in the process of evolving. In the course of my study, I found only two commonly held beliefs across all my participants, regarding sources of knowledge used when reading. One of these was the reader-based Statement 11: *Teachers should always find out what children know about the topic of a story before asking them to begin reading*. My four focal participants were consistent with their peers in the selection of this belief statement. A review of class belief surveys revealed 70% of the class also selected this belief at the beginning of the first course and 100% of the class identified this as a belief at the end of the second course.

The other commonly held belief regarding sources of knowledge used when reading was text-based Statement 1: *When children cannot recognize a word during reading, a useful strategy is to help them sound it out*. For my participants it was a commonly held belief both prior to and at the conclusion of the courses in my study. My

participants were again consistent with their peers on the initial selection of this statement as a belief (76% of the class selected this belief at the beginning of the semester), but by the end of the second course included in my study, only 27% of their peers identified this as a belief.

Likewise, based on my participants' belief statement selections on the survey, there were two common beliefs about approaches to teaching reading selected at the beginning of my study. These beliefs were as follows:

> *9 – To provide children with a reason to read and write, teachers need to create personally meaningful literacy experiences for them.*
> *3 – Reading instruction should include both teacher-directed and student-directed learning opportunities.*

These selections were again consistent with a majority of their peers. There was also one common belief not selected. Of these two beliefs, only Statement 3 was commonly held by both my participants and their peers at the end of my study. This belief was Statement 8 which states, *Computers are most useful when they are used for communication*. Only one person in the first course initially selected statement 8 as a belief. By the end of the course and throughout the second course in my study no one selected this as a belief.

Other than the trends in beliefs I've noted in this section, I found no other patterns. Given these findings, I conclude that these preservice teachers are still very much in the process of developing their beliefs about reading and its instruction. An implication from this conclusion could be that preservice teachers' beliefs about reading and its instruction are still open to influence from the experiences they have while in a teacher education program. This sheds new light on earlier research that stated beliefs held by preservice teachers are difficult to change (Munby, Russell, and Martin, 2001). While changing beliefs may prove to be difficult, my study would suggest that it is still possible. In fact, a quote from Bridget's second interview seems to illustrate this point

best. While attempting to explain one of her shifts in belief statement selection, Bridget said,

> I also don't feel that I'm completely sure if I can choose one belief and stick with that because there are things which are constantly changing my mind, such as texts, experiences and peers. I can't think of any one particular experience, but I know that those are things which have and do affect my beliefs.

Influence of Field-based Experiences on Beliefs about Reading and Its Instruction

In reviewing the explanations my participants gave regarding their shifts in belief statement selections, I noted that they primarily cited their experiences in the field-based settings as having the most influence on their beliefs about reading. This conclusion suggests that teacher educators should select carefully the teachers who will be mentoring the preservice teachers' field-based experiences. This conclusion is consistent with the recommendations from the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction (2003, 2007) that field-based experiences meet the following criteria:

1. Field experiences place undergraduates in contact with classroom teachers who serve as excellent models of the vision and teaching philosophy of the reading teacher education program.
2. All field experiences incorporate active mentoring and supervision.
3. The specific teaching activities expected in field experiences match up well with the content of the courses.
4. Apprenticeship experiences vary the contexts and roles in which undergraduates learn. (pp. 2-4)

My review of course syllabi for my participants revealed that no vision or teaching philosophy was present for the reading teacher education courses. My participants were randomly placed in field-based settings by an administrative assistant.

Neither the first course's syllabus nor participants' data indicated specific connection between what was being done in the university- and field-based experiences. My participants did however, have a varied field-based experience with the first course's being a practicum experience in a school setting and the second course's being a clinical tutoring experience.

Influence of Instructors' Beliefs about Reading

My final conclusion was that the beliefs held by the course instructors concerning reading and its instruction did not appear to have a significant impact on preservice teachers' beliefs. A review of the belief surveys from the first course's instructor and her students revealed her students experienced minimal if any shifts towards the instructor's beliefs. While students in the second class did experience a shift towards all but one of the second instructor's beliefs regarding sources of knowledge for reading, the shifts for approaches to teaching reading were primarily away from the second course instructor's identified beliefs. I did not expect the shift away from the instructors' beliefs regarding approaches to teaching reading. The instructors shared four out of five beliefs for approaches to teaching reading. Given how closely their beliefs aligned, I would have expected them to have more of an influence on the preservice teachers' belief selections, especially considering that their courses were "methods" courses intended to teach preservice teachers "approaches to teaching reading". Supporting my assumption is the *Standards for Reading Professionals*, revised by the International Reading Association in 2003, where it's stated that courses such as I've included in my study should have as their goal teaching preservic4e teachers how to connect their content knowledge with their classroom teaching skills.

I conclude that the beliefs the course instructors held regarding reading and its instruction did not appear to have a significant impact on preservice teachers' beliefs. Furthermore, it appears that even though both course instructors held almost identical

beliefs regarding approaches to teaching reading, the preservice teachers didn't appear to adopt these beliefs with any increased consistency over the two semesters they spent in these courses. This conclusion is similar to that of Holt-Reynolds (1992) who found her participants rejected the course instructor's principles and arguments for good teaching. She stated:

> Until we develop ways to invite our students to share their lay beliefs, ways to understand the implications of those beliefs, and ways to encourage and sustain critical conversations about those beliefs, we will fall short of actually practicing with our own students the very principles that we are teaching them to employ. (p. 347)

An implication from my conclusion is for teacher educators to make room for preservice teachers to explore both the authoritative and internally persuasive discourses surrounding teaching reading. Instead of allowing unquestioning acceptance (and perhaps ultimate rejection) of reading instruction beliefs promoted by either the general public, reading education researchers, professional education organizations or their own course instructors, preservice teachers should be encouraged and provided in-class opportunities for them to critically examine their developing and emerging beliefs about reading and its instruction in order to make informed instructional decisions in the future.

Action Agendas for Teaching Reading in the Future

I have one conclusion concerning the action agendas my participants had for teaching reading in the future. The action agendas of my participants, still in the process of being developed, reflected how they interpreted their experiences learning how to teach reading based on the fictive images they held of themselves as teachers, specifically within their area of specialization. When discussing how they'd teach reading in the future, these preservice teachers assumed the identity of the fictive teacher they had created.

Interpreting Experiences with Reading Instruction

As I previously discussed, I found that my participants had constructed a fictive image of themselves as teachers that reflected their chosen endorsement areas. This fictive image appeared to be the lens through which they interpreted their experiences with teaching reading while participating in the two courses included in my study. Because of this, their action agendas for teaching reading were closely linked to how they positioned themselves as teachers of reading.

Each of my participants described her intended approaches to teaching reading by relying on her fictive image herself as a teacher. Bridget, in the fictive image of a reading teacher, expressed the need to help all students by teaching in small groups and using varied methods such as hands-on activities. Elizabeth, in the fictive image of a special education teacher, saw herself meeting her students at their level and helping them read and enjoy the adventures that reading can take them on. Julie, in the fictive image of science teacher, saw reading instruction as using read alouds to help teach her students about science without them even knowing it. Natalie, in the fictive image of early childhood teacher, saw herself creating a fun environment that would facilitate reading instruction by immersing her students in literacy.

This conclusion, that the action agendas of my participants reflected how they interpreted their experiences learning how to teach reading based on the fictive image they held of themselves as a teacher, suggests the importance of assisting preservice teachers in articulating how they are interpreting what they are learning about reading instruction. An implication from this conclusion is for teacher educators to provide learning opportunities for their students that assist them in discussing their interpretations of what they are learning in their reading methods courses. My conclusion is in keeping with other research that suggests teacher educators need to evaluate the experiences they are providing for their preservice teachers and how these experiences work together to produce adaptive experts – those who continuously engage in professional development

in order to expand their expertise and meet the needs of their students – (Bransford, Darling-Hammond, & LePage, 2005) in the field of teaching reading. Dillon, Vagle, and Jorgensen (2006) found that by doing this they enabled their preservice teachers to move from a weak basis of theoretical and content knowledge to a more informed view that acknowledged the intricacies involved in literacy instruction. They suggested that other teacher educators pay special attention to the assignments they require and how their preservice teachers enact these assignments in order to better refine their preparation programs. I believe the assignments in the courses included in my study could be modified in accordance with this recommendation.

Limitations of Current Study

During the course of my study I became aware of areas where the design of my study could be improved. I initially chose not to include in my study literacy "methods of teaching" courses that were not required of all of my study participants. Thus I did not include the grades 4-8 reading methods course that was not required of Natalie who was working toward an early childhood endorsement, nor did I include "methods" courses that included a focus on early childhood instruction that were required only of early childhood specialization students such as Natalie. However, it quickly became evident that the participants who did take the 4-8 reading methods course prior to the second course included in my study attributed some of their belief shifts to this course. In retrospect, I should have included this course in my study since those participating in it were in the majority.

Second, I think the action agendas of my participants were a bit too broad and vague. By this I mean my participants did not give many specifics regarding the approaches to teaching reading they would use in the future. Because of this, my interpretations were limited. While I don't believe this compromised my results, I do

believe that by asking follow-up questions my participants could have provided more specifics and clarified areas that were unclear.

Despite these limitations, my study contributes to the current knowledge base about preservice teachers' beliefs about teaching and learning to read. Part of my rationale for doing my study, in the face of so many existing studies about preservice teachers' beliefs about reading and its instruction, was that my study would extend across a longer period of time when the preservice teachers would encounter a range of potential influences on their beliefs. Because of the nature of my study, I discovered that not just their prior experiences, but also their fictive images of teacher my participants constructed during their participation in their teacher education program acted as intuitive screens (Goodman, 1988) through which they filtered the knowledge about reading and its instruction presented in their university- and field-based experiences. I suggest that because opportunities to explore these fictive images were not provided within the context of their university-based experiences, my participants had misconceptions and incomplete views regarding reading and its instruction.

Implications for Future Research

My recommendations for further research focus on expanding the longitudinal nature of this study. I wonder how beliefs regarding reading and its instruction shift during student teaching. How do they shift during the first year of teaching? What do student teachers and/or first-year teachers attribute these shifts to? A more longitudinal study would provide us with information regarding where and when shifts occur in the process of learning how to teach reading and actually teaching reading. Another avenue for future research is to do similar research with multiple preservice teachers interested in becoming reading teachers. I suggest this because students working toward reading endorsements take additional courses that I'd also include in a future study.

The study of preservice teachers' professional belief system development is rich with possibilities. During the course of my study other avenues kept occurring to me, which I share next. How, if at all, are the professional belief systems of teachers connected to student achievement? My study focused on reading and reading instruction. What about the context of other professional belief systems, such as science, math, etc? How are professional belief systems influenced by race or gender?

APPENDIX A: COMMUNITY AND SCHOOL DISTRICT STATISTICS

Table A1. Byron: Community and School District Statistics

District	Byron					
Community Population	31, 275					
Community: Race/Ethnicity %[9]	W	B	H	A	Bi	Am
	95	1.6	2.5	1.4	1.1	.2
Median household income	$54, 217					
Families below poverty level	3.3%					
Student population	4399					
Student: Race/Ethnicity %	W	B	H	A	Bi	Am
	87	6	4	2	N	.5
Students receiving free/reduced meals	20.7%					
Average daily attendance rate	95.92%					
Graduation rate	92.8%					
4th graders meeting/exceeding reading proficiency	85.2%					

[9] W = white, B = Black or African American, H = Hispanic or Latino, A = Asian, Bi = Two or more races, Am + American Indian or Alaska Native, and N = No information provided

Table A2. Mason: Community and School District Statistics

District	Mason					
Community Population	43,768					
Community: Race/Ethnicity %	W	B	H	A	Bi	Am
	88.4	3.1	11.9	1.4	1.8	.2
Median household income	$39,363					
Families below poverty level	7.1%					
Student population	7582					
Student: Race/Ethnicity %	W	B	H	A	Bi	Am
	70.8	6.1	18.7	2.2	2	.2
Students receiving free/reduced meals	4.03%					
Average daily attendance rate	94.9%					
Graduation rate	84.1%					
4th graders meeting/exceeding reading proficiency	75%					

Table A3. Delano: Community and School District Statistics

District	Delano[10]					
Community Population	102,377 (98,359)					
Community: Race/Ethnicity %	W	B	H	A	Bi	Am
	93.6 (83.7)	2.8 (9.2)	3.1 (5.4)	.75 (2)	1.3 (2.4)	1.3 (.4)
Median household income	$46,850 ($37,242)					
Families below poverty level	5.68% (10.5%)					
Student population	16,275					
Student: Race/Ethnicity %	W	B	H	A	Bi	Am
	65	22	9	3	N	.8
Students receiving free/reduced meals	50.5%					
Average daily attendance rate	95.16%					
Graduation rate	73.2%					
4th graders meeting/exceeding reading proficiency	70.84%					

[10] Community statistics combine information from the four communities the community serves. The community of Delano's individual statistics are given in parentheses.

APPENDIX B: LITERACY BELIEFS ACTIVITY

Course:_____ Student ID#_____ Date:_____

Directions: Here is a brief activity designed to identify your current beliefs. Read the first set of 15 statements and circle the five statements that best represent your current ideas about *How children read*. Next, identify your beliefs about *How children learn to read* by looking at the second set of 15 statements and circling the five statements that best represent your current beliefs.

Beliefs about **How children read**

1. When children cannot recognize a word during reading, a useful strategy is to help them sound it out.

2. Children's knowledge about the world is more important to reading comprehension and response than their ability to correctly sound out words.

3. To understand what they read, it is important that children be able to read most words correctly.

4. Computers are most useful because they help students discover more about the world around them.

5. When we ask children a question about a story they have read, there usually is one answer that is better than others.

6. When children cannot recognize a word during reading, a useful strategy for them is to read the sentence again, look at the first letter of the difficult words, and make a guess about what it might be.

7. In the early grades, teachers should spend roughly equal amounts of time teaching children how to sound out unfamiliar words and how to make reasonable guesses about words they cannot recognize.

8. Reading is really the interaction between what an author intended to mean and the meaning a reader brings to that text.

9. Teachers should encourage each child to have a different interpretation and response to a story.

10. When we think about comprehension, it is important to keep in mind that the meaning an author intended usually is what we should encourage children to take away from their reading experience.

11. Teachers should always find out what children know about the topic of a story before asking them to begin reading.

12. Talking storybook software is useful for younger children because it will pronounce unfamiliar words during reading experiences on CD-ROMs.

13. During the reading process, guesses often are as important as accurate word recognition.

14. Authors and readers understand a story in their own ways.

15. When children cannot recognize a word, a useful strategy for them is to read the sentence again and make a guess.

Literacy Beliefs Activity—page 2

Beliefs about **How children learn to read**

1. It is important for teachers to provide clear explanations about many aspects of reading.

2. Students should receive many opportunities to select and read materials unrelated to school learning.

3. Reading instruction should include both teacher-directed and student-directed learning opportunities.

4. Students learn the most about reading when they engage in reading experiences that are personally meaningful, accomplish an important function, and are self-directed.

5. An effective clinical reading center is one where both teachers and students have a clear understanding of essential reading skills.

6. Assessment is essential to a literacy program. This assessment should closely match the skills that have been developed in class.

7. Some children seem to learn about reading best when they determine their own literacy experiences; others seem to learn best through more structured experiences designed by a teacher.

8. Computers are most useful when they are used for communication.

9. To provide children with a reason to read and write, teachers need to create personally meaningful literacy experiences for them.

10. Teachers need to regularly determine which children will benefit from teacher-directed instruction and which children will benefit from self-directed learning experiences.

11. Teachers should have a minimal list of literacy learning goals for students in their classrooms.

12. Computers are most useful when many practice activities are used at the appropriate level for each child.

13. Both students and teachers should define appropriate classroom literacy experiences.

14. Children learn much about literacy by watching their parents at home.

15. No single approach to literacy learning will fit each child perfectly. Teachers need to modify their programs to meet each child's unique needs.

[This survey was developed from Leu, D. J. Jr., & Kinzer, C. K. (2003). *Effective Literacy Instruction K-8: Implementing Best Practice* (5th Ed.) (p. 63-64). Upper Saddle River, NJ: Merrill Prentice Hall.]

Analysis form for Literacy Beliefs Activity

Course:_____ Student ID#_____ Date:_____

A. The first set of 15 statements reflects different beliefs about How children read.

Circle the numbers as they appear in this table:

2 4 9 11 15	Reader-based Explanation
The belief that people read by using background knowledge to predict upcoming words and construct meaning	
1 3 5 10 12	Text-based Explanation
The belief that people read by translating print into sounds as they construct the meaning in a text	
6 7 8 13 14	Interactive Explanation
The belief that we read by simultaneously translating print into sounds and using background knowledge to predict upcoming words; a combination of reader-based and text-based explanations	

B. The second set of 15 statements reflects different beliefs about How children learn to read.

Circle the numbers as they appear in this table:

2 4 8 9 14	Holistic Language Learning Theory
The belief that students learn best as they:(1) direct their own holistic literacy experiences in authentic contexts and (2) learn inductively about important literacy	
1 5 6 11 12	Specific Skills Theory
The belief that students learn best(1)as teachers provide instruction in specific skills and(2)as they learn deductively about important literacy principles.	
3 7 10 13 15	Integrated Theory
The belief that students learn best: (1) as they direct their own experiences in authentic contexts and as teachers provide instruction in specific skills and (2) as they receive both deductive and inductive learning experiences	

APPENDIX C: AUTOBIOGRAPHICAL READING HISTORY

Write a paper describing your prior experiences with reading instruction.

- What do you recall about your own reading instruction?
  - How did you learn to read?
  - What materials did you use/have?
  - Who helped you learn to read?
- What do you recall about your experiences, if any, of helping someone learn to read?
  - How did you teach them to read?
  - What materials did you use?
  - Who were you helping? Why?
- What do you recall about your experiences in *Language Arts and Reading in the Elementary Schools, K-3*?
  - How did what you saw/learned in class match your own experiences with reading instruction?
  - How did what you saw/learned in your practicum relate to what you learned/read about in class?

APPENDIX D: PHILOSOPHY OF READING INSTRUCTION

- Write a paper describing your philosophy of reading instruction. In this philosophy statement, describe what you believe about the effective teaching of reading. Include information regarding sources of knowledge for reading and approaches to teaching reading.

APPENDIX E: REFLEXIVE PHILOSOPHY STATEMENT

1. Ask participant to reread their philosophy of reading instruction statements from ***Language Arts and Reading in the Elementary Schools, K-3***and***Diagnostic and Prescriptive Techniques of Teaching Reading***.
2. Have them select the one that most accurately reflects their current philosophy of reading instruction.
3. Have them highlight words, phrases, sentences, or paragraphs that are abstract/ideal.
4. Have them think of memories/experiences they have had that provide concrete examples for these abstract/ideal areas.

APPENDIX F: PARTICIPANT INTERVIEW QUESTIONS: FIRST INTERVIEW

1. Describe your experiences in learning how to teach reading?
2. How do children learn to read?
3. Describe your intended approach to teaching children how to read?
4. Why do some children experience difficulty learning to read?
5. Describe your intended approach to help children who are experiencing difficulty learning to read?
6. What did you find beneficial in your coursework: ***Language Arts and Reading in the Elementary Schools, K-3*** and ***Diagnostic and Prescriptive Techniques of Teaching Reading***?
7. What did you find beneficial in your field experiences: ***Language Arts and Reading in the Elementary Schools, K-3*** and ***Diagnostic and Prescriptive Techniques of Teaching Reading***?
8. Describe a success you've had teaching reading in your field experiences. What do you attribute the success to? (Do for each course's field experience)
9. Describe a teaching of reading event you found challenging. What made it challenging? (Do for each course's field experience)
10. List specific teaching of reading skills/strategies/techniques that you learned in your field placements that weren't part of your reading methods coursework.
11. Describe a few issues you studied in your reading methods coursework that helped you in your field experiences.
12. Complete the metaphors: 1) Reading is…. 2) Teaching reading is…Explain your metaphors.

APPENDIX G: EXPERT SURVEY

Interview Survey

Participant: _____

Please put a **-** for *all* of the contexts and practices you agree **"Would Make Learning to Read Difficult**." Please put a **+** for *all* of the contexts and practices that "**Would Facilitate Learning to Read**."

___ 1. Teach the children in your classroom letters and words one at a time, making sure each new letter or word is learned before moving on to the next letter or word.
___ 2. Organize your classroom around a variety of print settings, and use a variety of print settings in your classroom.
___ 3. Make word-perfect reading the prime objective of your classroom reading program.
___ 4. Detect and correct all inappropriate or incorrect eye movements you observe as you watch children in your classroom during silent reading.
___ 5. Emphasize only phonics instruction
___ 6. Use a broad spectrum of sources for student reading materials (i.e., children's literature, newspapers. magazines. etc.).
___ 7. Make reading functional.
___ 8. Make sure kids do it correctly or not at all.
___ 9. Teach reading as something separate from writing, talking, and listening.
___ 10 Give off expectations that reading is difficult and complex, and that "I really don't think you can do this."
___11. Never let your pupils witness you enjoying/using reading.
___ 12. Encourage children to talk about and share the different kinds of reading they do in a variety of ways with many others.
___ 13. Follow a basal without thinking.
___ 14. Encourage competitive reading.
___ 15. Focus on using reading as a tool for learning.
___ 16. Give your students lots of time and opportunity to read real books. Likewise, give your students lots of time and opportunity to write creatively and/or for purposeful school assignments.
___ 17. Use workbooks in every reading lesson.
___ 18. Expect pupils to be able to spell all the words they can read.
___ 19. Focus on skills rather than interpretation and comprehension.
___ 20. Combine reading and writing.
___ 21. Use a range of functions of reading (print in the environment, magazines, newspapers, menus, directions, etc.).
___ 22. If a child is not getting it, assign a few more skill sheets to remedy the problem.
___ 23. Focus on the single best answer.
___ 24. Make sure children understand the seriousness of falling behind.
___ 25. Remove the freedom to make decisions about reading from the learner.
___ 26. Include a variety of printed material and literature in your classroom so that students are exposed to numerous types of printed materials (i.e.. newspapers, magazines,

journals, textbooks, research books, trade books, library books, etc.).
___ 27. Group readers according to ability and let them know which group is the lowest.
___ 28. Read infrequently to children.
___ 29. Select all the stories children can read.
___ 30. Develop positive self-perceptions and expectations.
___ 31. Stop reading aloud to children as soon as they get through the primer level.
___ 32. Follow a basal series without questioning or reflecting on what you are doing.
___ 33. Have kids read short, snappy texts rather than whole stories.
___ 34. Make word-perfect oral reading the prime objective of your classroom reading program.
___ 35. Provide multiple, repeated demonstrations of how reading is done and/or used.
___ 36. Have the children do oral reading exclusively.
___ 37. In small groups, have children orally read a story, allowing one sentence or paragraph at a time for each child, and going around the group in either a clockwise or counter-clockwise rotation.
____38. Plan instruction and individual work so students engage in purposeful reading and writing most of the time rather than consciously separating reading from writing activities.
___ 39. Drill children extensively on isolated letters and sounds using flashcards, the blackboard, or worksheets.
___ 40. Test children with paper and pencil tests every time they complete a new story in their basal, and every time you have finished teaching a new skill.
___ 41. Never give children books in which some of the words are unknown (i.e., words that you haven't previously taught or exposed them to in some way).
___ 42. Be sure that you provide lots of training on all the reading skills prior to letting children read a story silently. Even if there isn't much time left for actual reading, you have to focus first on skill training.
___43. Use every opportunity to bring reading/writing/talking/listening together so that each feeds off and feeds into the other.
___ 44. Reading correctly or pronouncing words "exactly right" should be a prime objective of your classroom reading program.
___ 45. Require children to write book reviews of every book they read.
____46. Use silent reading whenever appropriate to the specific purpose.
____ 47. Use flashcards to drill on isolated letter sounds.
____ 48. Create environments, contexts in which the children become convinced that reading does further the purposes of their lives.

[This survey was developed from Flippo, R. (2001). *What Do the Experts Say?* Portsmouth, NH: Heinemann]

APPENDIX H: DOCUMENT SUMMARY FORM

Participant ID: _____ Document #_____

Name of document:

Course document associated with:

Significance/Importance of document:

Brief summary of contents:

APPENDIX I: PERSONAL PEDAGOGY

Have students write a one-page statement of personal pedagogy that describes how their personal beliefs and philosophies regarding reading instruction. They should try and give specific examples to support any abstract/ideal statement.

APPENDIX J: FIRST COURSE SURVEY RESULTS

Table J1. First Course Survey Results: How Children Read

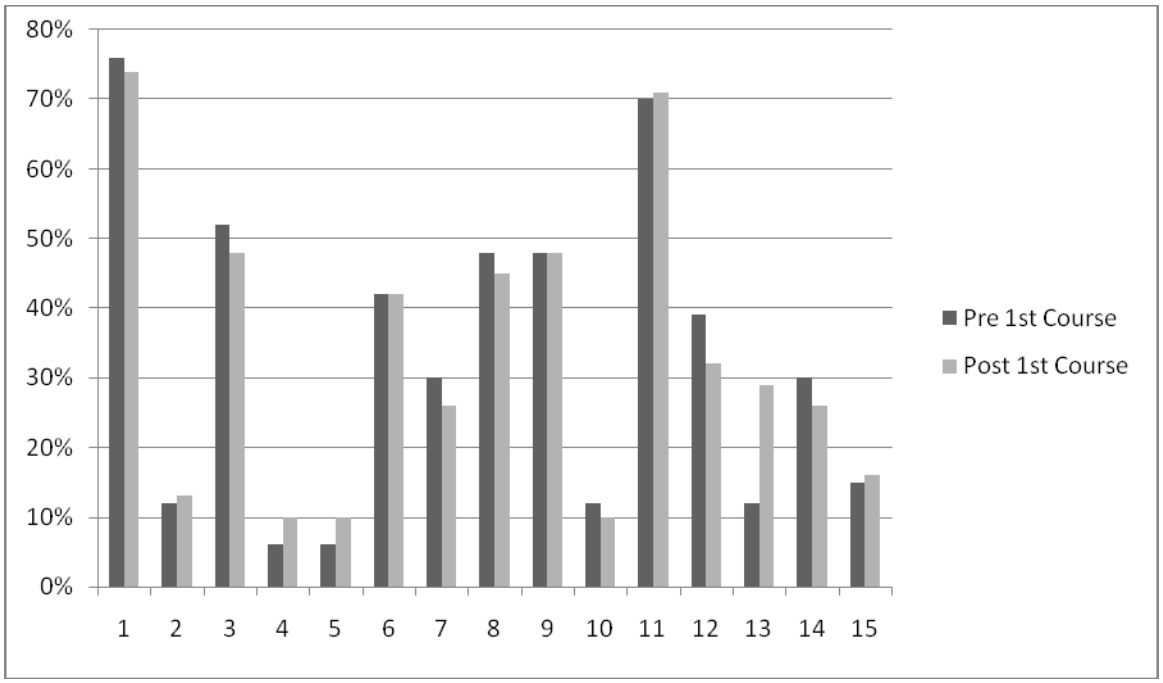
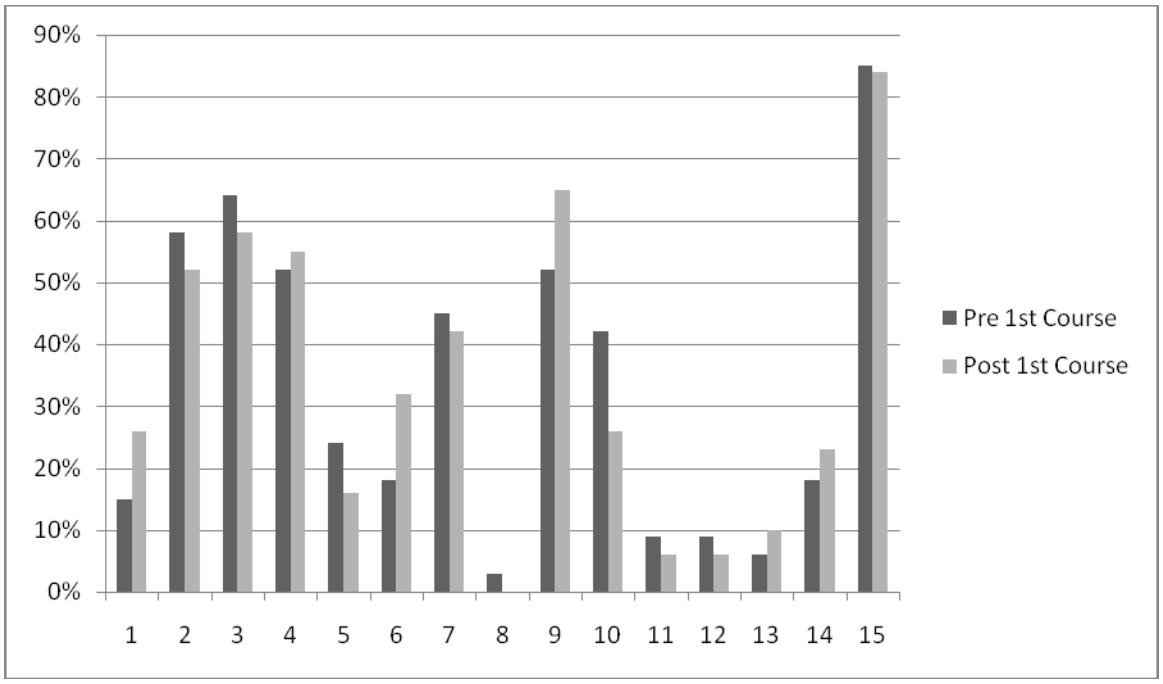


Table J2. First Course Survey Results: How Children Learn to Read



APPENDIX K: SECOND COURSE SURVEY RESULTS

Table K1. Second Course Survey Results: How Children Read

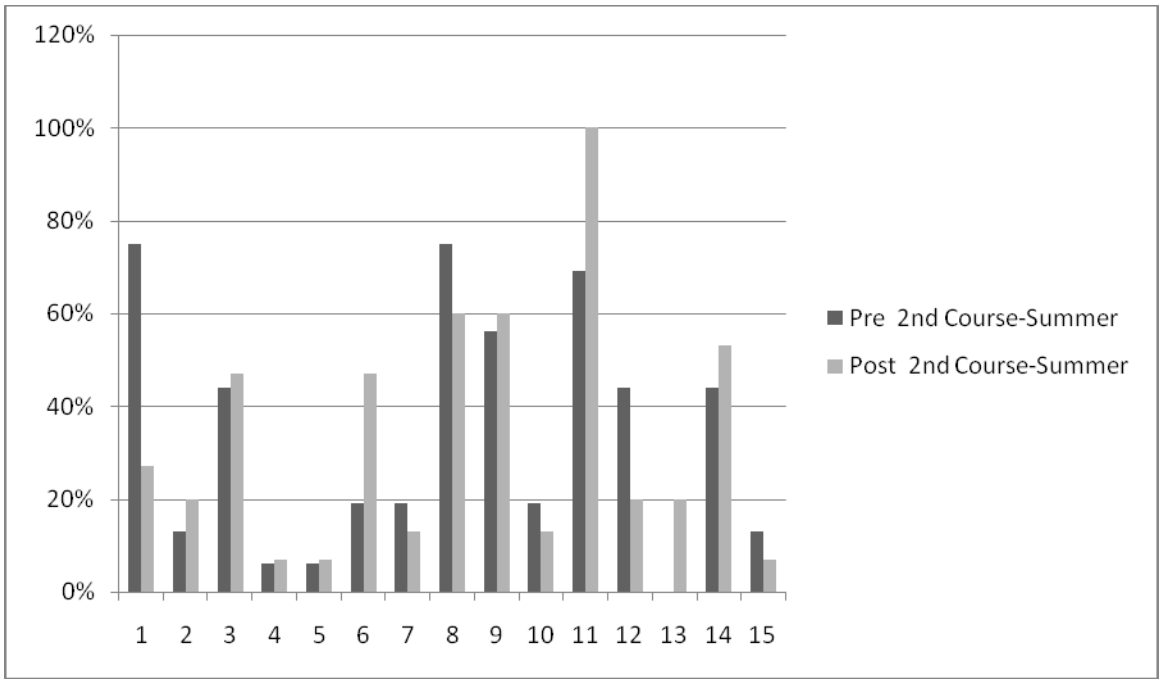
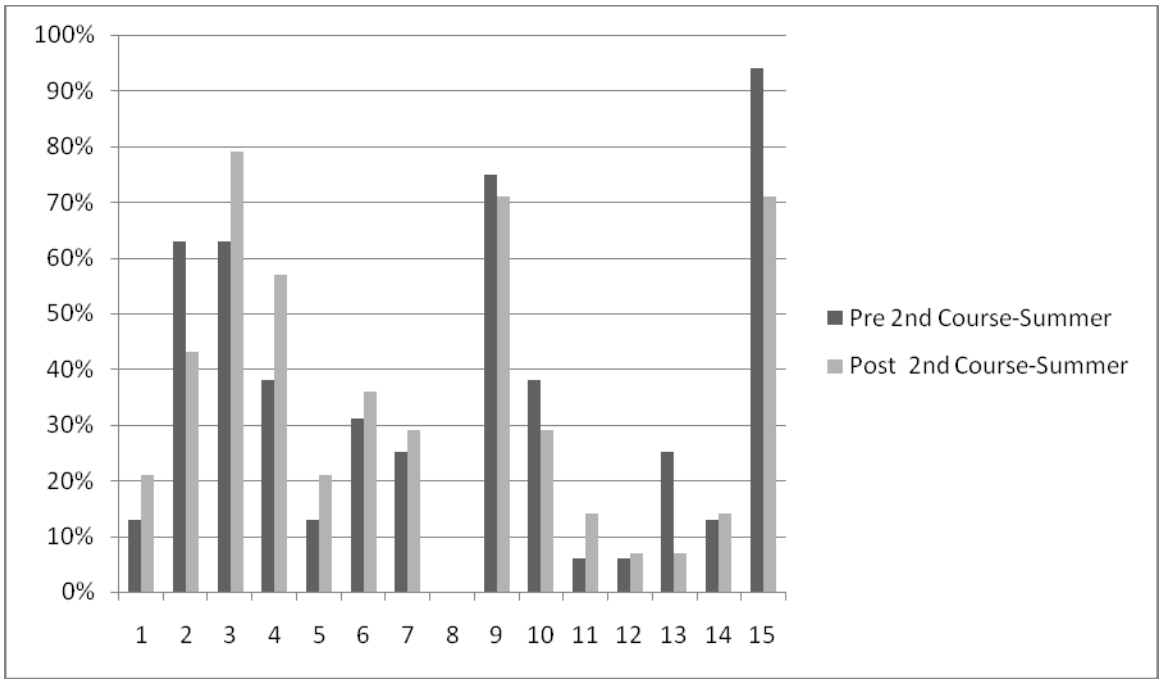


Table K2. Second Course Survey Results: How Children Learn to Read



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